THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT BIRNEY ELEMENTARY SCHOOL

2020-21

37-68338-6039259
CDS Code

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

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

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ Evaluation of LCFF and Title I 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.

San Diego Unified
SCHOOL DISTRICT

Attachment 2 – R/A
Modification of SPSA 2020-21

2020-21 School Plan for Student Achievement

Recommendations and Assurances

School Name: BIRNEY

DUE: October 5, 2020

Site Contact Person: A.L. HAMMOND-WILLIAMS

Phone: 619 4973500 Fax: 619 6883017 E-mail Address: ahammondwilliams@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☒ **Title 1 Schoolwide Programs (SWP)** ☐ **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:

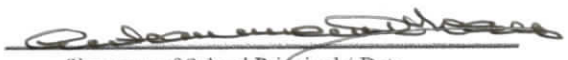
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring 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:

- ☒ English Learner Advisory Committee (ELAC) — Date of presentation: 9-11-20
- ☐ Community Advisory Committee for Special Education Programs (CAC) — Date of presentation:
- ☐ Gifted and Talented Education Program Advisory Committee (GATE) — Date of presentation: ____
- ☒ Site Governance Team (SGT) — Date of presentation: 9-11-20
- ☒ Other (list): LEADERSHIP TEAMS — Date of presentation: 9-11-20

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: 9-24-20

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

A.L HAMMOND-WILLIAMS Type/Print Name of School Principal	 Signature of School Principal / Date	10.5.20
PATRICK DELANEY Type/Print Name of SSC Chairperson	/Patrick Delaney/ Signature of SSC Chairperson / Date	10.5.20 via Zoom
JENNIFER SIMS Type/Print Name of ELAC Chairperson	/Jennifer Sims/ Signature of ELAC Chairperson / Date	10.5.20 via Zoom
Mitzi Merino Type/Print Name of Area Superintendent	 Signature of Area Superintendent / Date	12/3/2020

Submit Document With Original 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 *Title I School wide Program.* The mission of Alice Birney Elementary, an IB World School, is to prepare all students to be active, curious and communicative learners in a climate of tolerance, empathy and integrity. Birney students use their knowledge to promote peace, tolerance and understanding of others in their daily lives. Our goal is to send independent, inquiring, caring students on to be successful at their choice of middle and high school. We envision that our students will act to create a more peaceful world through intercultural understanding and respect. Our specific area of focus continues to be closing the persistent gap in achievement for our significant subgroups (English Learners, Students with Disabilities). Alice Birney Elementary, an IB World School, is a highly sought-after International Baccalaureate Primary Years Program public elementary school for ALL families in the San Diego Unified community. About half of our Birney population are considered socioeconomically disadvantaged, and our population is highly diverse, with 36% White, 33% Hispanic, 15% multiracial, 12% African American, 2% Asian, 1% Native American and 1% Pacific Islander. We embrace our diversity and believe it contributes many advantages to our students' and families' experiences at Birney, but we also recognize that because of our diversity we must attend to a variety of student strengths, needs and challenges and we have designed our school plan to address these needs. For 2020-21, our challenge continues to be increasing the achievement in literacy and mathematics of our students in poverty, our English Learners and our students with special needs. This School Plan for Student Achievement includes goals and strategies that will enhance school climate, student achievement, attendance, and suspension rates.

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 Birney community engaged in a collaborative process in the development of the 2020-21 SPSA. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, PTA, and staff meetings held throughout the year.

September 14, 2019 the Annual Title I Parent Meeting was held.
February 2020 - Staff met to analyze data and provided budget recommendations.
February 2020 - SSC met to discuss the evaluation and assessment survey.
February 2020 - SSC reviewed and approved the 19-20 budget.
October 2020 - SSC developed the School Parent Compact and Parent Involvement Policy.
October 2020 - SSC provided input regarding goals gor English Language Learners.
October 2020 - SSC developed and approved 2020-2021 SPSA.

RESOURCE INEQUITIES

Birney's root cause analysis involved examining data from CAASPP, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2018-19 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the areas of both ELA and Math.
The 2015 3rd grade student group met or exceeded grade level standards at 60% (ELA) and 58.9% (Math). The same group of students moved up to 4th grade in 2016 and their performance in met or exceeded was at 67.5% (ELA) and at 69.3% (Math). During the 2017 school year, their performance in ELA met or exceeded grade level standards was at 75.3% (ELA) and 68.5% (Math). This specific group of students grew 15.3 percentage points in ELA and 9.6 points in Math.

The 2016 3rd grade student group met/exceeded grade level standards at 67.9% (ELA) and 66.7% (Math). When this group of students moved to 4th grade in the 2017 school year, their performance at the met/exceeded grade level standards was at 66.3% (ELA) and 57.5% (Math). This is a 1.6-point decline in ELA and a 9.2-point drop in Math. In 5th grade for the 2018 year, their performance met/exceeded grade level standards by 68.8% (ELA) and 61.5% (Math). This specific cohort group grew 1.1 points in ELA and 4 points in Math.

The 2017 3rd grade student group met or exceeded grade level standards at 68.8% in ELA and 68.8% in Math. Last year in 4th grade, this group met/exceeded grade level standards in ELA at 69.9% in ELA and 67.1% in Math. This year, that same group in 5th grade met/exceeded grade level standards in ELA at 69% in ELA and 71% in Math. This most recent cohort group grew 0.2 points in ELA and 2.2 points in Math.

All grades combined have increased in proficiency in ELA by 7.3 points since 2015 and by 16.8 points in Math. However, our most vulnerable groups continue to be English Learners and Students with Disabilities. English Learner performance in ELA has gained 5 points since 2015, with 14.9% meeting/exceeding grade level standards in 2015 and 23.1% meeting/exceeding grade level standards in ELA in 2019. Our results in Math are better: only 9.1% of ELs met/exceeded grade level standards in Math in 2015, while 28% met/exceeded grade level standards in Math in 2019, an 18.9-point increase. While English Learner performance has increased, the number of English Learners has declined, from 47 students in grades 3-5 in 2015 to 26 in grades 3-5 in 2019.

Of concern in 2019 and for 2020 is the change in results for our Reclassified student group, which has seen a 39.7-point decline in ELA performance and a 22.4 point decrease in performance in Math. Could this be the result of a change in criteria for reclassification? Is early reclassification implying less of a need for academic support to teachers? Is there a tendency for a teacher to believe that a student identified for reclassification is more independent than they actually are? This is the task for our English Learner Call to Action for 2019-2020: teachers will conduct an inquiry into an English Learner students and a Reclassified student.

Regarding our other most vulnerable student group, the number of Students with Disabilities in grades 3-5 has remained stable, with 35 SWD in 2015 and 36 in 2019. In 2015, only 20% of Students with Disabilities met/exceeded grade level standards in ELA and in 2019, that percentage had increased by 5 points, with 25% meeting/exceeding grade level standards in ELA. In the area of Math, in 2015 17.6% of Students with Disabilities met/exceeded grade level standards while in 2019, that percentage was 27%, a 9.4-point increase.

As a result of our overall diversity, we need to continue a laser like focus on these two most vulnerable student groups, with a specific focus on students who are General Education English Learners and Reclassified Students. The only group with double-digit declines since 2015 is the students who have been reclassified. To support English Learner and Reclassified student progress in both ELA and Math, the professional development focus will be on primary grade language development and grade 3-5 monitoring of target student growth using the FAST aReading and aMath. Teachers will continue to meet in weekly PLCS to plan instruction and analyze student performance, with a new focus on incorporating ELD and intervention planning within the new IB PYP planner as well as analysis of formative assessments with particular attention on target students.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
AMANDA HAMMOND-WILLIAMS	PRINCIPAL
JULIA CLINE	PARENT
RAY RIVERA	PARENT
PATRICK DELANY	TEACHER/CHAIR
MANDANA PIROUZAN	TEACHER
KATHRYN MEAD	TEACHER/SECRETARY
FELISE ZOLLMAN	PARENT
JENNIFER SIMS	NON-CLASSROOM STAFF
KATI BENNETT	PARENT
MICHAEL VAN LYON	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**

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

The goal for the 2019-2020 school year was to reduce chronic absenteeism from 6.5% to 6%, reduce suspension rate from 0.6% to 0.5%, and increase parent participation and involvement as measured on the CAL-SCHLS surveys in spring of 2020. Unfortunately, due to COVUID-19 we were unable to conduct the surveys so we will be moving this goal forward. We do not have 2020 Dashboard data so we cannot update our goals based on new metrics. All goals will be carried forward.

***Major Differences**

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

Throughout the year, Birney continued to get record high attendance but still experienced persistent chronic absenteeism in a small portion of the student population.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19, we were unable to measure the progress at the end of the year.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate	6.5%	6%	Attendance	Trimester
June 2021	TK-5	Decrease the overall suspension rate	0.6%	0.5%	Suspension	Trimester
June 2021	TK-5	Increase the average parent involvement rate ("strongly agree" in the indicator: (1) Allow input and welcome contributions; (2) Encourage active partnership with school; (3) Actively seek input for decisions; and (4) Make parents feel welcome.	57%	62%	CAL-SCHLS (CSPS)	Annually
June 2021	TK-5	Increase the average parent involvement rate ("strongly agree" in the indicator: (2) Encourage active partnership with school.	56%	61%	CAL-SCHLS (CSPS)	Annually
June 2021	TK-5	Increase the average parent involvement rate ("strongly agree" in the indicator: Actively seek input for decisions.	34%	38%	CAL-SCHLS (CSPS)	Annually
June 2021	TK-5	Increase the average parent involvement rate ("strongly agree" in the indicator: Make parents feel welcome.	61%	69%	CAL-SCHLS (CSPS)	Annually

***Identified Need**

On the 2018 California Dashboard Birney overall is Green for chronic absenteeism. However, drilling down to subgroups reveals that African American chronic absenteeism actually increased in 2018 by 1.7% to 12.8%. This means that group is in the Orange category. Other groups that are in the Yellow category are: Students with Disabilities: 13.6%; English Learners: 7.3%; Hispanic: 7.9%; Socioeconomically Disadvantaged: 10.3%

On the 2018 California School Dashboard, 1% of African American students were suspended at least once, an increase of 1%, meaning this subgroup is in the Yellow category.

***Online Learning Implications**

-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.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
-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.
-Social-Emotional Learning and Restorative Justice Practices
-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
-Schools will continue wellness efforts via school wellness coordinators.
-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*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	Black or African American	Decrease chronic absenteeism rate for African American students	12.8%	10%	Chronic Absenteeism	Annually
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate for Students with disabilities	13.6%	10%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	Decrease chronic absenteeism rate for Students with disabilities	7.3%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate for Hispanic Students	7.9%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate for Socioeconomically Disadvantaged Students	10.3%	7%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Decrease suspension rate	1%	0.5%	Suspension	Annually

Strategy/Activity 1

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

All students in the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, Hispanic, Students with disabilities, Socioeconomically Disadvantaged and English Learners. All students in the school will benefit from this strategy/activity in the area of **Suspension**, specifically the following subgroups: African American.

***Strategy/Activity - Description**

Principal will hold a quarterly Attendance team meeting with the School Counselor, Teacher Vertical Team, Health Office and Office Staff to monitor attendance, behavior referrals and health office visits. Team will develop tracking system for target students that will include an outreach system for

making parent contact to reduce tardies and absences. Team will track parent contacts each week that targeted students are absent to encourage regular, on-time attendance at school and to recommend students to Saturday Schools when they are absent.
Principal will hold quarterly School Safety and Wellness Team meeting with Wellness Coordinator, School Counselor, School Nurse, Teacher Vertical Team, Education Specialist, School Psychologist, Occupational Therapist and Supervision Staff representative. Team will monitor patterns and trends involving student groups with specific behavior needs and make recommendations for appropriate resources and programs to assist the students in experiencing success, counselor supports these programs on an on-going basis.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00311O	School Counselor -	0.30000	$26,121.60	$37,663.02	0031-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]		Safe, supportive and collaborative school culture; decrease chronic absenteeism, suspension rates; attendance team, student study team; school safety team, wellness team
F00311P	Elem Prep Teacher/Pe	0.10000	$8,704.60	$12,551.15	0031-00016-00-1118-1000-1110-01000-3202	Prep Time Teachers	[no data]		School Wellness Team Leader

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**

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

Through March 13, 2020, resources were allocated to (1) addressing the literacy needs of primary students with an Early Literacy Coaching Cycle targeting literacy instruction at grades K and 1; (2) purchasing a Units of Study Phonics program for K-2 grades to align with the Reading and Writing Units of Study from Teacher's College and (3) Ensuring that incoming kindergarten students were assessed prior to the start of the school year in order to create balanced classes and begin instruction day one.

The ELA focus at upper grades was to ensure that formative assessments throughout the year were predictive of final summative assessment results; this was achieved using the FAST aReading diagnostic screening 3 times through the year which allowed the prompt identification and monitoring of students approaching standards and students in need of additional support. Unfortunately, due to school closure March 13, we were unable to administer the final FAST diagnostics and the 2020 CAASPP to measure student progress and obviously we were unable to fully implement the strategies.

In addition, the 0.5 FTE Magnet Resource Teacher (MRT) supported teachers in weekly 2.25 hour collaborative meetings (PLCs) with (1) designing and implementing instruction and assessments; (2) ensuring IB unit of inquiry planners (6 per grade level) reflected differentiation strategies and activities for both struggling and advanced learners and (3) following, monitoring and adjusting each grade level's Long-Range Plan scope and sequence in accordance with the requirements of the International Baccalaureate Organization. The MRT also serves as the 0.5 FTE Spanish enrichment teacher, providing Spanish enrichment to students in grades 3-5 who are meeting standards so classroom teachers could provide Tier 2 intervention to students not

meeting standards. LCFF Retired Teacher Hourly funded a 3-hour daily Reading Specialist to work with students below grade level in grades 2-4 and a 3-hour daily EL Coordinator working with English Learners in grades K-5 supporting access to grade level content and English language acquisition. Due to school closure for quarantine, we were unable to fully implement these strategies, although we did continue to meet weekly in PLCs for planning and analysis of online learning.

***Major Differences**

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

There were more students than expected in upper grades who required Tier 2 targeted intervention by the Reading Specialist who served students in 2nd and 3rd grade, students in Kindergarten and 1st were served in Tier 2 by classroom teachers. EL Coordinator worked with beginning and early intermediate English Learners at grades K, 1, 3, 4 and 5. EL Coordinator also provided support to Intermediate English Learners who needed Tier 2 support to access grade level curriculum. Unfortunately, we are unable to fully measure effect of strategies due to closure in March 2020.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In grade level planning, explicit attention will be paid to calling out and documenting ways to provide access to grade-level instruction for Students with Disabilities and English Learners. In our analysis of student performance, we will focus on incremental changes in the performance of these two groups. The work of strengthening literacy instruction at grades K-2 continues with the goal of 100% meeting ELA standards by 3rd grade intact. In addition, grades K-2 will implement the Lucy Calkins Phonics Units of Study in tandem with the Reader's and Writer's Workshops In grades 3-5, formative assessments continue to drive instruction in literacy, supports provided through weekly 45-minute targeted Tier 2 intervention, Education Specialist, Reading Specialist or EL Coordinator support. More funding was allocated to ensure that Response to Intervention and Multi-Tiered System of Support would be available to intervene to ensure student success. We will carry our goals forward into 2021.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting or exceeding grade level standards	57%	64%	CAASPP ELA	Annually

June 2021	4	Increase the percentage of students meeting or exceeding grade level standards	69.9%	78%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting or exceeding grade level standards	68.8%	77%	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting or exceeding grade level standards	64.6%	72%	CAASPP ELA	Annually

***Identified Need**

Of the 6 student groups identified by the 2018 California School Dashboard, 4 groups are above standard in either the green (Hispanic, Socioeconomically Disadvantaged, White) or blue (African American) categories. The 2018 SPSA ELA goals of 72% 3rd grade and 78% 5th grade meeting or exceeding standards on CAASPP ELA were not met. However, each grade level did increase over the previous year; 3rd grade posted a 7.5-point increase and 5th grade a 0.2-point increase. The school's overall data for 2017 indicates that 70% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 64.6% of 3rd-5th grade students met or exceeded grade level standards in ELA, indicating a decline of 5.4 points from 2017 to 2018, largely reflecting a significant 11-point decline in 3rd grade and a smaller 6.5 decrease in 5th grade. The 2019 CAASPP ELA results overall indicate 69.2% of students in grades 3-5 met or exceeded standards in ELA, a 4.6-point increase over 2018. A closer look at cohort data reveals that while 57% of last year's 3rd grade students met or exceeded standards in ELA, in 4th grade 74.2% met or exceeded standards in ELA, a 17-point increase. According to the California School Dashboard, student groups in need of additional support are English Learners who were 9.4 points below standard in 2018 and Students with Disabilities who were 44.4 points below standard in 2018. The Dashboard further disaggregates English Learner data to show that in 2018, the 28 current English Learners were 64.6 points below standard, having maintained 2.5 points over the previous year, and the 21 Reclassified English Learners were 63.9 points above standard having increased 12.9 points over the previous year. This data is clearly in line with San Diego Unified' s Call to Action for all schools to take a closer look at these two student groups to ensure appropriate supports. The 2019 results for English Learners in grades 3-5 indicate a 12.8-point increase on CAASPP ELA, from 10.3% to 23.1% students meeting or exceeding standards in ELA. However, only 50% of the Reclassified student group of 24 students met or exceeded standards on CAASPP ELA, a 35.7-point decrease over 2018. The 2019 results for Students with Disabilities in grades 3-5 indicate a 1.7-point increase on CAASPP ELA from 23.3% to 25% students meeting or exceeding standards in ELA, with 4th grade growing 7.7 points from 23.1% in 2018 to 30.8% in 2019 and 5th grade growing 7.1 points from 14.3% in 2018 to 21.4% in 2019.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades. We pu0rchased Formative to be able to assess student progress in ELA, Social Studies, Science and other areas. We also purchased CAPIT Phonics for grades K and 1 to allow for online phonics learning.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

*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 the percentage of students meeting or exceeding grade level standards.	23.1%	26.5%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	25%	28.75%	CAASPP ELA	Annually

June 2021	3-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards.	53.8%	56.8%	CAASPP ELA	Annually

Strategy/Activity 1

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

All students reclassified English Learners and Students with Special Needs.

***Strategy/Activity - Description**

The Reading Specialist will support identified Reclassified English Learner students in grades 2-5 with literacy intervention in phonological awareness, fluency and comprehension.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00316T	Supplies		$2,789.00	$2,789.00	0031-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional materials to support students approaching grade level
N003185	Supplies		$631.00	$631.00	0031-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional materials to support students approaching grade level
N0031AY	Retired Clsrm Teacher Hrly		$10,000.00	$12,229.00	0031-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Support for students approaching grade level in ELA.

Strategy/Activity 2

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

All students will benefit from this strategy in the area of ELA, specifically Students with Disabilities, English Learners and Reclassified English Learners.

***Strategy/Activity - Description**

Funds allocated for purchase of licenses and software for online reading resources including Raz-Kids to support students struggling with literacy. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00318I	Software License		$5,000.00	$5,000.00	0031-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support for students approaching grade level in ELA - software licenses

Strategy/Activity 3

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

All students will benefit from this strategy, specifically English Learners, Reclassified English Learners and Student with Disabilities.

***Strategy/Activity - Description**

Magnet Resource Teacher/Spanish Enrichment teacher will provide Spanish enrichment to grades 3-5 for 45 minutes per week per class, allowing classroom teacher to provide designated ELD support, to ELs, re-teaching or front-loading support to students below grade level standard. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00311R	Regular Teacher -	0.50000	$44,503.00	$63,959.71	0031-00035-00-1107-1000-4760-01000-3202	Program Allocation	[no data]		Spanish support for students for teachers to provide intervention to smaller groups to close the achievement gap.

Strategy/Activity 4

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

All students will benefit from this strategy.

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies such as pencils, journals, charts, etc. The decision was made to use our LCFF/DIISUP funds for supplemental supports for interventions and other classroom supports for the primary benefit of our unduplicated student population (50.4%) - though all students will benefit. Some of these supports include additional material needs to print out leveled reading materials, supplies to help students stay organized, and materials needed for Tier 1 instruction so that all of the students at Birney have access to a Guaranteed and Viable Curriculum.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0031AZ	Supplies		$5,000.00	$5,000.00	0031-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Close achievement gap

Strategy/Activity 5

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

All students will benefit from this strategy.

***Strategy/Activity - Description**

LCFF funds will be allocated to pay grade level teams for planning time in order to analyze student work to improve instruction, create common formative assessments and monitor learning targets for the primary benefit of Birney's unduplicated 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
N0031AS	Prof&Curriclm DevHrlyClsrmTchr		$6,000.00	$7,337.40	0031-30106-00-1170-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Additional hourly planning time beyond 2.25 weekly PLC time for every grade level team.

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

Weekly 2.25 hourly collaborative grade level team meetings facilitated by the 0.5 FTE Magnet Resource Teacher are funded through the Friends of Alice Birney Foundation, enabling grade level teams to be freed up to work together on analyzing student performance in ELA, adjusting instructional plans to accommodate student needs, consult with Education Specialists.

Strategy/Activity 6

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

English Learners

***Strategy/Activity - Description**

English Learner Coordinator will work with English Learners in grades 3-5 who are not performing at level to reteach or front load core content using Thinking Maps in ELA and Math. English Learner's are represented in Birney's 50.4% UPP.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0031AP	Retired NonClsrm Tchr Hrly		$10,000.00	$12,229.00	0031-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support for English Learners, ELPAC

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**

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

The 2019 Math goals of 72% 3rd grade and 74% 5th grade meeting or exceeding standards on CAASPP MATH were not met. In fact, while 5th grade did increase from 61.5% meeting or exceeding standards in Math in 2018 to 63.4% meeting or exceeding standards in 2019, 3rd grade declined from 70% students meeting or exceeding standards in 2018 to 68.8% meeting or exceeding standards in 2019, a 1.2 point drop. Overall, grades 3-5 posted a 2.4 point increase over 2018, going from 66.4% students meeting grade level standards in Math to 68.8%. Resources were allocated to (1) ensuring that grades K-3 are committed to using Engage New York mathematics consistently; (2) grades 3-5 gave the FAST aMath diagnostic screener to determine if results were predictivve of performance on CAASPP MATH and (3) Ensuring that incoming kindergarten students were assessed prior to the start of the school year in order to create balanced classes and begin instruction day one. The MATH focus at upper grades was to ensure that formative assessments throughout the year were predictive of final summative assessment results; this was achieved using the FAST aMath diagnostic screening 3 times through the year which allowed the prompt identification and monitoring of students approaching standards and students in need of additional support.

In addition, the 0.5 FTE Magnet Resource Teacher (MRT) supported teachers in weekly 2.25 hour collaborative meetings (PLCs) with (1) designing and implementing instruction and assessments and (2) following, monitoring and adjusting each grade level's Long-Range Plan scope and sequence in Math, including recording each team's progress and pacing. The MRT also serves as the 0.5 FTE Spanish enrichment teacher, providing Spanish enrichment to students in grades 3-5 who are meeting standards so classroom teachers could provide Tier 2 intervention to students not meeting standards.
Due to COVID-19 school closure in March, 2020, we were unable to fully implement the strategies spelled out in this goal and we were unable to measure student response to the strategies. We will carry forward the goals and strategies outlined in the 2020 SPSA.

***Major Differences**

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

The 2019 Math goals of 72% 3rd grade and 74% 5th grade meeting or exceeding standards on CAASPP MATH were not met. In fact, while 5th grade did increase from 61.5% meeting or exceeding standards in Math in 2018 to 63.4% meeting or exceeding standards in 2019, 3rd grade declined from 70% students meeting or exceeding standards in 2018 to 68.8% meeting or exceeding standards in 2019, a 1.2 point drop. Overall, grades 3-5 posted a 2.4 point increase over 2018, going from 66.4% students meeting grade level standards in Math to 68.8%. Resources were allocated to (1) ensuring that grades K-3 are committed to using Engage New York mathematics consistently; (2) grades 3-5 gave the FAST aMath diagnostic screener to determine if results were predictivve of performance on CAASPP MATH and (3) Ensuring that incoming kindergarten students were assessed prior to the start of the school year in order to create balanced classes and begin instruction day one. The MATH focus at upper grades was to ensure that formative assessments throughout the year were predictive of final summative assessment results; this was achieved using the FAST aMath diagnostic screening 3 times through the year which allowed the prompt identification and monitoring of students approaching standards and students in need of additional support.

In addition, the 0.5 FTE Magnet Resource Teacher (MRT) supported teachers in weekly 2.25 hour collaborative meetings (PLCs) with (1) designing and implementing instruction and assessments and (2) following, monitoring and adjusting each grade level's Long-Range Plan scope and sequence in Math, including recording each team's progress and pacing. The MRT also serves as the 0.5 FTE Spanish enrichment teacher, providing Spanish enrichment to students in grades 3-5 who are meeting standards so classroom teachers could provide Tier 2 intervention to students not meeting standards.
Due to COVID-19 school closure in March, 2020, we were unable to fully implement the strategies spelled out in this goal and we were unable to measure student response to the strategies. We will carry forward the goals and strategies outlined in the 2020 SPSA.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In grade level planning, explicit attention will be paid to calling out and documenting ways to provide access to grade-level instruction for Students with Disabilities and English Learners. In our analysis of student performance we will focus on incremental changes in the performance of these two groups. The work of strengthening mathematics instruction at grades K-2 continues with the goal of 100% meeting standards by 3rd grade intact. Grade K is adding differentiation to math for their former transitional kindergarten students, grades 1-3 implement the NY Engage Math consistently, and grades 3-5 will add mathematics performance tasks and Interim Assessments to be given and analyzed in collaborative. Grades 3-5 will continue to use formative assessment to drive instruction, supports provided through weekly 45-minute targeted math intervention provided through the Spanish enrichment lessons from the magnet resource teacher support.More funding was allocated to ensure that Response to Intervention and Multi-Tiered System of Support would be available to intervene to ensure student success by means of hourly retired teacher.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting or exceeding grade level standards	68.8%	77%	CAASPP Math	Annually
June 2021	3	Increase the percentage of students meeting or exceeding grade level standards	68.8%	77%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting or exceeding grade level standards	73%	82%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting or exceeding grade level standards	63.4%	71%	CAASPP Math	Annually

***Identified Need**

Of the 6 student groups identified by the 2018 California School Dashboard, 5 groups are above standard in either the green (English Learners, Hispanic) or blue (African American, Socioeconomically Disadvantaged, White) categories. The 2018 SPSA Math goals of 72% 3rd grade and 74% 5th grade meeting or exceeding standards on CAASPP Math were not met. Two of the three tested grade levels did increase over the previous year: 3rd grade posted a 1.2-point decrease while 4th grade increased by 5.9 points from 67.1% to 73% and 5th grade increased from 61.5% to 63.4%. The school's overall data for 2017 indicates that 64.8%% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 66.4%% of 3rd-5th, grade students met or exceeded grade level standards in Math, indicating a modest increase from 2017 to 2018. The 2019 CAASPP ELA results overall indicate 68.8% of students in grades 3-5 met or exceeded standards in Math, a 2.4-point increase over 2018. According to the California School Dashboard, the two student groups performing below standard are Students with Disabilities, who were 43.4 points below standard in 2018 and English Learners, who were 10.9 points below standard in 2018. The Dashboard further disaggregates English Learner data to show that in 2018, the current English Learners were 59.5 points below standard, having increased 12 points over the previous year, and the Reclassified English Learners were 48 points above standard having increased 17.5 points over the previous year. This data is clearly in line with San Diego Unified' s Call

to Action for all schools to take a closer look at these two student groups to ensure appropriate supports. The 2019 results for English Learners in grades 3-5 indicate a 7.3-point increase on CAASPP MATH, from 20.7% to 28% students meeting or exceeding standards in Math. However, only 50% of the Reclassified student group met or exceeded standards on CAASPP MATH, a 31-point decrease over 2018. The 2019 results for Students with Disabilities in grades 3-5 indicate a 5-point increase on CAASPP math from 22% to 27% students meeting or exceeding standards in Math.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades. We purchased Zearn Mathematics and Formative to be able to assess student progress in math,.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	45%	52%	CAASPP Math	Annually
June 2021	3	English Learner	Increase the percentage of students meeting or exceeding	30%	35%	CAASPP Math	Annually

			grade level standards.				
June 2021	4	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	28.6%	33%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting or exceeding grade level standards.	17%	20%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	14.3%	17%	CAASPP Math	Annually
June 2021	5	English Learner	Increase the percentage of students meeting or exceeding grade level standards.	14%	18%	CAASPP Math	Annually

Strategy/Activity 1

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

All students will benefit from this strategy, but specifically Students with Disabilities, English Learners, Reclassified English Learners and other students who are not at grade level.

***Strategy/Activity - Description**

Magnet Resource Teacher/Spanish Enrichment teacher will provide Spanish enrichment to grades 3-5 for 45 minutes per week per class, allowing classroom teacher to provide designated ELD support, to ELs, re-teaching or front-loading support to students below grade level standard in mathematics.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00311S	Project Resource Teacher -	0.40000	$37,434.80	$53,418.94	0031-00035-00-1907-2490-0000-01000-3202	Program Allocation	[no data]		Support for teachers to provide intervention to smaller groups.

Strategy/Activity 2

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

All students will benefit from this strategy.

***Strategy/Activity - Description**

Funds will be allocated to pay retired teacher to provide math interventions.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00319F	Retired Clsrm Teacher Hrly		$10,000.00	$12,229.00	0031-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support for student approaching grade level in Math.

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**

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

The 2018-2019 SPSA English Learner goal was met, with 11 students qualifying for reclassification and 1 student qualifying via the alternate reclassification process. The number of students at Birney who have either mastered English or are on track to do so has declined over the last 5 years: There were 47 English Learners and 29 Reclassified students (RFEP) in 2015, 76 students altogether. In 2019, that number was 26 ELs and 24 RFEP, or 50 students altogether, a decline of 16. At Birney, more students appear to be entering speaking and/or hearing more than one language and testing as Initially Fluent English Proficient (IFEP). We need to target EL students for appropriate instruction and supports in order to ensure that they experience success, and we aim to ensure all our incoming English Learners in kindergarten reach the bridging stage of language development by the end of 2nd grade. Birney has allocated resources to employ a retired bilingual teacher for 20 hours a week to serve as EL coordinator.

Responsibilities include (1) assessing the language levels for initial and summative ELPAC requirements (2) working with all novice ELs and some developing ELs regularly to gauge levels of language acquisition and (3) ensuring compliance with all state and district mandates. We need to consistently implement Thinking Maps for EL supports; this has been neglected in recent years due to our work with the Units of Inquiry.
Due to COVID-19 school closure in March 2020, we were unable to fully implement the strategies spelled out in this goal and we were unable to measure student response to the strategies. We will carry forward the goals and strategies outlined in the 2020 SPSA.

***Major Differences**

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

In 2018-2019, there were a number of ELs and Reclassified ELs who were struggling in ELA and Math. It was evident that a targeted strategy to support students who are Bridging level of language acquisition was necessary. The use of Thinking Maps has declined in recent years and this needs to be reversed since Thinking Maps are proven to support ELs in achieving grade level. It has been difficult to form and sustain an ELAC Committee at Birney. Birney's Magnet Resource Teacher and the EL Coordinator will work together to initiate and sustain Birney's English Learner Advisory Committee.

Due to COVID-19 school closure in March 2020, we were unable to fully implement the strategies spelled out in this goal and we were unable to measure student response to the strategies. We will carry forward the goals and strategies outlined in the 2020 SPSA.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the data from 2019 CAASPP reveals that attention must be paid to students who are bridging and eligible for reclassification and who are reclassified. In 2019, only 50% of 3rd grade, reclassified students and 67% of 4th grade students met or exceeded standards on CAASPP ELA and in Math, 60% of 3rd grade students and 56% of 4th grade students met or exceeded standards. The focus for 2020 will be to ensure that monitoring of these students occurs regularly, with interventions designed to achieve proficiency; the assumption that reclassified students are automatically proficient must be challenged. Birney's Magnet Resource Teacher and the EL Coordinator will work together to initiate and sustain Birney's English Learner Advisory Committee.

***Integrated English Language Development**

- Grade level IB planners will reflect integrated ELD.
- Classroom visits will be conducted to show evidence of integrated ELD.

***Designated English Language Development**

The EL Coordinator provides D-ELD to students who are novice English speakers in a daily small group pull-out. For students who are considered 'expanding' or 'bridging' teachers will provide designated ELD in the form of brief, content-related support throughout the day. In addition, specific attention to 'how English works' will be provided during literacy instruction related to word/language study. Teachers meet weekly in grade level teams to analyze data for target students with disabilities and English Learners. Particular emphasis will be placed on ELD for students who are developing and bridging. Classroom walkthroughs will be conducted to show evidence of designated ELD.

*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 the percentage of students meeting or exceeding standards in ELA	23.1%	35%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding standards in Math	26%	38%	CAASPP Math	Annually
June 2021	3-5	RFEP	Increase the percentage of students meeting or exceeding standards in ELA	50%	65%	CAASPP ELA	Annually
June 2021	3-5	RFEP	Increase the percentage of students meeting or exceeding standards in Math	50%	65%	CAASPP Math	Annually

***Identified Need**

55 English Learner students make up 10% of the entire school population. According to the California School Dashboard, English Learner students are performing 9.4 points below standard in ELA and 10.9 points below standard in Math. According to summative ELPAC data for 2019, 7 students (13%) were performing at Level 4 (well-developed), 20students (37%) at Level 3 (moderately developed), 22 students (41%) at Level 2 (somewhat developed) and 5 students (9%) at Level 1 (minimally developed).

***Online Learning Implications**

-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
-Formative assessment data will be collected, analyzed and feedback given to students.
-Professional development will also be offered to teachers across the district serving this English Learner group

-The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
-This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting standard in ELA.	30	34.5	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting standard in ELA.	40	46	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting standard in ELA.	14	16	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting standard in Math.	30	34.5	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting standard in Math.	30	34.5	CAASPP Math	Annually
June 2021	5	English Learner	Increase the percentage of students meeting standard in Math.	17	19.5	CAASPP Math	Annually

Strategy/Activity 1

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

All students will benefit from this strategy, but specifically English Learners.

***Strategy/Activity - Description**

EL Coordinator will provide classroom teachers with detailed information, including results of Initial and Summative ELPAC, regarding EL students in their classes. Grade level teams will monitor progress of ELs during weekly collaborative team meetings. Teachers will provide small group, specific D-ELD during the weekly enrichment period for class. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00315A	Retired Clsrm Teacher Hrly		$10,000.00	$12,229.00	0031-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Support for English Learners approaching grade level.

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**

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

Since the school closure due to COVID-19 in March, 29020, we were unable to assess effectiveness of this data. We will carry over this goal into 2020-2021.

***Major Differences**

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

Not being able to complete activities for this goal due to school closures.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None will carry goal over to next year.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting or exceeding grade level standards in ELA on CAASPP	25%	30%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting or exceeding grade level standards in MATH on CAASPP	27%	32%	Other (Describe in Objective)	Annually

***Identified Need**

Since the school closure due to COVID-19 in March, 29020, we were unable to assess effectiveness of this data. We will carry over this goal into 2020-2021.According to the California School Dashboard, in 2018, the 46 students with disabilities were performing 44.4 points below standard in ELA, having increased 16.1 points over 2017. Those same students were performing 43.4 points below standard in Math, having increased 28.8 points over 2017.

***Online Learning Implications**

-Implementation of IEP Services in Online Learning Setting
-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.)
-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 will consist of general education teachers, educational specialists, related services providers and Para educators.
-All staff will be working 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	Students with Disabilities	Increase percentage of	27%	37%	Other (Describe in Objective)	Annually

			students meeting and exceeding grade level standards in ELA as measured by CAASPP.				
June 2021	4	Students with Disabilities	Increase percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	31%	41%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	21%	31%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	45%	55%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase percentage of students meeting and exceeding	28%	38%	Other (Describe in Objective)	Annually

			grade level standards in MATH as measured by CAASPP.				
June 2021	5	Students with Disabilities	Increase percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	14%	24%	Other (Describe in Objective)	Annually

Strategy/Activity 1

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

All students at the school will benefit from this activity, specifically students with disabilities.

***Strategy/Activity - Description**

We will continue to identify students for additional supports as needed in technology and for small group interventions onsite. The materials and software will benefit all students, including students with disabilities. Many of our meal eligibile students are also identifiied as students with disabilities.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00313W	Supplies		$4,729.00	$4,729.00	0031-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional materials to support students with disabilities
N0031AL	Interprogram Svcs/Paper		$1,000.00	$1,000.00	0031-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Copy paper for additional interventions
N0031AN	Software License		$5,000.00	$5,000.00	0031-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software licenses to support student approaching grade level.

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	TK-5th	Black Youth	To increase percentage of students meeting or exceeding standards in ELA	53.8%	59%	Grades	Yearly
June 2021	TK-5th	Black Youth	To increase percentage of students meeting or exceeding standards in Math	64%	70&	Grades	Yearly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Birney site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Birney will develop and implement a site-specific system for tracking classroom referrals.
3. Birney 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. Birney 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, Birney will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Birney is to maintain or increase the percentage of diverse educators from current year to the follow

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Inconsistent or flat growth in Literacy and Math over time.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

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

All students will be served with an emphasis to BY students.

***Strategy/Activity - Description**

Weekly 2 hour PLCs to analyze student data specifically black youth response to instruction and identify supplementary curriculum supports for purchase

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0031B0	Supplies		$5,000.00	$5,000.00	0031-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional materials to enrich culturally relevant curriculum development.
N0031B1	Retired Clsrm Teacher Hrly		$3,000.00	$3,668.70	0031-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Retired teacher hourly to develop Student Equity Team.
	Regular Teacher -				0031-00035-00-1107-1000-4760-01000-3202	Program Allocation	[no data]	Goal 2 - English Language Arts | Ref Id : F00311R	Supports for teachers to analyze data and plan instruction through PLCs; Spanish support for teachers to provide intervention to smaller groups

Strategy/Activity 1

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

All students will benefit from this strategy, but it is developed with Black Youth in mind.

***Strategy/Activity - Description**

Development of a Birney Equity Team to be part of Student Council to bring equity issues to the surface and meet the needs of the unheard on campus.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0031B2	Retired Clsrm Teacher Hrly		$1,000.00	$1,222.90	0031-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Site Equity Team

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**

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

Family engagement at Birney revolves around Family Fridays, monthly 'open houses' with a focus on parent education and sharing of student work. This includes 2 opportunities to engage with student in student-led conferences in the classroom, a 'back-to-school' event, and several whole-school celebrations of international mindedness, including the peace sign, the kindness heart and the mother language dances. Parents were surveyed and they asked for additional evening opportunities at school and videos posted to the website for families who could not attend.

Due to March 2020 school closure for COVID-19; we were unable to fully implement our goals and strategies for Family Engagement. We will carry forward goals. We did, however, feature some online community activities during the spring emergency online learning and for 2020-2021, we will feature online Family Fridays for the sake of community building.

***Major Differences**

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

The school was closed to onsite learning on March 13, 2020. Subsequent family engagement occurred on Thursdays at 11:30 with a whole school zoom event to engage families.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, beginning with Online Learning, we re-established Family Fridays to be online. To engage families, we used Specials classes for opportunities to feature student performances via Flip Grid in order to build school community. Parents will have these opportunities to be involved in the decision-making processes at school (SSC, PTA).

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents who respond to survey	34%	45%	CAL - SCHLS (CSPS)
June 2021	ELAC	Establish ELAC	0%	100%	CAL - SCHLS (CSPS)
June 2021	SSC	Share information discussed in SSC with all parents	20%	75%	Other - Describe in objective

***Identified Need**

To increase parent involvement for parents and families of students who are English learners.

***Online Learning Implications**

-
All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
-
Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
-
District is also supplying families with training on SEL, Wellness, Health and Safety.
    -
These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
    -
These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
    -

This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
Training for parents and other caregivers
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise
A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Form and convene ELAC at least once	0%	100%	Committee Attendance

Strategy/Activity 1

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

All families will benefit from this strategy.

***Strategy/Activity - Description**

Monthly Family Friday featuring principal news, school information, parent organization information, IB PYP information for half the session, other half of session featuring activities parents can participate in with their children, e.g., International Day of Peace Sign, Mother Tongue Dance Celebration, Kindness heart, Student-Led Conferences, etc.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00311Q	Project Resource Teacher -	0.10000	$9,358.70	$13,354.73	0031-00035-00-1907-2490-0000-01000-3202	Program Allocation	[no data]		ELAC Coordinator
N0031Q	Interprogram Svcs/Paper		$1,000.00	$1,000.00	0031-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Copy paper for printing of weekly newsletter to send home with students for parental engagement purposes.
N0031AO	Supplies		$658.00	$658.00	0031-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for Family Fridays, ELAC, SSC, PTA meetings to include chart paper, markers, highlighters, water, etc.

N0031AX	Classroom Teacher Hrly		$350.00	$428.03	0031-00000-00-1157-1000-1110-01000-0000	Discretionary Alloc	[no data]		Certificated suppports for Family Fridays

Strategy/Activity 2

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

All families will benefit from this strategy.

***Strategy/Activity - Description**

Purchase of a video camera to record and post videos of meetings.

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**

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

In 2019-2020, resources were allocated to fund the following:
The Magnet Resource Teacher (.5 FTE IB Coordinator and .5 FTE Spanish teacher) provided a weekly 45-minute Spanish enrichment lesson for each classroom in grades 3-5 so that classroom teachers could keep their focus/target students in-class to provide additional instruction through re-teaching or front-loading, assess performance and progress towards goals. The Magnet Resource Teacher also pushed in to collaborative grade level team meetings to facilitate those meetings and memorialize outcomes. The part time reading specialist and the part-time EL Coordinator worked with small groups of 3rd-5th grade students to improve reading comprehension or fluency. With the Emergency Learning from March 13 to July 21, 2020, we were unable to measure outcomes at the end of the year. However, according to Fall/Winter FAST Reading comparison, in Winter, 84% 3rd grade students were achieving at or above standards in reading: 17% were in the 'low risk' band and 67% were in the 'college pathway' band.

Due to March 2020 school closure due to COVID-19, we were unable to fully implement our goals and strategies and we will carry forward our goal.

***Major Differences**

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

Along with using DRA/ARI to monitor reading levels, we were supposed to administer the FAST aReading Screening diagnostic 3 times through the year., but due to COVID-19 we were unable to administer the Spring diagnostic assessments Resources allocated for spring interventions were not used due to school closing and transition to Distance learning. We were able to align our DRA/ARI assessments with FAST which facilitated appreciating how advanced some of our students were. We planned to but were unable to administer the FAST to 2nd graders at the end of the year last year so we could have the incoming 3rd grade students solidly in their reading level from day one. Opening 2020-2021 with Online Learning necessitates a waiting period prior to administering diagnostic assessments.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to use the FAST aReading diagnostic screener to measure reading proficiency.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading t P38 or above as measured by FAST aReading	75%	85%	Other (Describe in Objective)	Reporting periods
June 2021	5	Increase the percentage of students reading at or above S44 as measured by FAST aReading	83%	88%	Other (Describe in Objective)	Reporting periods

***Identified Need**

In 2019-2020, 85% of 3rd grade students were at P38 or above as measured by the FAST aReading assessment at the 2nd reporting period (March, 2020). 77% of 5th grade students were at S44 or above as measured by the FAST aReading assessment at the 2nd reporting period (March, 2020).

***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	3rd Grade	English Learner	Read at P38 or above as measured by FAST aReading Diagnostic Screener	33%	43%	Other (Describe in Objective)	3 times per year
June 2021	3rd Grade	Students with Disabilities	Read at P38 or above as measured by FAST aReading Diagnostic Screener	33%	43%	Other (Describe in Objective)	3 times per year
June 2021	5th Grade	English Learner	Read at S44 or above as measured by FAST aReading Diagnostic Screener	33%	43%	Other (Describe in Objective)	3 times per year
June 2021	5th Grade	Students with Disabilities	Read at S44 or above as measured by FAST aReading Diagnostic Screener	20%	30%	Other (Describe in Objective)	3 times per year
June 2021	TK-5th	Black or African American	To increase percentage of students meeting	53.8%	59%	Other (Describe in Objective)	3 times per year

			or exceeding standards in ELA				

Strategy/Activity 1

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

All students at grades 3-5 will benefit from this strategy in ELA.

***Strategy/Activity - Description**

Magnet Resource Teacher will continue to teach Spanish as Enrichment to all students at or above grade level for 45 minutes per week so that teachers can reteach, front-load or assess students who are focus or target students.

Strategy/Activity 2

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

Students in grades 3-5 will be served by this strategy.

***Strategy/Activity - Description**

Reading specialist to work with small groups of target students in grades 3-5 who scored a 2 on 2019 SBAC or whose FAST aReading levels indicate a need for intervention. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0031AM	Software License		$5,000.00	$5,000.00	0031-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Online support for students approaching grade level

Strategy/Activity 3

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

English Learners in grades 3-5

***Strategy/Activity - Description**

English Learner Coordinator works with small groups of EL students to improve reading comprehension and fluency. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0031P	Retired Clsrm Teacher Hrly		$6,000.00	$7,337.40	0031-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support for students approaching grade level.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes 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 educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. How will you foster a culture of STEAM?
2. How will you build capacity to ensure fidelity and sustainability of STEAM?
3. How will you support teachers in implementing STEAM lessons a minimum of 4 hours per week?
The IB Program of Inquiry is inquiry-centered and transdisciplinary in nature, so the potential for Birney to seamlessly transition into STEAM teaching was ripe when we joined the STEAM Initiative in 2019. We are now in the second year of our training. Since the appearance of the NGSS standards, Birney teachers have been eager to implement those standards with state-of-the-art materials and excellent training. Our units are designed to foster agency and independence in our students, and the hands-on, open-endedness of the STEAM initiative can only enhance our program. Our participation in the STEAM Initiative through San Diego Unified continues to be our best bet to get the training and materials we need to do the Science teaching we want to do, and learn how to integrate all subject areas into our IB units through STEAM. The Birney culture is already primed for STEAM to bring action, inquiry, discovery and play to our primary classrooms; if we could implement STEAM at all grade levels at once we would. Instead, we are entering our second year of STEAM professional development out at grades TK, K and 1st, and this year we have added 2nd grade, with the hopes to extend to 3rd-5th over the coming years. Building capacity for this work is a fundamental part of the work, and is facilitated by the PLC structure at Birney with weekly PLC collaborative meetings where our teachers meet as a grade level team while their students go to their "Specials." Each grade level team works to embed the new STEAM material into their established transdisciplinary IB PYP planners which will achieve the goal of incorporating the STEAM work into the planners and ensuring fidelity to the lessons over time. While our days at Birney are full of exciting activities, we are committed to at least 4 hours of STEAM activities per week.

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

3. -----ONLINE LEARNING:-----
What system does your site have for pupil outreach and re-engagement?
How are staff being trained to engage students? Relationship-building via online learning?
How will the School ensure equity and consistency from classroom to classroom when taking attendance in combined settings?
Consider how the School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages)?
What specific leadership action will you take to meet SPSA during online learning?

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

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

analysis and recognition of best practices across the school. We approach our professional development from an inquiry position -"What is working for our students?" "What needs to work better for our students?" and "How can we make measure our success in making this happen?"

For the 2020-21 school year, our professional development student focus continues to center on how to improve outcomes for our students with disabilities and for English Learners. In addition, our K and 1st grade teachers are participating in their 2nd year of the STEAM initiative, and this is the 1st year of STEAM for our 2nd grade team. Finally, our 3rd-5th grade teams will continue to participate in the Integrated Seminar Initiative in which we design consistent and supportive integrated and differentiated activities for our gifted cluster and seminar students. The Pedagogical Leadership Team will continue to address items in our IB PYP Action Plan where, as a result of our 2018 IB Self-Study and Evaluation, we will continue to implement our Action Plan for the next 5 years for ongoing improvement. The K-3 Vertical Team will meet to design and document acceleration plans in both numeracy and literacy to meet our goal of 100% proficiency by 3rd grade. The special education team will dedicate time weekly to collaborate with general education colleagues to facilitate ways to accelerate the progress of students with special needs. In order to measure progress across the school in Literacy and Math, we will continue to administer FAST diagnostic assessments in reading and math.

For the 2020-2021 school year, which began with Online Learning, Birney opted to go with Zoom, Google Classroom and Seesaw as our learning management system. Data on engagement during the emergency learning in Spring showed that students were most consistently engaged when zoom rooms opened daily in the morning with a whole class meeting and teachers remained online in whole and small group settings through the lunch period. Teachers reach out via email and phone to the parents of students who disengage, and when the pattern is repeated, contact the Birney Attendance Team for support. Subsequent actions have included office calls, home visits, principal emails and more. Birney staff participated in a variety of trainings during "Welcome Week" including SEL, Quality Learning Interactions, Quality Teaching Practices and Doug Fisher's Distance Learning Playbook training; these professional development sessions showed teachers and staff how to build relationships with students and parents during online learning. In order to maintain consistency in instruction between classrooms, we re-established our grade level PLCs by the third week of instruction; Special teachers record participation and engagement in a Google form to inform classroom teachers of attendance during their classes. During online learning, in order to meet SPSA, we will administer the FAST in literacy and math to all students in grades 3-5. Students in TK-2 will participate in the WRAP and DRA to inform assessment for the 3 reporting periods.

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

Birney ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 32,747.00
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)	$104,289.40

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)	$ 34,295.40
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $34,295.40

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)	$ 37,247.00
[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): $ 37,247.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 104,289.40

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Birney Elementary	**09800 LCFF Intervention Support**		**1189**	Retired Clsrm Teacher Hrly		$ 10,000.00
			1986	Retired NonClsrm Tchr Hrly		$ 10,000.00
			3000			$ 4,458.00
			4301	Supplies		$ 7,789.00
			5841	Software License		$ 5,000.00
	09800 LCFF Intervention Support Total					**$ 37,247.00**
	30100 Title I Basic Program		**1189**	Retired Clsrm Teacher Hrly		$ 20,000.00
			3000			$ 4,458.00
			4301	Supplies		$ 631.00
			5733	Interprogram Svcs/Paper		$ 1,000.00
			5841	Software License		$ 5,000.00
	30100 Title I Basic Program Total					**$ 31,089.00**
	30103 Title I Parent Involvement		**4301**	Supplies		$ 658.00
			5733	Interprogram Svcs/Paper		$ 1,000.00
	30103 Title I Parent Involvement Total					**$ 1,658.00**
	30106 Title I Supplmnt Prog Imprvmnt		**1170**	Prof&Curriclm DevHrlyClsrmTchr		$ 6,000.00
			1189	Retired Clsrm Teacher Hrly		$ 10,000.00
			3000			$ 3,566.40
			4301	Supplies		$ 9,729.00
			5841	Software License		$ 5,000.00
	30106 Title I Supplmnt Prog Imprvmnt Total					**$ 34,295.40**
Grand Total						**$ 104,289.40**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

ALICE BIRNEY ELEMENTARY, AN IB WORLD SCHOOL
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.
ALICE BIRNEY ELEMENTARY, AN IB WORLD SCHOOL develops a written Title I Parent & Family Engagement Policy with input from Title I parents on the School Site Council yearly. It is distributed to parents of Title I students via email October-December 2020. Copies are available in the school office The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive]. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c). Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This year, the information is shared at the December Family Friday and via the email newsletter, The Birney Buzz, sent home via email to families due to online learning.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - Afternoon Family Fridays – second Friday of every month school is in session, 2:30-3:35
    - Evening Parent Organization Meetings – 3rd Thursday, 6:00-7:30
        - SSC – 1st Thursday, 5:00-6:00
    - Morning Buzz – last Friday of month, 8:45-9:30 (not when online)
    - Parent-Teacher Conferences – Fall and Spring, 100% attendance when in-person
    - Specials Celebration Assemblies – fall, spring (not when online)
    - Parent Organization-sponsored events: 2 Playground Playdates, 2 Parent Nights Out, 2 Bedtime Stories, 1 Passport to Adventure, 1 Star Party, 1 Volunteer Appreciation (not when online)
    - School Smarts Parent Academy, 8 week parent education course (not when online)

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *****review, and improvement of the school's Title I programs and the Title I parental involvement policy. The School Site Council, Parent Organization meetings and Family Fridays provide the venue for all parents to have input in the planning, review and improvement of the school's Title 1 program and the Title 1 Parent Involvement Policy. In addition, parent feedback is welcome at all times.

- The school provides parents of Title I students with timely information about Title I programs. As a school-wide Title 1 Program, parents are given timely information about our programs via a weekly newsletter, sent home via email and paper copy with students. In addition, monthly Family Fridays, bi-annual parent-teacher conferences and quarterly assemblies inform parents about the progress of their students.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through monthly Family Fridays, Specials Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring.

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

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

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

Home School-Parent Compact:

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

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

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

Building Capacity for Involvement:

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their

children through monthly Family Fridays, Specials Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring.

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

Accessibility

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

This policy was adopted by ***ALICE BIRNEY ELEMENTARY, AN IB WORLD SCHOOL*** on December 11, 2020 and will be in effect for the period of 1 year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: December 11, 2020

Amanda Hammond-Williams

Signature of authorized official here

APPENDIX C

SCHOOL PARENT COMPACT

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

ALICE BIRNEY ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Birney Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide **high-quality curriculum and instruction**
- The **ways parents and family members will be responsible for supporting** their children's learning (ESSA Section 1116[d][1]).
- The **importance of ongoing communication between parents and family members**, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- P**arent-teacher conferences in elementary schools, at least annually**, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- **Frequent reports to parents and family members on their children's progress** (ESSA Section 1116[d][2][B]).
- **Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities** (ESSA Section 1116[d][2][C]).

The <u>Alice Birney IB World School</u> will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
    - **Our classrooms, both in-person and virtual, are designed to be supportive of students' needs, enabling teachers to meet with students in a whole group, small groups, and partnerships or as individuals as needed according to the teacher's plans and the established student needs.**

  - **Each teaching team at Birney meets weekly at least once to design instruction for students to meet the state standards in all curricular areas, and delivers instruction according to the frameworks designated by the district and within the Program of Inquiry of the International Baccalaureate Primary Years Program.**
  - **Formative and Summative student assessments form an integral part of the instructional plan, both in-person and virtual, as teachers assess student performance regularly in order to appropriately plan further instruction.**
  - **Each teacher adapts the team's instructional planning to be responsive to that teacher's students' needs,**
- **Hold parent-teacher conferences (at least annually in elementary schools) during which the compact will be shared as it relates to the individual child's achievement.**
  - **Parent-Teacher Conferences are held in Fall and Spring.**
  - **Every parent is encouraged to make an appointment for each session in order to be informed of their students' progress.**
  - **Birney has a goal of 100% attendance at both conferences, twice a year.**
- **Provide parents with frequent reports on their child's progress.**
  - **Teachers will communicate with parents by phone or in writing as needed. Student report cards will be sent home three times a year. Parents can make an appointment with the teacher by calling (619) 497-3500, emailing or sending a note with the student.**
- **Provide parents reasonable access to staff.**
  - **Appointments can be made at any time by calling (619) 497-3500. Staff is also available through email. Email address can be provided by contacting the teacher or the office. Monthly Family Fridays allow families to see their students interacting with the teacher and peers.**
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - Parents may contact the office to arrange to volunteer.
  - Classes are open to all visitors at monthly Family Fridays (Second Friday of the month, 2:30–3:35 p.m.).
  - Appointments can be made by calling (619) 497-3500 or emailing the teacher.

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

- *Monitoring attendance.*
- *Making sure that homework is completed and returned.*
- *Monitoring and limiting the amount of television/video games to 2 hours daily as recommended by the American Academy of Pediatrics.*
- *Volunteering in the classroom, including field trips.*
- *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, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*

- *Attending Family Friday and other school events.*

Student Responsibilities

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

- *Following school rules and expectations for my behavior.*
- *Doing my homework every day, including my reading and asking for help when I need it.*
- *Daily reading outside of school time for the amount of time recommended by my child's grade level.*
- *Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

This Compact was adopted by the Birney Elementary on December 11, 2020, and will be in effect for the period of 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: December 11, 2020.

Amanda L. Hammond-Williams

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
- CSPS 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.

SCHOOL PERFORMANCE OVERVIEW

Birney Elementary

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

Chronic Absenteeism

Orange

Suspension Rate

Green

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Blue

School Details

NAME
Birney Elementary

ADDRESS
4345 Campus Avenue
San Diego, CA 92103-2406

WEBSITE
http://new.sandi.net/sch...

GRADES SERVED
K-5

BIRNEY ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
544	48.3%	12.1%	0.2%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

45.3 points above standard

Increased 6.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	2	0
Red	Orange	Yellow
2	1	
Green	Blue	

LEARN MORE

Mathematics

Blue

35.4 points above standard

Maintained 1.4 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2
Red	Orange	Yellow
3	0	
Green	Blue	

LEARN MORE

English Learner Progress

45.5% making progress towards English language proficiency

Number of EL Students: 44

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

BIRNEY ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Orange

9.5% chronically absent

Increased 2.9% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1	6	0
Red	Orange	Yellow
0	0	
Green	Blue	

BIRNEY ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Green

0.7% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	4	0
Red	Orange	Yellow

0	4
Green	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

45.3 points above standard

Increased 6.1 Points ▲

Number of Students: 247

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

English Learners

Students with Disabilities

Yellow

No Students

Green

Hispanic

Socioeconomically Disadvantaged

Blue

White

No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

African American

No Performance Color

25.5 points above standard

Maintained -0.2 Points

Number of Students: 24

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Two or More Races

No Performance Color

44.9 points above standard

Increased 3.7 Points ▲

Number of Students: 30

English Learners

Orange

20 points below standard

Declined 10.6 Points ▼

Number of Students: 47

Students with Disabilities

Orange

51.1 points below standard

Maintained 1.8 Points

Number of Students: 37

Hispanic

Green

21.9 points above standard

Increased 3.2 Points ▲

Number of Students: 91

Socioeconomically Disadvantaged

Green

18.1 points above standard

Increased 4.7 Points ▲

Number of Students: 138

White

Blue

74.3 points above standard

Increased 9.6 Points ▲

Number of Students: 93

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	42 points above standard	39.2 points above standard	45.3 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	Reclassified English Learners	English Only
59.5 points below standard	17.9 points above standard	58.5 points above standard
Increased 5.1 Points ▲	Declined 46 Points ▼	Increased 9.8 Points ▲
Number of Students: 23	Number of Students: 24	Number of Students: 186

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

35.4 points above standard

Maintained 1.4 Points

Number of Students: 247

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

No Students

Yellow

English Learners

Students with Disabilities

Green

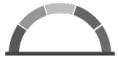
Hispanic

Socioeconomically Disadvantaged

White

Blue

No Students



No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

African American

No Performance Color

39.7 points above standard

Declined 9.6 Points ▼

Number of Students: 23

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Two or More Races

No Performance Color

53.3 points above standard

Increased 33.1 Points ▲

Number of Students: 31

English Learners

Yellow

24.4 points below standard

Declined 13.5 Points ▼

Number of Students: 46

Students with Disabilities

Yellow

44.7 points below standard

Increased 10.2 Points ▲

Number of Students: 38

Hispanic

Green

9.9 points above standard

Maintained 1.3 Points

Number of Students: 91

Socioeconomically Disadvantaged

Green

9.6 points above standard

Maintained 0.9 Points

Number of Students: 138

White

Green

55.3 points above standard

Declined 3.9 Points ▼

Number of Students: 93

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	21.9 points above standard	34 points above standard	35.4 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.

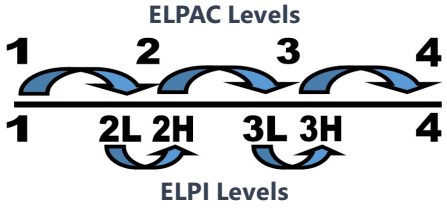
Current English Learners	Reclassified English Learners	English Only
55.3 points below standard	3.9 points above standard	46.5 points above standard
Increased 4.2 Points ▲	Declined 44.1 Points ▼	Increased 4.6 Points ▲
Number of Students: 22	Number of Students: 24	Number of Students: 187

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 Eng-lish 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

45.5% making progress towards English language proficiency

Number of EL Students: 44

Performance Level

Medium

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	13.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	40.9%
ELs who Maintained ELPI Level 4	2.2%
ELs Who Progressed at Least One ELPI Level	43.1%

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

Orange

9.5% chronically absent

Increased 2.9% ▲

Number of Students: 560

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

Socioeconomically Disadvantaged

Orange

- African American
- Students with Disabilities
- English Learners
- Hispanic
- Two or More Races
- White

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

- American Indian
- Asian
- Filipino
- Foster Youth
- Homeless
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

15.4% chronically absent

No Data

Number of Students: 13

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

45.5% chronically absent

Increased 9.1% ▲

Number of Students: 22

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Socioeconomically Disadvantaged

Red

13.6% chronically absent

Increased 3.3% ▲

Number of Students: 301

African American

Orange

14.1% chronically absent

Increased 1.3% ▲

Number of Students: 71

Students with Disabilities

Orange

15.1% chronically absent

Increased 1.4% ▲

Number of Students: 73

English Learners

Orange

8.3% chronically absent

Increased 1% ▲

Number of Students: 84

Hispanic

Orange

8.8% chronically absent

Increased 0.9% ▲

Number of Students: 182

Two or More Races

Orange

12.5% chronically absent

Increased 7.2% ▲

Number of Students: 88

White

Orange

6.1% chronically absent

Increased 2.2% ▲

Number of Students: 197

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

Green

0.7% suspended at least once

Maintained 0.2%

Number of Students: 693

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

No Students

Orange

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

Yellow

No Students

Green

No Students

Blue

African American

English Learners

Hispanic

Homeless

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

0% suspended at least once

No Data

Number of Students: 14

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

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: 1

Two or More Races

Orange

2% suspended at least once

Increased 0.8% ▲

Number of Students: 100

Socioeconomically Disadvantaged

Orange

1.1% suspended at least once

Increased 0.3% ▲

Number of Students: 371

Students with Disabilities

Orange

3.2% suspended at least once

Increased 2.1% ▲

Number of Students: 94

White

Orange

1.2% suspended at least once

Increased 0.8% ▲

Number of Students: 242

African American

Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 96

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 105

Hispanic

Blue

0% suspended at least once

Declined 0.4% ▼

Number of Students: 230

Homeless

Blue

0% suspended at least once

Maintained 0%

Number of Students: 36

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	278	61.9	252	65.1	230	70.0	243	64.6	253	69.2	7.3	4.6	275	52.0	250	62.4	230	64.8	241	66.4	253	68.8	16.8	2.4
Female	127	66.1	118	66.1	121	72.7	127	63.8	127	72.4	6.3	8.6	124	50.0	118	62.7	121	65.3	125	64.8	126	62.7	12.7	-2.1
Male	151	58.3	134	64.2	109	67.0	116	65.5	126	65.9	7.6	0.4	151	53.6	132	62.1	109	64.2	116	68.1	127	74.8	21.2	6.7
African American	48	50.0	49	49.0	34	52.9	35	54.3	26	53.8	3.8	-0.5	47	42.6	48	50.0	34	52.9	33	69.7	25	64.0	21.4	-5.7
Asian**	0	-	0	-	0	-	0	-	6	-	-	-	0	-	0	-	0	-	0	-	6	-	-	-
Filipino	1	-	1	-	0	-	0	-	3	-	-	-	1	-	1	-	0	-	0	-	3	-	-	-
Hispanic	112	55.4	103	56.3	92	65.2	93	57.0	93	60.2	4.8	3.2	109	39.4	103	50.5	92	54.3	92	54.3	93	57.0	17.6	2.7
Indochinese**	1	-	1	-	1	-	2	-	-	-	-	-	1	-	1	-	1	-	2	-	-	-	-	-
Native American	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
White	89	76.4	80	87.5	84	81.0	89	75.3	93	80.6	4.2	5.3	90	67.8	79	88.6	84	81.0	89	78.7	93	77.4	9.6	-1.3
Multiracial	26	61.5	16	56.3	18	77.8	23	69.6	32	71.9	10.4	2.3	26	61.5	16	43.8	18	66.7	24	62.5	33	81.8	20.3	19.3
English Learner	47	14.9	37	8.1	25	12.0	29	10.3	26	23.1	8.2	12.8	44	9.1	37	13.5	24	20.8	29	20.7	25	28.0	18.9	7.3
English-Speaking	231	71.4	215	74.9	205	77.1	214	72.0	227	74.4	3.0	2.4	231	60.2	213	70.9	206	69.9	212	72.6	228	73.2	13.0	0.6
Reclassified†	29	89.7	18	94.4	25	76.0	21	85.7	24	50.0	-39.7	-35.7	29	72.4	18	83.3	25	72.0	21	81.0	24	50.0	-22.4	-31.0
Initially Eng. Speaking	202	68.8	197	73.1	180	77.2	193	70.5	203	77.3	8.5	6.8	202	58.4	195	69.7	181	69.6	191	71.7	204	76.0	17.6	4.3
Econ. Disadv.*	175	54.9	151	52.3	116	56.0	126	54.0	122	59.0	4.1	5.0	172	43.6	150	46.0	115	48.7	122	57.4	122	58.2	14.6	0.8
Non-Econ. Disadv.	103	73.8	101	84.2	114	84.2	117	76.1	131	78.6	4.8	2.5	103	66.0	100	87.0	115	80.9	119	75.6	131	78.6	12.6	3.0
Gifted	89	84.3	83	88.0	75	88.0	73	89.0	76	90.8	6.5	1.8	89	80.9	83	88.0	76	92.1	73	90.4	76	93.4	12.5	3.0
Not Gifted	189	51.3	169	53.8	155	61.3	170	54.1	177	59.9	8.6	5.8	186	38.2	167	49.7	154	51.3	168	56.0	177	58.2	20.0	2.2
With Disabilities	35	20.0	33	33.3	35	14.3	43	23.3	35	22.9	2.9	-0.4	34	17.6	32	21.9	34	14.7	41	22.0	36	25.0	7.4	3.0
WO Disabilities	243	67.9	219	69.9	195	80.0	200	73.5	218	76.6	8.7	3.1	241	56.8	218	68.3	196	73.5	200	75.5	217	76.0	19.2	0.5
Homeless	9	-	6	-	11	54.5	9	-	8	-	-	-	9	-	5	-	11	36.4	9	-	8	-	-	-
Foster	2	-	3	-	2	-	2	-	1	-	-	-	2	-	3	-	2	-	2	-	1	-	-	-
Military	13	61.5	13	84.6	9	-	13	84.6	12	75.0	13.5	-9.6	13	84.6	13	92.3	9	-	12	100.0	12	75.0	-9.6	-25.0

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† 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
Birney
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	90	60.0	84	67.9	77	68.8	93	57.0	93	64.5	4.5	7.5	90	58.9	84	66.7	77	68.8	90	70.0	93	68.8	9.9	-1.2
Female	38	65.8	41	70.7	44	63.6	50	54.0	44	75.0	9.2	21.0	38	60.5	41	68.3	44	61.4	47	63.8	44	63.6	3.1	-0.2
Male	52	55.8	43	65.1	33	75.8	43	60.5	49	55.1	-0.7	-5.4	52	57.7	43	65.1	33	78.8	43	76.7	49	73.5	15.8	-3.2
African American	18	50.0	12	50.0	6	-	15	26.7	10	50.0	0.0	23.3	18	44.4	12	58.3	6	-	13	69.2	10	70.0	25.6	0.8
Asian**	0	-	0	-	0	-	0	-	4	-	-	-	0	-	0	-	0	-	0	-	4	-	-	-
Filipino	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
Hispanic	29	51.7	37	56.8	32	56.3	33	51.5	32	59.4	7.7	7.9	28	50.0	37	48.6	32	50.0	32	62.5	32	53.1	3.1	-9.4
Indochinese**	0	-	1	-	0	-	1	-	-	-	-	-	0	-	1	-	0	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	37	73.0	28	89.3	30	83.3	35	74.3	31	74.2	1.2	-0.1	38	71.1	28	92.9	30	86.7	35	82.9	31	74.2	3.1	-8.7
Multiracial	5	-	5	-	9	-	9	-	14	57.1	-	-	5	-	5	-	9	-	9	-	14	92.9	-	-
English Learner	13	23.1	16	12.5	12	16.7	9	-	10	40.0	16.9	-	12	25.0	16	18.8	12	16.7	8	-	10	30.0	5.0	-
English-Speaking	77	66.2	68	80.9	65	78.5	84	61.9	83	67.5	1.3	5.6	78	64.1	68	77.9	65	78.5	82	74.4	83	73.5	9.4	-0.9
Reclassified†	4	-	6	-	5	-	7	-	10	60.0	-	-	4	-	6	-	5	-	7	-	10	70.0	-	-
Initially Eng. Speaking	73	64.4	62	79.0	60	78.3	77	62.3	73	68.5	4.1	6.2	74	63.5	62	75.8	60	78.3	75	74.7	73	74.0	10.5	-0.7
Econ. Disadv.*	48	50.0	46	47.8	42	54.8	50	42.0	45	55.6	5.6	13.6	48	47.9	46	43.5	42	54.8	46	58.7	45	55.6	7.7	-3.1
Non-Econ. Disadv.	42	71.4	38	92.1	35	85.7	43	74.4	48	72.9	1.5	-1.5	42	71.4	38	94.7	35	85.7	44	81.8	48	81.3	9.9	-0.5
Gifted	29	82.8	22	90.9	31	87.1	29	89.7	25	88.0	5.2	-1.7	30	86.7	22	90.9	31	83.9	29	96.6	25	96.0	9.3	-0.6
Not Gifted	61	49.2	62	59.7	46	56.5	64	42.2	68	55.9	6.7	13.7	60	45.0	62	58.1	46	58.7	61	57.4	68	58.8	13.8	1.4
With Disabilities	10	10.0	13	23.1	11	18.2	16	31.3	9	-	-	-	10	20.0	13	23.1	11	27.3	14	28.6	9	-	-	-
WO Disabilities	80	66.3	71	76.1	66	77.3	77	62.3	84	69.0	2.7	6.7	80	63.8	71	74.6	66	75.8	76	77.6	84	71.4	7.6	-6.2
Homeless	3	-	1	-	5	-	3	-	4	-	-	-	3	-	1	-	5	-	3	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	3	-	7	-	3	-	-	-	6	-	4	-	3	-	6	-	3	-	-	-

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** 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
Birney
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	98	56.1	77	67.5	80	66.3	73	69.9	89	74.2	18.1	4.3	97	43.3	75	69.3	80	57.5	73	67.1	89	73.0	29.7	5.9
Female	52	57.7	31	71.0	42	73.8	38	68.4	47	72.3	14.6	3.9	51	41.2	31	71.0	42	57.1	38	65.8	46	63.0	21.8	-2.8
Male	46	54.3	46	65.2	38	57.9	35	71.4	42	76.2	21.9	4.8	46	45.7	44	68.2	38	57.9	35	68.6	43	83.7	38.0	15.1
African American	19	47.4	17	52.9	15	46.7	4	-	13	53.8	6.4	-	18	44.4	16	50.0	15	53.3	4	-	12	58.3	13.9	-
Asian**	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	41	51.2	25	56.0	33	63.6	29	55.2	30	70.0	18.8	14.8	41	24.4	25	64.0	33	45.5	29	55.2	30	70.0	45.6	14.8
Indochinese**	0	-	0	-	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	26	73.1	30	86.7	26	76.9	30	76.7	35	85.7	12.6	9.0	26	65.4	29	89.7	26	73.1	30	73.3	35	85.7	20.3	12.4
Multiracial	11	45.5	4	-	4	-	10	80.0	8	-	-	-	11	54.5	4	-	4	-	10	80.0	9	-	-	-
English Learner	21	9.5	7	-	11	0.0	11	18.2	7	-	-	-	21	4.8	7	-	10	20.0	11	27.3	6	-	-	-
English-Speaking	77	68.8	70	74.3	69	76.8	62	79.0	82	79.3	10.5	0.3	76	53.9	68	75.0	70	62.9	62	74.2	83	77.1	23.2	2.9
Reclassified†	9	-	3	-	10	80.0	2	-	9	-	-	-	9	-	3	-	10	90.0	2	-	9	-	-	-
Initially Eng. Speaking	68	66.2	67	73.1	59	76.3	60	78.3	73	80.8	14.6	2.5	67	49.3	65	73.8	60	58.3	60	75.0	74	79.7	30.4	4.7
Econ. Disadv.*	70	48.6	39	56.4	43	53.5	36	63.9	43	62.8	14.2	-1.1	69	36.2	38	50.0	42	40.5	36	63.9	43	60.5	24.3	-3.4
Non-Econ. Disadv.	28	75.0	38	78.9	37	81.1	37	75.7	46	84.8	9.8	9.1	28	60.7	37	89.2	38	76.3	37	70.3	46	84.8	24.1	14.5
Gifted	30	80.0	25	92.0	20	80.0	26	84.6	27	96.3	16.3	11.7	29	65.5	25	96.0	21	95.2	26	80.8	27	100.0	34.5	19.2
Not Gifted	68	45.6	52	55.8	60	61.7	47	61.7	62	64.5	18.9	2.8	68	33.8	50	56.0	59	44.1	47	59.6	62	61.3	27.5	1.7
With Disabilities	15	26.7	9	-	14	14.3	13	23.1	13	30.8	4.1	7.7	15	6.7	8	-	34	14.7	13	23.1	14	28.6	21.9	5.5
WO Disabilities	83	61.4	68	72.1	66	77.3	60	80.0	76	81.6	20.2	1.6	82	50.0	67	76.1	67	68.7	60	76.7	75	81.3	31.3	4.6
Homeless	4	-	4	-	2	-	3	-	2	-	-	-	4	-	3	-	2	-	3	-	2	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	6	-	2	-	5	-	7	-	-	-	3	-	6	-	0	-	5	-	7	-	-	-

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	90	70.0	91	60.4	73	75.3	77	68.8	71	69.0	-1.0	0.2	88	54.5	91	52.7	73	68.5	78	61.5	71	63.4	8.9	1.9
Female	37	78.4	46	58.7	35	82.9	39	71.8	36	69.4	-9.0	-2.4	35	51.4	46	52.2	35	80.0	40	65.0	36	61.1	9.7	-3.9
Male	53	64.2	45	62.2	38	68.4	38	65.8	35	68.6	4.4	2.8	53	56.6	45	53.3	38	57.9	38	57.9	35	65.7	9.1	7.8
African American	11	54.5	20	45.0	13	61.5	16	68.8	3	-	-	-	11	36.4	20	45.0	13	46.2	16	68.8	3	-	-	-
Asian**	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	42	61.9	41	56.1	27	77.8	31	64.5	31	51.6	-10.3	-12.9	40	47.5	41	43.9	27	70.4	31	45.2	31	48.4	0.9	3.2
Indochinese**	1	-	0	-	0	-	1	-	-	-	-	-	1	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	26	84.6	22	86.4	28	82.1	24	75.0	27	81.5	-3.1	6.5	26	65.4	22	81.8	28	82.1	24	79.2	27	70.4	5.0	-8.8
Multiracial	10	80.0	7	-	5	-	4	-	10	90.0	10.0	-	10	70.0	7	-	5	-	5	-	10	90.0	20.0	-
English Learner	13	15.4	14	7.1	2	-	9	-	9	-	-	-	11	0.0	14	7.1	2	-	10	10.0	9	-	-	-
English-Speaking	77	79.2	77	70.1	71	76.1	68	77.9	62	77.4	-1.8	-0.5	77	62.3	77	61.0	71	69.0	68	69.1	62	67.7	5.4	-1.4
Reclassified†	16	87.5	9	-	10	70.0	12	100.0	5	-	-	-	16	62.5	9	-	10	50.0	12	91.7	5	-	-	-
Initially Eng. Speaking	61	77.0	68	67.6	61	77.0	56	73.2	57	84.2	7.2	11.0	61	62.3	68	60.3	61	72.1	56	64.3	57	73.7	11.4	9.4
Econ. Disadv.*	57	66.7	66	53.0	31	61.3	40	60.0	34	58.8	-7.9	-1.2	55	49.1	66	45.5	31	51.6	40	50.0	34	58.8	9.7	8.8
Non-Econ. Disadv.	33	75.8	25	80.0	42	85.7	37	78.4	37	78.4	2.6	0.0	33	63.6	25	72.0	42	81.0	38	73.7	37	67.6	4.0	-6.1
Gifted	30	90.0	36	83.3	24	95.8	18	94.4	24	87.5	-2.5	-6.9	30	90.0	36	80.6	24	100.0	18	94.4	24	83.3	-6.7	-11.1
Not Gifted	60	60.0	55	45.5	49	65.3	59	61.0	47	59.6	-0.4	-1.4	58	36.2	55	34.5	49	53.1	60	51.7	47	53.2	17.0	1.5
With Disabilities	10	20.0	11	45.5	10	10.0	14	14.3	13	15.4	-4.6	1.1	9	-	11	27.3	10	20.0	14	14.3	13	7.7	-	-6.6
WO Disabilities	80	76.3	80	62.5	63	85.7	63	81.0	58	81.0	4.7	0.0	79	57.0	80	56.3	63	76.2	64	71.9	58	75.9	18.9	4.0
Homeless	2	-	1	-	4	-	3	-	2	-	-	-	2	-	1	-	4	-	3	-	2	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	4	-	1	-	2	-	-	-	4	-	3	-	4	-	1	-	2	-	-	-

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

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APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: BIRNEY ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 4

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies such as pencils, journals, charts, etc. The decision was made to use our LCFF/DIISUP funds for supplemental supports for interventions and other classroom supports for the primary benefit of our unduplicated student population (50.4%) - though all students will benefit. Some of these supports include additional material needs to print out leveled reading materials, supplies to help students stay organized, and materials needed for Tier 1 instruction so that all of the students at Birney have access to a Guaranteed and Viable Curriculum.

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

Analysis: Supplies for supplemental supports for interventions and other classroom supports were purchased for EL supports and reading supports for students approaching grade level.

Description: As of March 16, 2020, Birney students moved to online learning due to SARS-COVID-19. At that time, some funds were reallocated to online software programs to support students learning online.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$4,925.00	09800-4301	closing achievement gap	Materials purchased assist in interventions for EL/Reading supports	Online learning from March; personnel unavailable to work on small groups	We had to spend more money on software pgms to do the same kind of supports

Note/Reminders (optional): Due to COVID-SARS-19 closing of schools March 2020, we were unable to measure progress towards goals at end of year.

Strategy/Activity 5

***Strategy/Activity - Description**

LCFF funds will be allocated to pay grade level teams for planning time in order to analyze student work to improve instruction, create common formative assessments and monitor learning targets for the primary benefit of Birney's unduplicated students.

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

Analysis: Funds are set aside to provide teachers with up to 4 hours of team planning time twice a year in order to design curriculum and assessment of instruction.

Description: As of March 16, 2020, Birney students moved to online learning due to SARS-COVID-19. At that time, some funds were reallocated to support teachers in planning to support students learning online.

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 DevHrlyClsrmTchr		$6,101.00	09800-1170	Closing achievement gap	Planning time was invaluable for teams n=both at the beginning of the year as well as when we went online	Nothing. Planning time for teachers and specialists is working well	It was good to be able to pay teachers extra to plan together

Note/Reminders (optional): Due to COVID-SARS-19 closing of schools March 2020, we were unable to measure progress towards goals at end of year.

Strategy/Activity 6

***Strategy/Activity - Description**

English Learner Coordinator will work with English Learners in grades 3-5 who are not performing at level to reteach or front load core content using Thinking Maps in ELA and Math. English Learner's are represented in Birney's 50.4% UPP.

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

Analysis: English Learner Coordinator worked with English Learners in grades 3-5 not performing at level to reteach or front load core content using Thinking Maps in ELA, but not Math.

Description: As of March 16, 2020, Birney students moved to online learning due to SARS-COVID-19. At that time, supports were provided in different ways..

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		$3,660.60	09800-1189	Closing the achievement Gap.	Small groups of ELs with EL Coordinator	Online learning made it impossible for EL Coordinator to work with small groups	Will train EL Coordinator in online

Note/Reminders (optional): Due to COVID-SARS-19 closing of schools March 2020, we were unable to measure progress towards goals at end of year.

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

EL Coordinator will provide classroom teachers with detailed information, including results of Initial and Summative ELPAC, regarding EL students in their classes. Grade level teams will monitor progress of ELs during weekly collaborative team meetings. Teachers will provide small group, specific D-ELD during the weekly enrichment period for class. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

Analysis: Due to COVID-SARS-19 closing of schools March 2020, we were unable to measure progress towards goals at end of year..
Description: We were able to complete Initial Summative ELPAC for the majority of students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		$3,660.60	09800-1189	Conduct ELPAC testing.	Information for teachers on ELPAC results	ELPAC testing postponed due to COVID	Use other means to assess EL progress

Note/Reminders (optional): Due to COVID-SARS-19 closing of schools March 2020, we were unable to measure progress towards goals at end of year.

Goal 7- Graduation/Promotion Rate

Strategy/Activity 2

***Strategy/Activity - Description**

Reading specialist to work with small groups of target students in grades 3-5 who scored a 2 on 2019 SBAC or whose FAST aReading levels indicate a need for intervention. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

Analysis: We were effective at forming groups of 2-3 students who worked with Reading Specialist and EL Coordinator on Reading through March 13, 2020.
Description: Due to COVID-SARS-19 closing of schools March 2020, we were unable to measure progress towards goals at end of year.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		$12,202.00	09800-1189	Part-time, retired Reading Specialist works with target groups in grades 3-5	Small groups with part-time specialists	Online learning made small groups difficult. Students not showing up online	Train specialists to perform small groups online

Note/Reminders (optional): Due to COVID-SARS-19 closing of schools March 2020, we were unable to measure progress towards goals at end of year.

Strategy/Activity 3

***Strategy/Activity - Description**

English Learner Coordinator works with small groups of EL students to improve reading comprehension and fluency. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

Analysis: We were effective at forming groups of students who worked with EL Coordinator on Reading through March 13, 2020.
Description: Due to COVID-SARS-19 closing of schools March 2020, we were unable to measure progress towards goals at end of year.

Birney Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		$6,101.00	09800-1157	Work with ELs to improve reading comprehension and fluency	Small groups with part-time specialists	Online learning made small groups difficult. Students not showing up online	Train specialists to perform small groups online
Retired Clsrm Teacher Hrly		$4,880.80	09800-1189	EL Coordinator works with ELs to improve reading comprehension and fluency	Small groups with part-time specialists	Online learning made small groups difficult. Students not showing up online	Train specialists to perform small groups online

Note/Reminders (optional): Due to COVID-SARS-19 closing of schools March 2020, we were unable to measure progress towards goals at end of year.

What are my leadership strategies in service of the goals?

SCHOOL NAME: BIRNEY ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

The Reading Specialist will support identified Reclassified English Learner students in grades 2-5 with literacy intervention in phonological awareness, fluency and comprehension.

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

Analysis: Small group check-ins weekly with RFEPs who need support
Description: This worked until March 2020 when we closed down due to COVID. EL Coordinator unable to convene small groups from home

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		$18,303.00	30100-1189	Support for students approaching grade level	Small group check-ins with RFEP	This worked until we closed school due to COVID in March 2020	Make sure all staff are trained in online learning and have the equipment to do what is needed
Retired Clsrm Teacher Hrly		$6,101.00	30100-1189	Support Reclassified English Learners	Small group check-ins with RFEP	This worked until we closed school due to COVID in March 2020	Make sure all staff are trained in online learning and have the equipment to do what is needed

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Funds allocated for purchase of licenses and software for online reading resources including Raz-Kids to support students struggling with literacy. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

Analysis: We used a lot of funds for purchasing the software needed for online learning, we redirected some of the hourly retired funds for software

Description: Used funds to support online learning software needed

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		$6,539.50	30106-5841	Support closing the achievement gap in ELA.	Software to support students in small groups as well as online	This worked until we closed school due to COVID in March 2020	Make sure all staff are trained in online learning and have the equipment to do what is needed

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies such as pencils, journals, charts, etc. The decision was made to use our LCFF/DIISUP funds for supplemental supports for interventions and other classroom supports for the primary benefit of our unduplicated student population (50.4%) - though all students will benefit. Some of these supports include additional material needs to print out leveled reading materials, supplies to help students stay organized, and materials needed for Tier 1 instruction so that all of the students at Birney have access to a Guaranteed and Viable Curriculum.

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

Analysis: Supplies to support students both live and online

Description: Many more supplies were needed when we went online after March 2020

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$10,895.90	30100-4301	closing achievement gap	Supplies to support students in small groups as well as online	This worked until we closed school due to COVID in March 2020	Make sure all staff are trained in online learning and have the equipment to do what is needed
Supplies		$9,465.13	30106-4301	Closing achievement gap	Supplies to support students in small groups as well as online	This worked until we closed school due to COVID in March 2020	Make sure all staff are trained in online learning and have the equipment to do what is needed

Note/Reminders (optional):

Strategy/Activity 6

***Strategy/Activity - Description**

English Learner Coordinator will work with English Learners in grades 3-5 who are not performing at level to reteach or front load core content using Thinking Maps in ELA and Math. English Learner's are represented in Birney's 50.4% UPP.

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

Analysis: This strategy worked until we had to close school in March due to COVID

Description: Implementation stopped in March due to school closure. Achievement of goal was unable to be measured. .

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		$6,101.00	30106-1189	Closing achievement gap in ELA	Small group check-ins with ELs	This worked until we closed school due to COVID in March 2020	Make sure all staff are trained in online learning and have the equipment to do what is needed

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

EL Coordinator will provide classroom teachers with detailed information, including results of Initial and Summative ELPAC, regarding EL students in their classes. Grade level teams will monitor progress of ELs during weekly collaborative team meetings. Teachers will provide small group, specific D-ELD during the weekly enrichment period for class. Unduplicated students/all students at the school will benefit from this strategy. Meal eligible students and English Learners make up the majority of our 50.4% UPP.

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

Analysis: This strategy worked effectively until school closure in March 2020; effectiveness of goal impossible to measure since school was closed through end of year.

Description: Intended implementation and achievement interrupted in March due to school closure for COVID.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		$6,101.00	30106-1189	Support closing the achievement gap for English Learners.	This worked until we closed school due to COVID in March 2020	This worked until we closed school due to COVID in March 2020	This worked until we closed school due to COVID in March 2020
Retired Clsrm Teacher Hrly		$6,101.00	30106-1189	Support closing the achievement gap for English Learners.	This worked until we closed school due to COVID in March 2020	This worked until we closed school due to COVID in March 2020	This worked until we closed school due to COVID in March 2020
Retired Clsrm Teacher Hrly	--	--	30106-1189	Support closing the achievement gap for English Learners.	This worked until we closed school due to COVID in March 2020	This worked until we closed school due to COVID in March 2020	This worked until we closed school due to COVID in March 2020

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

We will continue to identify students for additional supports as needed in technology. The software will benefit all students, including students with disabilities. Many of our meal eligible students are also identified as students with disabilities.

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

Analysis: some software purchased prior to school closure in March 2020, after much more software licenses purchased for effectiveness of online learning

Description: implementation meant to support live teaching and learning, ended up being the means to provide online teaching and learning

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	30106-5841	Software for instructional use to support students with disabilities	This worked until we closed school due to COVID in March 2020	This worked until we closed school due to COVID in March 2020	This worked until we closed school due to COVID in March 2020

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Monthly Family Friday session incorporating content from PTA's School Smarts with all attendees. Rather than giving this important information to a small group who have signed up to come to special class, information will be condensed and delivered to whole group of attendees at Family Fridays as well as printed as a handout and posted on website. Saturday parent involvement opportunities will be offered as well.

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

Analysis: Due to March school closure, this strategy was not completed, achievement could not be measured.

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 DevHrlyClsrmTchr		$610.10	30100-1170	Teacher hourly for parent engagement.	This worked till school closure in March 2020	School closure prevented further Family Fridays or Saturday opportunities	Plan for Zoom opportunities in the future
Classroom Teacher Hrly		$610.10	30103-1157	Teacher hoyrly for saturday conferences.	This worked till school closure in March 2020	School closure prevented further Family Fridays or Saturday opportunities	Plan for Zoom opportunities in the future
Non Clsrm Tchr Hrly		$610.10	30103-1957	Non-classroom teacher ourly for parent engagement.	This worked till school closure in March 2020	School closure prevented further Family Fridays or Saturday opportunities	Plan for Zoom opportunities in the future
Postage Expense		$96.00	30103-5920	Postage for parent engagement.	This worked till school closure in March 2020	School closure prevented further Family Fridays or Saturday opportunities	Plan for Zoom opportunities in the future

Interprogram Svcs/Paper		$346.80	30103-5733	handouts for School Smarts Family Fridays	This worked till school closure in March 2020	School closure prevented further Family Fridays or Saturday opportunities	Plan for Zoom opportunities in the future
Other Support Prsnl PARAS Hrly		$392.37	30106-2281	Childcare for parent engagement	This worked till school closure in March 2020	School closure prevented further Family Fridays or Saturday opportunities	Plan for Zoom opportunities in the future

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Purchase of a video camera to record and post videos of meetings.

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

Analysis: the need for video camera no longer necessary after school closure in March.

Description:

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Video for parent meetings	Zoom meetings with parents can be recorded and disseminated for others to view	School closure prevented further opportunities	Plan for Zoom opportunities in the future

Note/Reminders (optional):

What are my leadership strategies in service of the goals?