

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BIRD ROCK ELEMENTARY** SCHOOL

2022-23

37-68338-6039242
CDS Code

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

Principal: Frost, Andrea

Contact Person: Frost, Andrea

Position: Principal

Telephone Number: 858/488-0537;

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

E-mail Address: afrost@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: January 24, 2023

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: BIRD ROCK ELEMENTARY PHONE: 619.605.3500 FAX: 858.539.0541

SITE CONTACT PERSON: Andi Frost, Principal; Margaret Fegan, ESA E-MAIL ADDRESS: afrost@sandi.net; mfegan@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>3/21/21</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/4/22

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

Andi Frost
Type/Print Name of School Principal

[Signature] 10/5/22
Signature of School Principal / Date

Arthi Balu
Type/Print Name of SSC Chairperson

[Signature] 10/6/22
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Representative

Signature of ELAC Representative / Date

Melba M...
Type/Print Name of Area Superintendent

[Signature] 10/7/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

due October 7th 2022

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School-Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation

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

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

ENGAGING EDUCATIONAL PARTNERS

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

School Staff:

SSC: February - Vote on LCFF budget for 2022-2023

September 30, 2022, CSSP, Home-school compact; Parent and Family Engagement Policy

October 4, 2022 Voting in of new members; SPSA review; Oct 26, 2022 Voting in of new members; SPSA approval

RESOURCE INEQUITIES

Our data continue to show equity gaps for students receiving IEP services and for students who are identified as English learners. The inequity gaps are present in the area of ELA and mathematics. Our school-wide ELA data show that in 2022, 77.4% of students in grades 3-5 met or exceeded grade-level standards. In mathematics, 80.4% of our students met or exceeded grade-level standards.

Only 62.9% of our students identified as students with disabilities who met or exceeded grade-level standards in ELA. 67.9% of our students identified as students with disabilities who met or exceeded grade-level standards in mathematics. While our data for this group of students has improved from 50% of students meeting/exceeding grade-level standards in ELA and mathematics in 2019, we still clearly see an equity gap. Interestingly, while our data for our students receiving special education services has improved, our data as a whole decreased from 2019 to 2022.

3rd Grade ELA

In 2022 82.5% of all students met GLS

72.7% of 3rd grade SWD met or exceeded standards

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

50% of 3rd grade SWD met or exceeded standards

3rd Grade math

In 2022 85.9% of all students met or exceeded standards

72.7% of 3rd grade SWD met or exceeded standards

2019 - 87.5% of all 3rd-grade students met or exceeded standards

2019 - 54.5% of 3rd grade SWD met or exceeded standards

4th Grade ELA

In 2022 66.1% of 4th-grade students met or exceeded standards

(2019 91.1% of 4th-grade students met or exceeded standards)

There was not a large enough group size for SWD to be included in 4th-grade data for 2022, or 2019. However, data from 2018 show that an equity gap exists. In 2018 80% of all 4th-grade students met or exceeded standards while only 58.4% of SWD met or exceeded grade level

4th Grade math

2022 - 67.9% of 4th-grade students met or exceeded standards

(2019 - 92.9% of 4th-grade students met or exceeded standards)

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

5th Grade ELA

90.4% of 5th-grade students met or exceeded standards
66.7% of 5th-grade students wD met or exceeded standards

5th Grade math

82.5% of 5th-grade students met or exceeded standards
(2019 -84.7% of 5th-grade students met or exceeded standards)

There was not a large enough group size for SWD to be included in 5th-grade data. However, 2019 data show significant disproportionality with only 33.3% of 5th-grade students SWD meeting or exceeding standards

Some possible causes are a lack of opportunity for all students within the classroom setting; lack of alignment with grade level expectations and curriculum; lack of implementing all tools students with IEPs are entitled to use, by law, on assignments and in standardized testing, and a lack of using multiple data points to adjust and inform instruction.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Andi Frost	Principal
Katherine Radford	Classroom Teacher
Shannon Warren	Classroom Teacher
Kristi Nelson	Classroom Teacher
Meg Fegan	Other School Representative
Arthi Balu	Parent
Lorene LaCava	Community Member
Jamie Jones	Parent
Bridgette Hart	Parent
Marta Serra	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Not well implemented during the 2020-2021 academic year.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We were not able to well implement student culture and climate goals, school-wide in 2021-2022. Due to State and District Covid mitigation measures, we were unable to unite collectively, in in-person. Compounding this impact on climate, was a continuous cycle of student and staff absences as a result of following protocols.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Classroom teachers regularly assess student SEL needs anecdotally and plan student learning experiences for growth. Members of our school and teacher group routinely assess and adjust our school-wide character strengths. Trends in student comportment are discussed in SGT and ideas for promoting a more positive school climate are discussed and implemented.

Further, more and more teachers are building, sharing, and garnering support for school-wide fun and celebration. For example, one of our teachers routinely plans school-wide dance parties for Friday morning blacktop fun.

***Identified Need**

The California Dashboard shows that we had fewer chronically absent students in 2021-2022 versus 2019. On the Dashboard, we show a 2.2% decrease in chronically absent students. Attendance credit was applied differently, and in some cases, inconsistently from 2020-2022. Therefore, we are not comfortable using current Dashboard metrics.

When looking at previous attendance data - 2019 data to 2018 data - we showed a need for improving our attendance rates for the school and particularly for students with disabilities, students who are English learners, and students identified as two or more races.

We have left our baseline percentages and our goals from 2019, and have changed the date by when we will show positive growth for all groups of students.

*Our District SEL assessments for 4th and 5th grade are currently halted and we do not know how this may influence future assessments and data. Therefore for School culture, we have used only Cal Healthy Kids data.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	5	Increase perception of purposeful instruction	11%	25%	CAL-SCHLS (CHKS)	annually
February 2023	5	Increase perception of caring adult relationships	33%	50%	CAL-SCHLS (CHKS)	annually

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Increase academic achievement for SWD in SBA ELA	62.9%	68%	Other (Describe in Objective)	annual
June 2023	3-5	Students with Disabilities	Increase academic achievement for SWD in SBA mathematics	63%	68%	Other (Describe in Objective)	annual
June 2023	K-5	English Learner	Decrease chronic absenteeism	4.4%	2%	Attendance	trimester
February 2023	KK-5	English Learner	Decrease chronic absenteeism	4.4%	2%	Attendance	trimester
June 2023	K-5	English Learner	Decrease chronic absenteeism	4.4%	2%	Attendance	trimester
June 2023	K-5	Students with Disabilities	Decrease suspension rate	2 students	1 student	Suspension	annually
June 2023	K-5	White	Decrease suspension rate	2 students	1 student	Suspension	annually
June 2023	K-5	Black or African American	Maintain positive attendance	100%	100%	Attendance	annually
June 2023	K-5	Black or African American	Maintain suspension rate	0	0	Suspension	annually

Supporting Black Youth - Additional Goals

- ✓ Bird Rock Elementary School (BRE)'s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Bird Rock Elementary School (BRE) is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Bird Rock Elementary School (BRE)'s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Bird Rock Elementary School (BRE) will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Bird Rock Elementary School (BRE) will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. BRE's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe,

- inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. BRE's will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
 - ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
 - ✓ 8. BRE's will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1

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

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

***Strategy/Activity - Description**

At BRE we have a monthly character strength that we learn about and practice. We learn and practice during weekly assemblies and teachers continue the learning in their classrooms. Our character strengths have been determined and agreed upon as a school-wide agreement.

At BRE and in the LJ Cluster, we are dedicated to our students' social-emotional health and committed to fostering an environment that is safe, collaborative, and inclusive for each and every student. This year we are also spending time learning, identifying, and practicing the "BIG 5". These are 5 traits that LJ counselors and principals determined would be the most beneficial as we support students in becoming well-rounded, productive, kind, and collaborative citizens of our world.

We have also had some introduction to "Restorative Justice Practices" and classroom and school community circles. Our student behavior policy has been updated to the RJP philosophy where personal connections and honoring the attributes and needs of the whole child are central to building a strong school and classroom culture.

Additionally, we have an increased counselor allocation. Our district-provided counselor allocation has increased to two days per week. He will teach at least one lesson per teacher/grade level for each of the BIG 5 traits. Our counselor will also continue to work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates.

We know that our students, who had needed it before the pandemic, have a greater need for social-emotional learning and support. Many of our kids - based on parental anecdotal data and teacher observation - are experiencing increased anxiety and depression. This is likely the result of distance learning. We want to support our parents in supporting their children. Our BRF has secured presenters from the RJP department to teach our parents about restorative justice practices.

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

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

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We have discovered that staff, as a whole, has not clearly linked current data and data analysis as the base for all PLC decisions.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There was very little implementation of PLCs last year -- or, true PLC and we have no data from like assessments. We are strengthening PLCs through increased attention to strong data protocol. Because PLCs are data-driven, teachers plan and schedule common grade-level assessment dates and PLC dates within a two-week window of the date of assessment. PLCs are scheduled approximately in 6-week cycles. The frequency of our cycles provides far more opportunities for teachers and teams to analyze student strengths and needs and plan teaching that is responsive to this data. Our LCFF budget is aligned with visiting teacher coverage for our teachers to meet regularly in PLC.

Further, school-wide and in teacher groups, we have an increased focus on student explanation orally, and in writing. We anticipate that this focus will show significant progress in grade level, District, and State assessments.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

***Identified Need - English Language Arts**

School-wide we have discovered the need for all members to make the connection that if there is no common source of data for a grade level, there should be no PLC. PLCs are data-driven. It is through ongoing data collection, analysis, reflection, problem-solving, and informing instruction that we expect growth to occur.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase academic performance as measured on SBA	85.5	90	CAASPP ELA	annually
June 2023	3-5	Increase academic achievement as measured by SBA	85.5	90	SBAC Interims	6 weeks

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
March 2023	3-5	English Learner	Reclassify all eligible 3-5 students	2 students total	2 students total	Other (Describe in Objective)	By mid-year
March 2023	3-5	Students with Disabilities	Increase academic achievement for students receiving SpEd services	63	68	SBAC Interims	approximately every 6 weeks
June 2023	3-5	Students with Disabilities	increase academic achievement in ELA	63	68	CAASPP ELA	annually

***Identified Need - Math**

Our math instruction is becoming more aligned with a continued focus on number sense and an increased focus on supporting answers and ideas with logical chains of reasoning. This includes deep and critical thinking through school-wide critical math concepts/AKA sticky math. As a staff and in grade-level PLC we are becoming better at analyzing data and using what we discover in the analysis to drive and refine instruction. Our math data decreased from 2019 to 2022. We are pondering causes beyond the loss of learning through our Covid years. We are celebrating that mathematics data show an increase in achievement levels for our students who are receiving SpEd services.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase student academic achievement	88	92	CAASPP Math	Annually
June 2023	3-5	Increase student academic achievement	88	92	SBAC Interims	6 weeks

Bird Rock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	reclassify 100% of eligible students	2 students total	100%	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	Increase academic achievement	55.6	60	CAASPP Math	annually
March 2023	3-5	Students with Disabilities	Increase academic achievement	55.6	60	SBAC Interims	6-week cycles
June 2023	3-5	Black or African American	Maintain academic achievement level	100%	100%	CAASPP Math	annually
*Identified Need - English Learners							
When looking at SBA data, there is no equity gap with our student population as a whole performing better than students who are English learners.							
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Reclassify 100% of eligible students	100%	100%	Summative ELPAC	annual
*Identified Need - Graduation/Promotion Rate							
As a staff and in grade-level PLC we are becoming better at analyzing data and using what we discover in the analysis to drive and refine instruction. in the 2018-209 school year, we had some growing pains in this area and our percentage of students meeting or exceeding grade-level standards dropped by just over 3%, and our data for students who are English learners and students who are receiving SpEd services also dropped in the 2018-2019 school year.							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	TK-1	Increase/garner the interest of students through STEAM	N/A	N/A	Other (Describe in Objective)	annually	

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Increase academic achievement	63	68	CAASPP ELA	annually
March 2023	3-5	Students with Disabilities	Increase academic achievement	53.3	60	CAASPP Math	annually
June 2023	3-5	English Learner	Increase academic achievement	----	----	CAASPP ELA	annually
June 2023	3-5	English Learner	Increase academic achievement	----	----	CAASPP Math	annually

Strategy/Activity 1

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

All students will benefit from this strategy. This includes an increased focus on students who are English learners and students receiving SpEd services. PLCs are all-encompassing and support Tier 1, Tier 2, and Tier 3 levels of instruction. There is not a specific instructional strategy that will be listed as instructional strategies are evaluated, modified, refined, or discarded based on student academic progress.

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:
 Increased focus on STEAM, i.e, "How People Learn"
 Focus on student explanation
 PLC's
 Common grade level formative assessments in 6 - week cycles
 Guaranteed Viable Curriculum
 Alignment of grade-level expectations
 one-on-one monitoring meetings with the principal to inform strengths and needs of all students
 Monthly PDs focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom
 A school-wide commitment to implement a "no opt-out" culture within classrooms to ensure that all students are engaged, on task, and accountable
 Our classified aides for SpEd services now participate in our monthly PDs as experts and learners

Strategy/Activity 1

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

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 Increased focus on STEAM, i.e, "How People Learn"
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 Common grade level formative assessments in 6 - week cycles
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 one-on-one monitoring meetings with the principal to inform strengths and needs of all students
 Monthly PDs focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom
 Our classified aides for SpEd services now participate in our monthly PDs as experts and learners
 A school-wide commitment to implement a "no opt-out" culture within classrooms to ensure that all students are engaged, on task, and accountable

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

LCFF funds will be used for visiting teachers for PLC time and professional growth support as needed.

Strategy/Activity 1

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

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

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:
 Increased focus on STEAM, i.e, "How People Learn"
 Focus on student explanation
 PLC's
 Common grade level formative assessments in 6 - week cycles
 Guaranteed Viable Curriculum
 Alignment of grade-level expectations

Bird Rock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

one-on-one monitoring meetings with the principal to inform strengths and needs of all students
 District-focused literacy training - including Fountas and Pinnell
 Monthly PDs focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom
 A school-wide commitment to implement a "no opt-out" culture within classrooms to ensure that all students are engaged, on task, and accountable
 Coaching to integrate more robust ELD into our curricula for those classes with students who are learning English
 Our classified aides for SpEd services now participate in our monthly PDs as experts and as learners

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00295L	Non Clsrn Tchr Hrly		\$1,000.00	\$1,238.10	0029-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC Planning and Analysis of grade level data
N00296B	Prof&Curriclm Dev Vist Tchr		\$5,632.00	\$6,972.97	0029-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		PLC

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

All LCFF monies are used for ELPAC and for Visiting teachers for PLC/curriculum writing. No additional monies or supports are used.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Our strategies for Family Engagement were either not well implemented or not well executed.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to off-site learning and State and district protocol, there was little opportunity for connection.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

In this year of limited parental access to campus, we have some in-person parent opportunities from the school level -- Tuesday envelopes, frequent school-parent communication, SSC and SGT meetings and have begun to open campus to SEEDS volunteers on scheduled weekends. Per current district protocol, the total number of parents and staff for this onsite/school-sponsored opportunity will not exceed 20 adults. We look forward to adding more opportunities as protocols relax.

Bird Rock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The school regularly sends robocalls and email messages to keep parents connected to what is occurring on our campus. Our partner, Bird Rock Foundation, has been excellent in seeking safe ways to offer safe, voluntary opportunities for community connection beyond school/district limitations. Parents are encouraged to sign-up for weekly Eblast communication from our Parent Foundation.

Moving forward school will regularly contribute news to BRCC, a bi-monthly newsletter, and weekly La Jolla Light. This has occurred in the past and promotes not only a strong parent-school connection but also a connection to the broader community. Ideas - 75th anniversary, teacher features, student celebrations, photos showcasing STEAM and other curricular celebrations, Bird Squad.

*Identified Need

We have a very active parent community and are committed to family engagement and partnership. Our data from the CHPS show we can do significantly better in meeting parent expectations and increasing positive perceptions about how we promote the success of all of our students and how we ensure a safe and collaborative environment. Based on parent perception, we can also do a much better job of creating and maintaining a clean campus.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent perception of "School promotes the success of all students"	44%	50%	Other - Describe in objective
June 2023	Other (Describe in Objective)	Increase parent perception of the school as a "safe and collaborative environment form	42%	48%	Other - Describe in objective
June 2023	Other (Describe in Objective)	Increase perception of the school as "clean and well-maintained" from	23%	35%	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent perception of school seeking parent input before making important decisions as measured/tallied through CHPS	26%	32%	Other - Describe in Objective

Strategy/Activity 1

*Families to be served by this Strategy/Activity

All families will be served by this strategy.

***Strategy/Activity - Description**

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

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

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

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Bird Rock Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 8,211

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 8,211
[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): \$ 8,211

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 8,211

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Bird Rock Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$5,632.00
Bird Rock Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	\$1,000.00
Bird Rock Elementary			3000 Benefits		0	\$1,579.07
Bird Rock Elementary		(blank) Total			0	\$8,211.07
Bird Rock Elementary	09800 LCFF Intervention Support Total				0	\$8,211.07

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Bird Rock Elementary School

PARENT AND FAMILY ENGAGEMENT POLICY 2022-23

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

The school has distributed the policy to all parents.

This policy is distributed through our “Tuesday Envelope”

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

Involvement of Parents in the Program:

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

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

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

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

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

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

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

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Information regarding curriculum (UTK-5) and assessments (3-5) is shared during our fall Back-to-School night

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

- Parents are invited to request a meeting with a teacher first, and then if necessary, request a meeting with the principal and/or additional staff members depending on the nature of the concern to address expressed concerns.

APPENDIX C

SCHOOL PARENT COMPACT



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

BIRD ROCK ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT

Bird Rock Elementary (BRE) and families of students enrolled at BRE agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2022-23.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The *BRE* will:

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

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

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

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

Page 2, Home/School Compact
Bird Rock Elementary

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

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

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

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

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

4. Provide parents reasonable access to staff.

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

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

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

PARENT RESPONSIBILITIES

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.

Page 3, Home/School Compact
Bird Rock Elementary

- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the Site Governance Team (SGT), the English Learner Advisory Committee (ELAC), or other school advisory groups.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes

from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bird Rock
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	264	84.8	238	81.5	211	85.8	193	85.5	168	77.4	-7.4	-8.1	264	83.3	237	80.6	208	83.7	192	88.0	168	80.4	-2.9	-7.6
Female	126	89.7	121	86.0	97	90.7	92	90.2	83	83.1	-6.6	-7.1	126	84.1	121	81.0	96	79.2	92	87.0	83	79.5	-4.6	-7.5
Male	138	80.4	117	76.9	114	81.6	101	81.2	85	71.8	-8.6	-9.4	138	82.6	116	80.2	112	87.5	100	89.0	85	81.2	-1.4	-7.8
African American	2	-	0	-	0	-	1	-	1	-	-	-	2	-	0	-	0	-	1	-	1	-	-	-
Asian	9	-	8	-	4	-	5	-	7	-	-	-	9	-	8	-	4	-	5	-	7	-	-	-
Filipino	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Hispanic	23	73.9	20	70.0	17	64.7	18	83.3	15	66.7	-7.2	-16.6	23	60.9	20	75.0	16	75.0	18	72.2	16	56.3	-4.6	-15.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	195	85.6	183	82.5	164	87.2	149	85.2	130	78.5	-7.1	-6.7	195	86.2	182	81.3	162	84.0	148	89.2	129	85.3	-0.9	-3.9
Multiracial	32	87.5	25	84.0	24	87.5	20	90.0	15	80.0	-7.5	-10.0	32	81.3	25	76.0	24	83.3	20	90.0	15	73.3	-8.0	-16.7
English Learner	7	-	6	-	5	-	2	-	2	-	-	-	7	-	6	-	5	-	2	-	3	-	-	-
English-Speaking	257	86.0	232	83.6	206	85.9	191	85.3	166	77.7	-8.3	-7.6	257	84.8	231	82.3	203	84.7	190	88.9	165	81.2	-3.6	-7.7
Reclassified†	8	-	13	46.2	13	84.6	13	76.9	9	-	-	-	8	-	13	61.5	13	69.2	12	83.3	8	-	-	-
Initially Eng. Speaking	249	85.9	219	85.8	193	86.0	178	86.0	157	77.7	-8.2	-8.3	249	84.3	218	83.5	190	85.8	178	89.3	157	82.2	-2.1	-7.1
Econ. Disadv.*	29	65.5	29	75.9	20	80.0	20	90.0	35	71.4	5.9	-18.6	29	65.5	29	65.5	19	78.9	19	84.2	35	77.1	11.6	-7.1
Non-Econ. Disadv.	235	87.2	209	82.3	191	86.4	173	85.0	133	78.9	-8.3	-6.1	235	85.5	208	82.7	189	84.1	173	88.4	133	81.2	-4.3	-7.2
Gifted	122	95.1	99	94.9	62	95.2	69	98.6	19	94.7	-0.4	-3.9	122	93.4	98	100.0	61	100.0	69	100.0	19	94.7	1.3	-5.3
Not Gifted	142	76.1	139	71.9	149	81.9	124	78.2	149	75.2	-0.9	-3.0	142	74.6	139	66.9	147	76.9	123	81.3	149	78.5	3.9	-2.8
With Disabilities	23	52.2	23	34.8	30	53.3	28	50.0	27	63.0	10.8	13.0	23	52.2	23	34.8	28	50.0	28	50.0	27	55.6	3.4	5.6
WO Disabilities	241	88.0	215	86.5	181	91.2	165	91.5	141	80.1	-7.9	-11.4	241	86.3	214	85.5	180	88.9	164	94.5	141	85.1	-1.2	-9.4
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	3	-	1	-	2	-	2	-	-	-	0	-	3	-	1	-	2	-	3	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bird Rock
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	83	86.7	75	78.7	59	88.1	0	-	57	82.5	-4.2	-	83	84.3	75	80.0	59	88.1	64	87.5	57	86.0	1.7	-1.5
Female	43	90.7	36	88.9	27	92.6	0	-	28	85.7	-5.0	-	43	86.0	36	75.0	27	81.5	28	92.9	28	82.1	-3.9	-10.8
Male	40	82.5	39	69.2	32	84.4	0	-	29	79.3	-3.2	-	40	82.5	39	84.6	32	93.8	36	83.3	29	89.7	7.2	6.4
African American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Asian	1	-	3	-	0	-	0	-	1	-	-	-	1	-	3	-	0	-	2	-	1	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	4	-	8	-	4	-	0	-	3	-	-	-	4	-	8	-	4	-	3	-	3	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	66	86.4	60	78.3	47	89.4	0	-	47	85.1	-1.3	-	66	87.9	60	81.7	47	87.2	49	85.7	47	89.4	1.5	3.7
Multiracial	10	90.0	4	-	8	-	0	-	6	-	-	-	10	80.0	4	-	8	-	9	-	6	-	-	-
English Learner	3	-	4	-	3	-	0	-	0	-	-	-	3	-	4	-	3	-	0	-	0	-	-	-
English-Speaking	80	87.5	71	83.1	56	87.5	0	-	57	82.5	-5.0	-	80	86.3	71	83.1	56	89.3	64	87.5	57	86.0	-0.3	-1.5
Reclassified†	0	-	3	-	2	-	0	-	2	-	-	-	0	-	3	-	2	-	4	-	2	-	-	-
Initially Eng. Speaking	80	87.5	68	85.3	54	88.9	0	-	55	81.8	-5.7	-	80	86.3	68	83.8	54	90.7	60	86.7	55	85.5	-0.8	-1.2
Econ. Disadv.*	9	-	6	-	6	-	0	-	9	-	-	-	9	-	6	-	6	-	8	-	9	-	-	-
Non-Econ. Disadv.	74	87.8	69	78.3	53	86.8	0	-	48	83.3	-4.5	-	74	89.2	69	81.2	53	86.8	56	85.7	48	87.5	-1.7	1.8
Gifted	34	94.1	23	91.3	14	92.9	0	-	19	94.7	0.6	-	34	97.1	23	100.0	14	100.0	23	100.0	19	94.7	-2.4	-5.3
Not Gifted	49	81.6	52	73.1	45	86.7	0	-	57	82.5	0.9	-	49	75.5	52	71.2	45	84.4	41	80.5	57	86.0	10.5	5.5
With Disabilities	7	-	9	-	10	50.0	0	-	11	72.7	-	-	7	-	9	-	10	80.0	10	50.0	11	72.7	-	22.7
WO Disabilities	76	89.5	66	84.8	49	95.9	0	-	46	84.8	-4.7	-	76	88.2	66	83.3	49	89.8	54	94.4	46	89.1	0.9	-5.3
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bird Rock
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	81	80.2	80	80.0	75	80.0	0	-	53	66.0	-14.2	-	81	85.2	80	76.3	74	81.1	56	92.9	53	67.9	-17.3	-25.0
Female	46	84.8	39	82.1	36	83.3	0	-	23	69.6	-15.2	-	46	84.8	39	76.9	36	77.8	27	88.9	23	69.6	-15.2	-19.3
Male	35	74.3	41	78.0	39	76.9	0	-	30	63.3	-11.0	-	35	85.7	41	75.6	38	84.2	29	96.6	30	66.7	-19.0	-29.9
African American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Asian	4	-	1	-	4	-	0	-	3	-	-	-	4	-	1	-	4	-	0	-	3	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	8	-	3	-	10	70.0	0	-	8	-	-	-	8	-	3	-	10	60.0	5	-	9	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	59	81.4	62	82.3	57	80.7	0	-	35	65.7	-15.7	-	59	88.1	62	75.8	56	82.1	44	95.5	34	73.5	-14.6	-22.0
Multiracial	10	90.0	12	83.3	4	-	0	-	7	-	-	-	10	70.0	12	83.3	4	-	7	-	7	-	-	-
English Learner	1	-	1	-	2	-	0	-	2	-	-	-	1	-	1	-	2	-	1	-	3	-	-	-
English-Speaking	80	81.3	79	81.0	73	80.8	0	-	51	66.7	-14.6	-	80	86.3	79	77.2	72	83.3	55	94.5	50	70.0	-16.3	-24.5
Reclassified†	1	-	6	-	5	-	0	-	4	-	-	-	1	-	6	-	5	-	4	-	3	-	-	-
Initially Eng. Speaking	79	81.0	73	83.6	68	80.9	0	-	47	63.8	-17.2	-	79	86.1	73	76.7	67	85.1	51	96.1	47	70.2	-15.9	-25.9
Econ. Disadv.*	12	58.3	12	58.3	5	-	0	-	15	60.0	1.7	-	12	75.0	12	58.3	5	-	5	-	15	60.0	-15.0	-
Non-Econ. Disadv.	69	84.1	68	83.8	70	80.0	0	-	38	68.4	-15.7	-	69	87.0	68	79.4	69	84.1	51	92.2	38	71.1	-15.9	-21.1
Gifted	36	94.4	31	93.5	21	95.2	0	-	10	90.0	-4.4	-	36	94.4	31	100.0	20	100.0	18	100.0	10	90.0	-4.4	-10.0
Not Gifted	45	68.9	49	71.4	54	74.1	0	-	43	60.5	-8.4	-	45	77.8	49	61.2	54	74.1	38	89.5	43	62.8	-15.0	-26.7
With Disabilities	8	-	8	-	12	58.3	0	-	9	-	-	-	8	-	8	-	11	27.3	6	-	9	-	-	-
WO Disabilities	73	83.6	72	84.7	63	84.1	0	-	44	65.9	-17.7	-	73	87.7	72	81.9	63	90.5	50	94.0	44	72.7	-15.0	-21.3
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	1	-	1	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bird Rock
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	100	87.0	83	85.5	77	89.6	0	-	58	82.8	-4.2	-	100	81.0	82	85.4	75	82.7	72	84.7	58	86.2	5.2	1.5
Female	37	94.6	46	87.0	34	97.1	0	-	32	90.6	-4.0	-	37	81.1	46	89.1	33	78.8	37	81.1	32	84.4	3.3	3.3
Male	63	82.5	37	83.8	43	83.7	0	-	26	73.1	-9.4	-	63	81.0	36	80.6	42	85.7	35	88.6	26	88.5	7.5	-0.1
African American	2	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	1	-	-	-
Asian	4	-	4	-	0	-	0	-	3	-	-	-	4	-	4	-	0	-	3	-	3	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	11	81.8	9	-	3	-	0	-	4	-	-	-	11	63.6	9	-	2	-	10	60.0	4	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	70	88.6	61	86.9	60	91.7	0	-	48	81.3	-7.3	-	70	82.9	60	86.7	59	83.1	55	87.3	48	89.6	6.7	2.3
Multiracial	12	83.3	9	-	12	91.7	0	-	2	-	-	-	12	91.7	9	-	12	75.0	4	-	2	-	-	-
English Learner	3	-	1	-	0	-	0	-	0	-	-	-	3	-	1	-	0	-	1	-	0	-	-	-
English-Speaking	97	88.7	82	86.6	77	89.6	0	-	58	82.8	-5.9	-	97	82.5	81	86.4	75	82.7	71	85.9	58	86.2	3.7	0.3
Reclassified†	7	-	4	-	6	-	0	-	3	-	-	-	7	-	4	-	6	-	4	-	3	-	-	-
Initially Eng. Speaking	90	88.9	78	88.5	71	88.7	0	-	55	85.5	-3.4	-	90	81.1	77	89.6	69	82.6	67	86.6	55	89.1	8.0	2.5
Econ. Disadv.*	8	-	11	90.9	9	-	0	-	11	81.8	-	-	8	-	11	72.7	8	-	6	-	11	100.0	-	-
Non-Econ. Disadv.	92	89.1	72	84.7	68	92.6	0	-	47	83.0	-6.1	-	92	81.5	71	87.3	67	82.1	66	87.9	47	83.0	1.5	-4.9
Gifted	52	96.2	45	97.8	27	96.3	0	-	9	-	-	-	52	90.4	44	100.0	27	100.0	28	100.0	9	-	-	-
Not Gifted	48	77.1	38	71.1	50	86.0	0	-	49	79.6	2.5	-	48	70.8	38	68.4	48	72.9	44	75.0	49	83.7	12.9	8.7
With Disabilities	8	-	6	-	8	-	0	-	7	-	-	-	8	-	6	-	7	-	12	33.3	7	-	-	-
WO Disabilities	92	90.2	77	89.6	69	94.2	0	-	51	88.2	-2.0	-	92	83.7	76	90.8	68	86.8	60	95.0	51	92.2	8.5	-2.8
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-

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APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: BIRD ROCK ELEMENTARY**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800****SCHOOL YEAR: 2021-22****Goal 1 - Safe, Collaborative and Inclusive Culture****Strategy/Activity 1*****Strategy/Activity - Description**

At BRE we have a monthly character strength that we learn about and practice. We learn and practice during weekly assemblies and teachers continue the learning in their classrooms. Our character strengths have been determined and agreed upon as a school-wide agreement.

At BRE and in the LJ Cluster, we are dedicated to our student's social and emotional health and committed to fostering an environment that is safe, collaborative, and inclusive for each and every student. This year we are also spending time learning, identifying, and practicing the "BIG 5". These are 5 traits that LJ counselors and principals determined would be the most beneficial as we support students in becoming well-rounded, productive, kind, and collaborative citizens of our world.

We have also had some introduction to "Restorative Justice Practices" and classroom and school community circles. Our student behavior policy has been updated to the RJP philosophy where personal connections and honoring the attributes and needs of the whole child are central to building a strong school and classroom culture.

Additionally, we have an increased counselor allocation. Our district-provided counselor allocation has increased to two days per week. He will teach at least one lesson per teacher/grade level for each of the BIG 5 traits. Our counselor will also continue to work collaboratively with students, parents, principals, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates.

We know that our students, who had needed it before the pandemic, have a greater need for social-emotional learning and support. Many of our kids - based on parental anecdotal data and teacher observation - are experiencing increased anxiety and depression. This is likely the result of distance learning. We want to support our parents in supporting their children. Our BRF has secured presenters from the RJP department to teach our parents about restorative justice practices.

Bird Rock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly		\$2,312.35	09800-1957	ELPAC	We were able to administer the ELPAC to all eligible students using this method	No issues noted	N/A
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC	We were required to stop securing VT's for professional development last year. Our PLC's are conducted during the school day. We	Same: We were required to stop securing VT's for professional development last year. Our PLC's are conducted during	Same: We were required to stop securing VT's for professional development last year. Our PLC's are conducted during

Bird Rock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					were unable to continue	the school day. We were unable to continue	the school day. We were unable to continue

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Bird Rock Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$3,999.26	09800-1192	Visiting teachers will be required to provide coverage for classroom teachers to meet in grade level/PLC/PD			

What are my leadership strategies in service of the goals?