

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BIRNEY ELEMENTARY SCHOOL**

2022-23

37-68338-6039259
CDS Code

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

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

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- 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: ALICE BIRNEY ELEMENTARY PHONE: (619) 497-3500 FAX: (619) 688-3017
SITE CONTACT PERSON: A.L. HAMMOND-WILLIAMS 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 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.

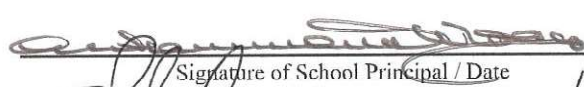
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | | |
|-------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: 10/14/2022 |
| <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: 10/26/2022 |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

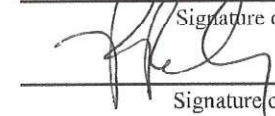
1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted 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: 10/13/2022

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

 10/6/22
Signature of School Principal / Date

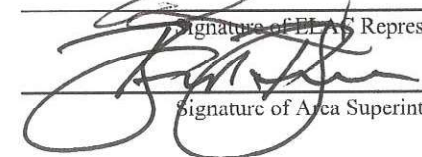
PARICK DELANY
Type/Print Name of SSC Chairperson

 10/7/22
Signature of SSC Chairperson / Date

JENNIFER SMS
Type/Print Name of ELAC Representative

 10/7/22
Signature of ELAC Representative / Date

MITZI MARINO / Bruce Bragg
Type/Print Name of Area Superintendent

 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

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

This School Plan for Student Achievement fulfills the requirements of the *Title I Schoolwide 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. Just under half of our Birney population is considered socioeconomically disadvantaged, and our population is highly diverse, with 35% White, 36% Hispanic, 14% multiracial, 10% African American, 4% Asian, and 1% Native American. We embrace our diversity and believe it enhances our students' and families' experiences at Birney, but we also recognize that because of our diversity we must attend to a range of student strengths, needs, and challenges and we have designed our school plan to address these needs. For the coming year, our challenge continues to be increasing the achievement in literacy and mathematics of our 10.5% English Learners and 11% 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.

ENGAGING EDUCATIONAL PARTNERS

The Birney community engaged in a collaborative process in the development of the current SPSA. All educational partners were involved in the budget development process via various meeting opportunities to dialogue and to solicit input. These include SSC, PTA, and staff or grade level meetings held throughout the year.

- 10/14/2022 Met with ELAC

- 10/26/2022 Met with SGT

- 10/13/2022 SSC reviewed and approved the 2022-23 SPSA

RESOURCE INEQUITIES

Birney's root cause analysis involved examining data from multiple sources including a review of the previous SPSA. An analysis of the student groups' (3rd-5th) data results indicates overall growth in the areas of both ELA and Math.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
AMANDA HAMMOND-WILLIAMS	PRINCIPAL
PATRICK DELANY	Classroom Teacher
MANDANA PIROUZAN	Classroom Teacher
KATHRYN MEAD	Classroom Teacher
JENNIFER SIMS	Other School Representative
CASEY JOHNSON	PARENT
OLGA TRUJILLO	PARENT
ZEE GIRMA	PARENT
KARLA BROADY	PARENT
CARINA LEE	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).

The bottom line for any discussion involving 'widening the sphere of success by engineering equitable learning conditions for all students' is that you cannot teach the child who is not at school, and you certainly cannot differentiate for, accelerate, support, or remediate the child whom you cannot keep track of from day to day. In order for Birney classrooms to be places of hope, our students need to attend school every day to reap the benefits of those conditions, and for that reason, we are maintaining the attendance goal for this category.

Historically, Birney students have great attendance, typically first in Area 5, and often in the top 10% of all elementary schools in the district. As far as establishing baselines, it may be wise to look at the last typical year of attendance data, 2019-2020, when the 2019 California Dashboard for Birney showed that the overall chronic absenteeism, rate increased by 2.9% over 2018. 9.5% of students were chronically absent, with 13.6% of socioeconomically disadvantaged, an increase of 3.3%; 14.1% of African American students, an increase of 1.3%; 15.1% students with disabilities, an increase of 1.4%; 8.3% English learners, an increase of 1%; 8.8% Hispanic, an increase of 0.9%; 12.5% Two or More Races, an increase of 7.2%; and 6.1% White, an increase of 2.2%.

In 2019-2020, 85% (366 students) had excellent attendance, 8% (34 students) were trending towards chronic absenteeism, 3% (13 students) were nearly chronically absent and 4% (19 students) were chronically absent. The data from 2020-2021 and 2021-2022 reflect the impacts of the COVID-19 pandemic. Attendance data from 2020-2021 shows that 79% (425 students) had satisfactory attendance, 7% (38 students) were trending towards chronic absenteeism, 2% (11 students) were nearly chronically absent and 12% (65 students) were chronically absent. In 2021-2022, only 45% (231 students) had satisfactory attendance, while 21% (108 students) trended towards chronic absenteeism, 9% (46 students) were nearly chronically absent and 26% (133 students) were chronically absent.

While the 2021-2022 school year remained in-person throughout the year, absences were high due to many family stressors including health protocols and other covid-related requirements, the general fatigue families appeared to experience with the requirements of covid mitigation such as proving a negative covid test score, days in quarantine and so forth, this being especially true in multiple-children households.

Given the impossibility of meeting the goal last year, in 2022-23, we must maintain a focus on attendance and absence amelioration based on the analysis of the students who typically incur high absences, often students in poverty, single-parent households, and/or our BIPOC students. We must be diligent in outreach to families where students have more than 5% absences, ensuring we plan for support such as testing at school, doctor's affidavits of chronic conditions, and so on. Finally, we must take aim at the trend towards absenteeism (not illness-related, of course) which has sent Birney to place 33rd out of 119 elementary schools in the district and 4th out of 9 San Diego High elementary schools in the first attendance reporting period of the 2022-2023 school 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).

The 2021-22 intended implementation and budgeted expenditures to implement the strategies/activities to meet the articulated goal(s) of improving attendance were insufficient to what quickly became the reality of the health and absence implications of the return to in-person learning. The intended budget for attendance monitoring and tracking was vastly underestimated, and the numbers of absences each week were overwhelming, especially when our office was short 2 staff members, both of whom were typically responsible for attendance. Absences became a necessary requirement to mitigate the level of covid in the school. The need for this goal only increased in 2021-2022, with our 'OK' attendance rate plummeting from 79% in 19-20 to 45% in 20-21. While we will not use 21-22 attendance rates for this SPSA, preferring to compare our current rates to the last year of 'normal' attendance, 2019-2020, it is undeniable that a renewed focus on the importance of being at school is called for. For 2022-2023, we anticipate better outcomes with changes in the health protocols and the ability to provide traditional mitigation strategies such as the 'limo list' and the Saturday Schools to maintain our year-round focus on attendance.

Birney Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

***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.

For 2022-2023, Birney's counselor allocation remains the same at 3 days. Additionally, clerical support for attendance and outreach has been added to the office but is still not filled. We continue to meet with each team weekly for 2.25 hours where we monitor attendance, social-emotional needs, school safety, and inclusiveness.

***Identified Need**

The COVID-19 pandemic disrupted attendance greatly, even more so in the year we returned to in-person learning. For 2021-2022, it was difficult to use the same metrics for chronic absenteeism because so many students were staying at home with symptoms, isolating due to close contact, or actually quarantined with COVID-19. Instead, for 2021-2022 the target for improvement was 'unexcused' absences. The historical data shows that chronic absenteeism ranges from a low of 4.4% (19 students) in 2019-2020 to 12.8 % (61 students) in 2020-2021. In 2021-2022, that number surged to 26% or 134 students. So many absences were due to precautions against the pandemic, but targeting and reducing unexcused absences was meant to circumvent the pandemic-related absences altogether. However, it was tough to separate one from the other because they remained intertwined.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Decrease the schoolwide chronic absenteeism rate	9.5%	8%	Attendance	Trimester

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Black or African American	Decrease unexcused absenteeism rate for African American students	14.1%	10%	Chronic Absenteeism	Annually
June 2023	UTK-5	Students with Disabilities	Decrease unexcused absenteeism rate for Students with disabilities	15.1%	10%	Chronic Absenteeism	Annually
June 2023	UTK-5	English Learner	Decrease unexcused absenteeism rate for Students with disabilities	8.3%	6%	Chronic Absenteeism	Annually

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June 2023	UTK-5	Hispanic or Latino	Decrease unexcused absenteeism rate for Hispanic Students	8.8%	6%	Chronic Absenteeism	Annually
June 2023	UTK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate for Socioeconomically Disadvantaged Students	13.6%	10%	Chronic Absenteeism	Annually

Supporting Black Youth - Additional Goals

- ✓ 1. Birney Elementary'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 Birney Elementary 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. Birney Elementary'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, Birney Elementary 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. Birney Elementary 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. Birney Elementary'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. Birney Elementary 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. Birney Elementary 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 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.

*Strategy/Activity - Description									
<p>Each classroom teacher will identify the 2-3 students experiencing the most absences each month and refer those students to the attendance team to improve outcomes (outreach to parents, recommending Saturday School, communication with the health office, etc).</p> <ul style="list-style-type: none"> - The Attendance Team (counselor, principal, health tech/nurse, and office staff) will meet monthly to review the previous month, identify needs, discuss teacher referrals, and brainstorm solutions. - The Attendance Team and/or the classroom teachers will recommend that students attend Saturday School in order to clear absences - The health office will reach out to families with multiple illnesses - The counselor and/or principal will contact families with multiple unexcused absences. - After the first and second reporting periods, the principal will hold an Attendance Vertical Team meeting with the School Counselor to monitor attendance, behavior referrals, and health office visits. The team will track target students that will include an outreach system for making parent contact to reduce tardies and absences. - The team will track parent contacts each week that targeted students are absent to encourage regular, on-time attendance at school and recommend students to Saturday Schools when they are absent when it is safe to hold Saturday School again. - The principal will hold quarterly School Safety and Wellness Team meetings with the Wellness Coordinator, School Counselor, School Nurse, Teacher Vertical Team, Education Specialist, School Psychologist, Occupational Therapist, Attendance Clerk, and Supervision Staff representative. - The 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. - The counselor supports these programs on an ongoing basis. 									

*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
F00311U	School Counselor -	0.30000	\$26,862.90	\$43,162.58	0031-00010-00-1210-3110-0000-01000-0000	Position Allocation	[no data]		Counselor to head up attendance team work.
F00311V	Health Technician - NEW POSN, SBB2537963	0.13000	\$5,286.45	\$7,256.07	0031-74220-00-2236-3140-0000-01000-0000	In-Person Instruction Grant	[no data]		Health tech to participate in attendance team work.
F00311W	Project Resource Teacher -	0.50000	\$48,131.00	\$69,596.09	0031-00035-00-1907-2490-0000-01000-0000	Program Allocation	[no data]		Resource Teacher leads weekly collaboratives with all grade levels documenting attendance concerns
N0031A9	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0031-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Paper for newsletter which communicates attendance data for parents

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N0031AK	Supplies		\$872.00	\$872.00	0031-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Attendance supplies such as award certificate papers for perfect attendance celebrations
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***Additional Supports for this Strategy/Activity**

The core of the attendance strategies will occur during the weekly collaborative meetings of each grade level team when teachers generate the students most in need of attendance support. The weekly collaborative meetings are funded primarily through the Friends of Alice Birney Foundation, consisting of Art, Garden, and Spanish enrichment classes under the supervision of the PE teacher. A key strategy for improving attendance is the use of Saturday Schools at least monthly where students can erase an absence and/or up to 4 tardies by completing the 4 hours.

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).

ELA: An analysis of 2022 CAASPP English Language Arts data reveals that 77.1% of students in grades 3-5 were at or above standard on the Smarter Balanced Summative Test, a 7.9-point *increase* over 2019. On the diagnostic Formative Assessment System for Teachers (FAST) aReading, 82% of students in grades 3-5 were in low-risk/advanced categories. In addition, in grades TK-2, 75% of students were at/above grade level in Reading. Further analysis of the ELA data reveals some impressive gains in 2022 results when compared to the last set of CAASPP results in 2019. **Male** student proficiency in ELA went from 65.9% in 2019 to 77.1% in 2022, an increase of 11.2 points; **White** student proficiency in ELA went from 80.6% in 2019 to 93.2% in 2022, a 12.6-point increase; **Multiracial** student proficiency in ELA went from 71.9% in 2019 to 94.1% in 2022, a 22.2-point increase; **Reclassified EL** student proficiency in ELA went from 50% in 2019 to 78.9% in 2022, a 28.9-point increase; **Gifted** student proficiency went from 90.2% in 2019 to 100% in 2022; and **Student with Disabilities** proficiency went from 22.9% in 2019 to 63.3% in 2022, a 40.4-point increase.

However, there continues to be the need to address inequities for certain groups of students despite these gains. **African-American** student proficiency dropped by 3.8 points, from 53.8% in 2019 to 50% in 2022; **Hispanic** student proficiency increased from 60.2% in 2019 to 64.4% in 2022, a 4.2-point increase; **English Learner** student proficiency in ELA went from 23.1% in 2019 to 29.4% in 2022, an increase of 6.3 points; **Economically Disadvantaged** student proficiency in ELA went from 59% in 2019 to 64.5% in 2022, an increase of 5.5 points; and finally **Student with Disabilities** proficiency in ELA went from 22.9% in 2019 to 63.3% in 2022, an increase of 30 points. While all these groups except African Americans did see gains over 2019 results, they are still considerably below the 77.1% **Total** results, and well below the mean 86.8% of all groups scoring higher than the total (White, Multiracial, English-Speaking, Reclassified, Initially English-Speaking, Non-Economically Disadvantaged, Gifted, and Students Without Disabilities).

MATH: An analysis of 2022 CAASPP Math data reveals that 68.6% of students in grades 3-5 were at or above standard on the Smarter Balanced Summative test, a 0.2-point *decrease* over 2019. In 2022. Other diagnostic math data indicates our students do possess the math knowledge, application, and communication at higher rates, with 85.5% proficient/strong in knowledge, 78.6% proficient/strong in the application, and 66% proficient/strong in communication on the district's DEMI assessment in grades 3-5.

Further analysis of MATH data reveals some gains in 2022 results when compared to the last set of CAASPP results in 2019. **Female** student proficiency in Math went from 62.7% in 2019 to 65.4% in 2022, an increase of 2.7 points; **White** student proficiency went from 77.4% in 2019 to 84.7% in 2022, a gain of 7.3 points; **English Learner** proficiency in Math went from 28% in 2019 to 31.3% in 2022, a gain of 3.3 points; and **Students with Disabilities** proficiency went from 25% in 2019 to 63% in 2022, a 38 point increase; and **Reclassified** proficiency went from 50% to 66.7%, an increase of 16.7 points (which corrected the similar decline between 2018 and 2019).

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However, there continues to be the need to address inequities for certain groups despite these gains. **Male** proficiency dropped from 74.8% to 72.6%, a drop of 2.2 points; **African American** proficiency dropped from 64% to 56.7%, a decline of 7.3 points; **Hispanic** proficiency dropped from 57% to 54.5%, a decrease of 2.5 points; **Gifted** proficiency dropped from 93.4% to 72.7%, a decline of 20.7 points.

***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 the ongoing mitigations required because of the COVID-19 pandemic (strict observance of distancing and cohorts of classes), the Tier 2 intervention using a retired reading specialist/EL coordinator did not occur until the latter third of the school year. In addition, a surprising increase in the number of newcomer students with very low levels of English necessitated more than anticipated time would be spent orienting students to English instruction. We formed a dedicated newcomer class led by our magnet resource teacher daily for 30 minutes for up to 14 students at a certain point of the year (a Haitian refugee student arrived in the fall, Afghani refugee students were placed at Birney beginning in February, but most had been relocated by May; another student from Ukraine arrived in the spring). Similarly, the funding of a retired teacher to provide Math support was prevented for two-thirds of the year due to the ongoing mitigations required because of the COVID-19 pandemic (strict observance of distancing and cohorts of classes).

***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.

Access to grade-level instruction for Students with Disabilities and English Learners has changed considerably due to our acquisition of software programs that support differentiation for student success. Day-to-day familiarity with various accommodations reveals improved outcomes for our Students with Disabilities, whose use of word prediction, text-to-speech, and speech-to-text, for example, allowed for increased performance improvement throughout the year. The work of strengthening literacy instruction at grades K-2 continues with the goal of 100% meeting ELA standards by 3rd grade intact. In grades 3-5, formative assessments continue to drive instruction in literacy, Education Specialist, Reading Specialist, or EL Coordinator support. Funding was allocated to ensure that Response to Intervention and Multi-Tiered System of Support would be available to intervene to ensure student success in ELD, Literacy, and Math.

***Identified Need - English Language Arts**

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.

The data for 2022 is not yet available on the California School Dashboard. Of the student groups identified by the 2019 California School Dashboard, both English Learners and Students with Disabilities fall in the Orange category, meaning at high risk. English Learners (47 students) were 20 points below standard, having declined 10.6 points from 2018. Students with Disabilities (37 students) were 51.1 points below standard, having maintained 1.8 points over 2018. Other groups were faring better, with Hispanic and Socioeconomically Disadvantaged in the Green category and White in the Blue category. Hispanics (91 students) were 21.9 points above standard, having increased by 3.2 points over 2018 and Socioeconomically Disadvantaged (138 students) are 18.1 points above standard, having increased by 4.7 points. If we believe that improving instruction improves outcomes for these groups, we have to expect that the same is true for the 93 White students, who are 74.3 points above standards, having increased by 9.6 points. Clearly, the two most vulnerable student groups traditionally are English Learners and Students with Disabilities.

Currently, from 2022 data (still unavailable from the California School Dashboard), we can identify the ongoing need for English Learners and Students with Disabilities and move to include African American students whose performance was the only decrease from 2019. In addition, there is a need to improve outcomes for our Socioeconomically Disadvantaged students.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting or exceeding grade level standards	69.9%	72%	CAASPP ELA	Annually
June 2023	4	Increase the percentage of students meeting or exceeding grade level standards	83.1%	85%	CAASPP ELA	Annually
June 2023	5	Increase the percentage of students meeting or exceeding grade level standards	79.1%	81%	CAASPP ELA	Annually
June 2023	3-5	Increase the percentage of students meeting or exceeding grade level standards	77.1%	79%	CAASPP ELA	Annually
June 2023	K-2	Increase the percentage of students meeting or exceeding grade level standards	75%	78%	Fountas and Pinnell	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards.	29.4%	35%	CAASPP ELA	Annually

Birney Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	63.3%	65%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards.	50%	55%	CAASPP ELA	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting or exceeding grade level standards.	64.5%	68%	CAASPP ELA	Annually

*Identified Need - Math

MATH: An analysis of 2022 CAASPP Math data reveals that 68.6% of students in grades 3-5 were at or above standard on the Smarter Balanced Summative test, a 0.2-point *decrease* over 2019. Other diagnostic math data indicates our students do possess the math knowledge, application, and communication at higher rates, with 85.5% proficient/strong in knowledge, 78.6% proficient/strong in the application, and 66% proficient/strong in communication on the DEMI assessment in grades 3-5. It appears that while knowledge and application may be higher for Birney students, the ability to communicate understanding in Math is considerably lower, consistent with the CAASPP Math results (68.6% on CAASPP Math and 66% DEMI). Further analysis of MATH data reveals some gains in 2022 results when compared to the last set of CAASPP results in 2019. **Female** student proficiency in Math went from 62.7% in 2019 to 65.4% in 2022, an increase of 2.7 points; **White** student proficiency went from 77.4% in 2019 to 84.7% in 2022, a gain of 7.3 points; **English Learner** proficiency in Math went from 28% in 2019 to 31.3% in 2022, a gain of 3.3 points; **Students with Disabilities** proficiency went from 25% in 2019 to 63% in 2022, a 38 point increase; and **Reclassified** proficiency went from 50% to 66.7%, an increase of 16.7 points (which actually corrected the similar decline between 2018 and 2019).

However, there continues to be the need to address inequities for certain groups despite these gains. **Male** proficiency dropped from 74.8% to 72.6%, a drop of 2.2 points; **African American** proficiency dropped from 64% to 56.7%, a decline of 7.3 points; **Hispanic** proficiency dropped from 57% to 54.5%, a decline of 2.5 points; **Gifted** proficiency dropped from 93.4% to 72.7%, a decline of 20.7 points. During the years between 2019-2020 and 2021-2022, at Birney, a cohesive picture of math instruction was more elusive. During distance learning, we relied on a variety of math platforms to provide students access to standards-based math instruction.

Data indicating a need for a goal is helpful when the subgroup has enough students in it to be able to compare without identifying particular individual students., In some grade level-specific goals for subgroups, there is no significant number of students to establish a baseline for a goal.

Birney Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

A key focus for 2022-2023 will be to align mathematical practices among the grade levels and facilitate a return to more traditional math pedagogy including cooperative grouping and talk practices, by implementing San Diego Enhanced Mathematics. It can be seen in the grade level baseline percentages and goals, an inquiry into the 4th-grade math practices would be worthwhile.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting or exceeding grade level standards	68.6%	71%	CAASPP Math	Annually
June 2023	3	Increase the percentage of students meeting or exceeding grade level standards	62.7%	66%	CAASPP Math	Annually
June 2023	4	Increase the percentage of students meeting or exceeding grade level standards	84.3%	85%	CAASPP Math	Annually
June 2023	5	Increase the percentage of students meeting or exceeding grade level standards	61.4%	64%	CAASPP Math	Annually

*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	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	40%	45%	CAASPP Math	Annually
June 2023	3	English Learner	Increase the percentage of students meeting or exceeding grade level standards.	30%	35%	CAASPP Math	Annually
June 2023	3	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standards.	45.7%	50%	CAASPP Math	Annually
June 2023	5	Socioeconomically Disadvantaged	Increase the percentage of students meeting or exceeding grade level standards.	42.1%	50%	CAASPP Math	Annually

Birney Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards.	36.4%	40%	CAASPP Math	Annually
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***Identified Need - English Learners**

51 English Learner students make up 10% of the entire school population. According to the California School Dashboard, in 2019 English Learner students were 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), 20 students (37%) at Level 3 (moderately developed), 22 students (41%) at Level 2 (somewhat developed) and 5 students (9%) at Level 1 (minimally developed). Data from the California School Dashboard is not yet released at the time of this writing, so a comparison cannot be made.

The range of English Learners in 2022-2023 is wide. In English Language Acquisition, 11 students have already Reclassified, 1 is well-developed, 20 are moderately developed, 2 are Intermediate, 16 are somewhat developed, 9 are minimally developed and 2 are novices, with 1 student still unable to test. 31 students are Initially Fluent in English Proficient. The need for these students is to continue to have access to grade-level standards-based instruction in all areas with particular emphasis paid to the development of the vocabulary and structures they will need to become Reclassified.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	2-5	English Learner	Reclassification	88%	100%	Reclassification Rates	Annually

***Identified Need - Graduation/Promotion Rate**

In 2019-2020, 85% of 3rd-grade students were at P38 or above as measured by the FAST aReading assessment during the 2nd reporting period (March 2020). 77% of 5th-grade students were at S44 or above as measured by the FAST aReading assessment in the 2nd reporting period (March 2020). In 2022, 81.9% of 3rd graders were at low risk/advanced on FAST aReading, 80.0% of 4th graders were at low risk/advanced on FAST aReading, and 83.1% of 5th graders were at low risk/advanced on FAST aReading.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students reading t P38 or above as measured by FAST aReading	81.9%	85%	Other (Describe in Objective)	Annually
June 2023	5	Increase the percentage of students reading at or above S44 as measured by FAST aReading	83.1%	86%	Other (Describe in Objective)	Annually

Birney Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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	3rd Grade	English Learner	Read at P38 or above as measured by FAST aReading Diagnostic Screener	25%	30%	Grade 3 ELA Reading	Annually
June 2023	3rd Grade	Students with Disabilities	Read at P38 or above as measured by FAST aReading Diagnostic Screener	33%	43%	Grade 3 ELA Reading	Annually
June 2023	5th Grade	English Learner	Read at S44 or above as measured by FAST aReading Diagnostic Screener	33%	43%	Grade 5 ELA Reading	Annually
June 2023	5th Grade	Students with Disabilities	Read at S44 or above as measured by FAST aReading Diagnostic Screener	20%	30%	Grade 5 ELA Reading	Annually
June 2023	TK-5th	Black or African American	To increase the percentage of students meeting or exceeding standards in ELA	53.8%	59%	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 retired Reading Specialist/EL Coordinator will support identified English Learner students in grades 2-5 with literacy intervention.

Birney Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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
N00311J	Retired Clsrn Teacher Hrly		\$20,000.00	\$24,762.00	0031-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		El support, literacy support, math support
N00312X	Software License		\$10,000.00	\$10,000.00	0031-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software to support students in literacy and math.
N003130	Supplies		\$19,611.00	\$19,611.00	0031-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies such as pencils, journals, chart paper, etc. to support student achievement.
N00313I	Supplies		\$10,173.00	\$10,173.00	0031-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies such as pencils, journals, chart paper, etc. to support student achievement.
N00314O	Supplies		\$21,152.00	\$21,152.00	0031-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies such as pencils, journals, chart paper, etc. to support student achievement.
N003158	Software License		\$5,000.00	\$5,000.00	0031-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Software to support students in literacy and math.
N00315H	Software License		\$3,000.00	\$3,000.00	0031-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Software licenses such as Raz Kids support student achievement.
N00315X	Interprogram Svcs/Paper		\$6,000.00	\$6,000.00	0031-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Copy paper to support student achievement.
N00317A	Retired Clsrn Teacher Hrly		\$10,000.00	\$12,381.00	0031-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Retired teacher hourly funds EL support, literacy support, math support
N00318T	Retired Clsrn Teacher Hrly		\$10,000.00	\$12,381.00	0031-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Retired teacher hourly funds EL support, literacy support, math support
N0031BA	Classroom Teacher Hrly		\$2,348.00	\$2,907.06	0031-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Pre-assessment day for incoming students in kindergarten and universal TK in order to create balanced classes.
*									

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 were allocated for the 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.

*

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 Students with Disabilities.

*Strategy/Activity - Description

The retired Intervention Specialist will provide math support in grades 3-5. 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.

*

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 support 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.

*

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.
*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 the level to reteach or front load core content using Thinking Maps in ELA and Math. English learners are represented in Birney's 50.4% UPP.
*
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
All students who are not achieving proficiency in Math will work in small groups with the teacher.
Strategy/Activity 2
*Students to be served by this Strategy/Activity
All students will benefit from this strategy to use a math intervention teacher in grades 3-5.

*Strategy/Activity - Description
Funds will be allocated to pay retired teachers to provide math interventions.
*
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 the 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.
*
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 support 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-eligible students are also identified as students with disabilities.
*
Strategy/Activity 1
*Students to be served by this Strategy/Activity
All students at the school will benefit from this activity
*Strategy/Activity - Description
Weekly 2-hour PLCs to analyze student data specifically black youth response to instruction and identify supplementary curriculum support for the purchase

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 the Student Council to bring equity issues to the surface and meet the needs of the unheard on campus.
Strategy/Activity 1
*Students to be served by this Strategy/Activity
All students in 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 the 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.
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.

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).

Family engagement at Birney revolves around Family Fridays, monthly 'open houses' with a focus on parent education, school wellness activities, and sharing of student work. This includes two opportunities to engage with students 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 kind heart, and the mother language dances. Prior to school closure due to the pandemic, 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 the various covid-related negotiated employee agreements including where parents were not allowed on campus for the majority of the year, we were unable to fully implement our goals and strategies for Family Engagement. We have carried forward goals. In the 2021-2022 school year, we did not hold Family Fridays at all until May 2022, when we held an outdoor reading event.

The establishment of an English Learner Advisory Committee was achieved in 2021-2022, but while provisions were made to meet monthly, several meetings were unattended. This year we will attempt to align our ELAC focus with Family Fridays to try to increase interest in the committee's work. ELAC meetings will begin immediately prior to Family Friday.

***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).

Birney Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Parent Engagement occurred exclusively online in 2021-2022 due to the covid mitigations. This year we are allowing parents on campus again and so Family Fridays have been put back on the calendar.

*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.

Our intent to increase the involvement of our English Learner families will be realized in the moving of the ELAC meeting to abut with Family Friday.

*Identified Need

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

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	ELAC	attendance at the ELAC meeting	20%	45%	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	ELAC	Convene ELAC monthly and increase attendance	20%	100%	Committee Attendance

Strategy/Activity 1

*Families to be served by this Strategy/Activity

All families will benefit from this strategy.

*Strategy/Activity - Description

Once the restrictions from the pandemic are lifted, monthly Family Friday featuring principal news, school information, parent organization information, and IB PYP information for half the session, another half of the session featuring activities parents can participate in with their children, e.g., International Day of Peace Peace Sign, Mother Tongue Dance Celebration, Kindness Heart, Student-Led Conferences, etc., will resume. We will continue to send home a weekly parent email with a student newsletter attached which is also printed for students. In addition, we will feature the ELAC meetings from 2:00-2:30, immediately prior to Family Friday.

Strategy/Activity 2									
*Families to be served by this Strategy/Activity									
All families will benefit from this strategy.									
*Strategy/Activity - Description									
*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
F00311X	Regular Teacher -	0.50000	\$46,129.50	\$67,108.46	0031-00035-00-1107-1000-4760-01000-0000	Program Allocation	[no data]		ELAC chair
	Classroom Teacher Hrly				0031-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0031BA	Supports ELAC and Family Fridays
	Interprogram Svcs/Paper				0031-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0031A9	Supports ELAC and Family Fridays
	Retired Clsrn Teacher Hrly				0031-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N00311J	Supports ELAC and Family Fridays
	Supplies				0031-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0031AK	Supplies such as papers to support ELAC and Family Fridays
*									

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 56,786
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)	\$ 129,239

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)	\$ 36,992
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 36,992

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)	\$ 35,461
[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): \$ 35,461

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 129,239

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Birney Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$2,348.00
Birney Elementary			1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	0	\$10,000.00
Birney Elementary			3000 Benefits		0	\$2,940.06
Birney Elementary			4301 Supplies	Supplies	0	\$10,173.00
Birney Elementary			5841 Software License	Software License	0	\$10,000.00
Birney Elementary		(blank) Total			0	\$35,461.06
Birney Elementary	09800 LCFF Intervention Support Total				0	\$35,461.06
Birney Elementary	30100 Title I Basic Program	(blank)	1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	0	\$20,000.00
Birney Elementary			3000 Benefits		0	\$4,762.00
Birney Elementary			4301 Supplies	Supplies	0	\$21,152.00
Birney Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$6,000.00
Birney Elementary			5841 Software License	Software License	0	\$3,000.00
Birney Elementary		(blank) Total			0	\$54,914.00
Birney Elementary	30100 Title I Basic Program Total				0	\$54,914.00
Birney Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	0	\$872.00
Birney Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$1,000.00
Birney Elementary		(blank) Total			0	\$1,872.00
Birney Elementary	30103 Title I Parent Involvement Total				0	\$1,872.00
Birney Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	0	\$10,000.00
Birney Elementary			3000 Benefits		0	\$2,381.00
Birney Elementary			4301 Supplies	Supplies	0	\$19,611.00
Birney Elementary			5841 Software License	Software License	0	\$5,000.00
Birney Elementary		(blank) Total			0	\$36,992.00
Birney Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0	\$36,992.00

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

ALICE BIRNEY ELEMENTARY

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, ***ALICE BIRNEY ELEMENTARY*** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

We meet with the School Site Council and the general parent population at Family Friday, early in the year, to review our parent and family engagement practices. These parent and family engagement practices are also listed in the School Handbook and on the school website.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how ***ALICE BIRNEY ELEMENTARY*** school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school’s participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

At our October Family Friday we review the Title 1 Parent and Family Engagement practices and to review the school’s Title 1 status.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

***ALICE BIRNEY ELEMENTARY* holds monthly Family Friday meetings in the afternoon, monthly “Morning Buzz” coffee meetings, monthly Parent organization meetings after**

school. In addition, the school expects parent-teacher conferences to be held between parents and teachers twice a year, in the fall and spring.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

We meet with the School Site Council and the general parent population at Family Friday, early in the year, to review our parent and family engagement practices. These parent and family engagement practices are also listed in the School Handbook and on the school website. At our October Family Friday we review the Title 1 Parent and Family Engagement practices and to review the school's Title 1 status. ALICE BIRNEY ELEMENTARY holds monthly Family Friday meetings in the afternoon, monthly "Morning Buzz" coffee meetings, monthly Parent organization meetings after school. In addition, the school expects parent-teacher conferences to be held between parents and teachers twice a year, in the fall and spring.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

At our October Family Friday we review the Title 1 Parent and Family Engagement practices and to review the school's Title 1 status.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

In September, we hold a Back-to-School Family Friday presentation to parents in each classroom, and the presentations are emailed to parents unable to attend as well as posted on the website. In the fall, as soon as results are available, they are shared on the website and through a Family Friday presentation.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parents are encouraged to provide feedback and suggestions to the principal via email, or through question/answer/feedback time at monthly meetings.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

At our October Family Friday we review the Title 1 Parent and Family Engagement practices and to review the school's Title 1 status. ALICE BIRNEY ELEMENTARY holds monthly Family Friday meetings in the afternoon, monthly "Morning Buzz" coffee meetings, monthly Parent organization meetings after school. In addition, the school expects parent-teacher conferences to be held between parents and teachers twice a year, in the fall and spring. Each monthly Family Friday meets for the first 30 minutes in the auditorium to discuss a variety of strategies parents can utilize to support their students, monitor their progress, and work with the teachers.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

At our October Family Friday we review the Title 1 Parent and Family Engagement practices and to review the school's Title 1 status. ALICE BIRNEY ELEMENTARY holds monthly Family Friday meetings in the afternoon, monthly "Morning Buzz" coffee meetings, monthly Parent organization meetings after school. In addition, the school expects parent-teacher conferences to be held between parents and teachers twice a year, in the fall and spring. Each monthly Family Friday meets for the first 30 minutes in the auditorium to discuss a variety of strategies parents can utilize to support their students, monitor their progress, and work with the teachers.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

At our October Family Friday we review the Title 1 Parent and Family Engagement practices and to review the school's Title 1 status. ALICE BIRNEY ELEMENTARY holds

monthly Family Friday meetings in the afternoon, monthly “Morning Buzz” coffee meetings, monthly Parent organization meetings after school. In addition, the school expects parent-teacher conferences to be held between parents and teachers twice a year, in the fall and spring. Each monthly Family Friday meets for the first 30 minutes in the auditorium to discuss a variety of strategies parents can utilize to support their students, monitor their progress, and work with the teachers.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Each monthly Family Friday meets for the first 30 minutes in the auditorium to discuss a variety of strategies parents can utilize to support their students, monitor their progress, and work with the teachers. This often includes other agencies or resources being present to introduce to the families.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Each monthly Family Friday meets for the first 30 minutes in the auditorium to discuss a variety of strategies parents can utilize to support their students, monitor their progress, and work with the teachers. This includes guidance on using Google Translate to copy and paste English newsletters into the language of choice. In addition, translation is available at the monthly Family Fridays.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Each monthly Family Friday meets for the first 30 minutes in the auditorium to discuss a variety of strategies parents can utilize to support their students, monitor their progress, and work with the teachers. This includes guidance on using Google Translate to copy and paste English newsletters into the language of choice. In addition, translation is available at the monthly Family Fridays.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, *ALICE BIRNEY ELEMENTARY*, to the extent practicable, shall provide opportunities for the informed participation of parents and family members

(including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Each monthly Family Friday meets for the first 30 minutes in the auditorium to discuss a variety of strategies parents can utilize to support their students, monitor their progress, and work with the teachers. This includes guidance on using Google Translate to copy and paste English newsletters into the language of choice. In addition, translation is available at the monthly Family Fridays.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
ALICE BIRNEY ELEMENTARY SCHOOL

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part **shall jointly develop with parents** for all children served under this part a school-parent compact that **outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement** and the means by which the school and parents will **build and develop a partnership to help children achieve** the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Our classrooms are designed to be supportive of students’ needs, enabling teachers to meet with students in a whole group, small groups, partnerships or as individuals as needed according to the teacher’s plans and the established student needs. Each teacher at Birney designs instruction for students to meet the state standards in all curricular areas, and delivers instruction according to the frameworks designated by the district. Student assessments form an integral part of the instructional plan, as teachers assess student performance regularly in order to appropriately plan further instruction. Parents may contact the office to arrange to volunteer. Classes are open to all visitors at monthly Family Fridays (First Friday of the month, 2:30–3:35 p.m.) Appointments can be made by calling 619-497-3500.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])
 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

Parent-Teacher Conferences will be held in the fall and spring. Every parent is encouraged to make an appointment for each session in order to be informed of their students' progress.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Teachers will communicate with parents by phone, email, in writing or in person 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.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Appointments can be made at any time by calling 619-497-3500. Staff is also available through email. Email addresses are provided in the school handbook, or can be obtained by contacting the teacher or the office.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Communication is encouraged between families and school personnel. Principal and teachers provide email addresses at a minimum, and encourage regular communication and responses to all communications are welcomed.

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
Birney
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	252	65.1	230	70.0	243	64.6	253	69.2	240	77.1	12.0	7.9	250	62.4	230	64.8	241	66.4	253	68.8	236	68.6	6.2	-0.2
Female	118	66.1	121	72.7	127	63.8	127	72.4	131	77.1	11.0	4.7	118	62.7	121	65.3	125	64.8	126	62.7	130	65.4	2.7	2.7
Male	134	64.2	109	67.0	116	65.5	126	65.9	109	77.1	12.9	11.2	132	62.1	109	64.2	116	68.1	127	74.8	106	72.6	10.5	-2.2
African American	49	49.0	34	52.9	35	54.3	26	53.8	30	50.0	1.0	-3.8	48	50.0	34	52.9	33	69.7	25	64.0	30	56.7	6.7	-7.3
Asian	0	-	0	-	0	-	6	-	6	-	-	-	0	-	0	-	0	-	6	-	6	-	-	-
Filipino	1	-	0	-	0	-	3	-	2	-	-	-	1	-	0	-	0	-	3	-	2	-	-	-
Hispanic	103	56.3	92	65.2	93	57.0	93	60.2	90	64.4	8.1	4.2	103	50.5	92	54.3	92	54.3	93	57.0	88	54.5	4.0	-2.5
Native American	1	-	0	-	0	-	0	-	3	-	-	-	1	-	0	-	0	-	0	-	3	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
White	80	87.5	84	81.0	89	75.3	93	80.6	74	93.2	5.7	12.6	79	88.6	84	81.0	89	78.7	93	77.4	72	84.7	-3.9	7.3
Multiracial	16	56.3	18	77.8	23	69.6	32	71.9	34	94.1	37.8	22.2	16	43.8	18	66.7	24	62.5	33	81.8	34	82.4	38.6	0.6
English Learner	37	8.1	25	12.0	29	10.3	26	23.1	17	29.4	21.3	6.3	37	13.5	24	20.8	29	20.7	25	28.0	16	31.3	17.8	3.3
English-Speaking	215	74.9	205	77.1	214	72.0	227	74.4	223	80.7	5.8	6.3	213	70.9	206	69.9	212	72.6	228	73.2	220	71.4	0.5	-1.8
Reclassified†	18	94.4	25	76.0	21	85.7	24	50.0	19	78.9	-15.5	28.9	18	83.3	25	72.0	21	81.0	24	50.0	18	66.7	-16.6	16.7
Initially Eng. Speaking	197	73.1	180	77.2	193	70.5	203	77.3	204	80.9	7.8	3.6	195	69.7	181	69.6	191	71.7	204	76.0	202	71.8	2.1	-4.2
Econ. Disadv.*	151	52.3	116	56.0	126	54.0	122	59.0	110	64.5	12.2	5.5	150	46.0	115	48.7	122	57.4	122	58.2	109	57.8	11.8	-0.4
Non-Econ. Disadv.	101	84.2	114	84.2	117	76.1	131	78.6	130	87.7	3.5	9.1	100	87.0	115	80.9	119	75.6	131	78.6	127	78.0	-9.0	-0.6
Gifted	83	88.0	75	88.0	73	89.0	76	90.8	11	100.0	12.0	9.2	83	88.0	76	92.1	73	90.4	76	93.4	11	72.7	-15.3	-20.7
Not Gifted	169	53.8	155	61.3	170	54.1	177	59.9	229	76.0	22.2	16.1	167	49.7	154	51.3	168	56.0	177	58.2	225	68.4	18.7	10.2
With Disabilities	33	33.3	35	14.3	43	23.3	35	22.9	30	63.3	30.0	40.4	32	21.9	34	14.7	41	22.0	36	25.0	27	63.0	41.1	38.0
WO Disabilities	219	69.9	195	80.0	200	73.5	218	76.6	210	79.0	9.1	2.4	218	68.3	196	73.5	200	75.5	217	76.0	209	69.4	1.1	-6.6
Homeless	6	-	11	54.5	9	-	8	-	8	-	-	-	5	-	11	36.4	9	-	8	-	5	-	-	-
Foster	3	-	2	-	2	-	1	-	0	-	-	-	3	-	2	-	2	-	1	-	0	-	-	-
Military	13	84.6	9	-	13	84.6	12	75.0	4	-	-	-	13	92.3	9	-	12	100.0	12	75.0	5	-	-	-

* 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
Birney
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	84	67.9	77	68.8	93	57.0	0	-	83	69.9	2.0	-	84	66.7	77	68.8	90	70.0	93	68.8	83	62.7	-4.0	-6.1
Female	41	70.7	44	63.6	50	54.0	0	-	51	68.6	-2.1	-	41	68.3	44	61.4	47	63.8	44	63.6	51	62.7	-5.6	-0.9
Male	43	65.1	33	75.8	43	60.5	0	-	32	71.9	6.8	-	43	65.1	33	78.8	43	76.7	49	73.5	32	62.5	-2.6	-11.0
African American	12	50.0	6	-	15	26.7	0	-	9	-	-	-	12	58.3	6	-	13	69.2	10	70.0	9	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	4	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	2	-	1	-	-	-
Hispanic	37	56.8	32	56.3	33	51.5	0	-	35	51.4	-5.4	-	37	48.6	32	50.0	32	62.5	32	53.1	35	45.7	-2.9	-7.4
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	28	89.3	30	83.3	35	74.3	0	-	25	96.0	6.7	-	28	92.9	30	86.7	35	82.9	31	74.2	25	84.0	-8.9	9.8
Multiracial	5	-	9	-	9	-	0	-	10	90.0	-	-	5	-	9	-	9	-	14	92.9	10	70.0	-	-22.9
English Learner	16	12.5	12	16.7	9	-	0	-	10	30.0	17.5	-	16	18.8	12	16.7	8	-	10	30.0	10	30.0	11.2	0.0
English-Speaking	68	80.9	65	78.5	84	61.9	0	-	73	75.3	-5.6	-	68	77.9	65	78.5	82	74.4	83	73.5	73	67.1	-10.8	-6.4
Reclassified†	6	-	5	-	7	-	0	-	3	-	-	-	6	-	5	-	7	-	10	70.0	3	-	-	-
Initially Eng. Speaking	62	79.0	60	78.3	77	62.3	0	-	70	75.7	-3.3	-	62	75.8	60	78.3	75	74.7	73	74.0	70	67.1	-8.7	-6.9
Econ. Disadv.*	46	47.8	42	54.8	50	42.0	0	-	36	47.2	-0.6	-	46	43.5	42	54.8	46	58.7	45	55.6	36	50.0	6.5	-5.6
Non-Econ. Disadv.	38	92.1	35	85.7	43	74.4	0	-	47	87.2	-4.9	-	38	94.7	35	85.7	44	81.8	48	81.3	47	72.3	-22.4	-9.0
Gifted	22	90.9	31	87.1	29	89.7	0	-	11	100.0	9.1	-	22	90.9	31	83.9	29	96.6	25	96.0	11	72.7	-18.2	-23.3
Not Gifted	62	59.7	46	56.5	64	42.2	0	-	83	69.9	10.2	-	62	58.1	46	58.7	61	57.4	68	58.8	83	62.7	4.6	3.9
With Disabilities	13	23.1	11	18.2	16	31.3	0	-	10	40.0	16.9	-	13	23.1	11	27.3	14	28.6	9	-	10	40.0	16.9	-
WO Disabilities	71	76.1	66	77.3	77	62.3	0	-	73	74.0	-2.1	-	71	74.6	66	75.8	76	77.6	84	71.4	73	65.8	-8.8	-5.6
Homeless	1	-	5	-	3	-	0	-	1	-	-	-	1	-	5	-	3	-	4	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	7	-	0	-	1	-	-	-	4	-	3	-	6	-	3	-	2	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	77	67.5	80	66.3	73	69.9	0	-	71	83.1	15.6	-	75	69.3	80	57.5	73	67.1	89	73.0	70	84.3	15.0	11.3
Female	31	71.0	42	73.8	38	68.4	0	-	37	89.2	18.2	-	31	71.0	42	57.1	38	65.8	46	63.0	37	83.8	12.8	20.8
Male	46	65.2	38	57.9	35	71.4	0	-	34	76.5	11.3	-	44	68.2	38	57.9	35	68.6	43	83.7	33	84.8	16.6	1.1
African American	17	52.9	15	46.7	4	-	0	-	10	60.0	7.1	-	16	50.0	15	53.3	4	-	12	58.3	10	80.0	30.0	21.7
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	2	-	1	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Hispanic	25	56.0	33	63.6	29	55.2	0	-	26	73.1	17.1	-	25	64.0	33	45.5	29	55.2	30	70.0	25	68.0	4.0	-2.0
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	30	86.7	26	76.9	30	76.7	0	-	21	100.0	13.3	-	29	89.7	26	73.1	30	73.3	35	85.7	21	100.0	10.3	14.3
Multiracial	4	-	4	-	10	80.0	0	-	12	100.0	-	-	4	-	4	-	10	80.0	9	-	12	91.7	-	-
English Learner	7	-	11	0.0	11	18.2	0	-	5	-	-	-	7	-	10	20.0	11	27.3	6	-	4	-	-	-
English-Speaking	70	74.3	69	76.8	62	79.0	0	-	66	86.4	12.1	-	68	75.0	70	62.9	62	74.2	83	77.1	66	86.4	11.4	9.3
Reclassified†	3	-	10	80.0	2	-	0	-	6	-	-	-	3	-	10	90.0	2	-	9	-	6	-	-	-
Initially Eng. Speaking	67	73.1	59	76.3	60	78.3	0	-	60	85.0	11.9	-	65	73.8	60	58.3	60	75.0	74	79.7	60	85.0	11.2	5.3
Econ. Disadv.*	39	56.4	43	53.5	36	63.9	0	-	35	80.0	23.6	-	38	50.0	42	40.5	36	63.9	43	60.5	35	82.9	32.9	22.4
Non-Econ. Disadv.	38	78.9	37	81.1	37	75.7	0	-	36	86.1	7.2	-	37	89.2	38	76.3	37	70.3	46	84.8	35	85.7	-3.5	0.9
Gifted	25	92.0	20	80.0	26	84.6	0	-	11	100.0	8.0	-	25	96.0	21	95.2	26	80.8	27	100.0	11	72.7	-23.3	-27.3
Not Gifted	52	55.8	60	61.7	47	61.7	0	-	71	83.1	27.3	-	50	56.0	59	44.1	47	59.6	62	61.3	70	84.3	28.3	23.0
With Disabilities	9	-	14	14.3	13	23.1	0	-	12	75.0	-	-	8	-	13	0.0	13	23.1	14	28.6	11	90.9	-	62.3
WO Disabilities	68	72.1	66	77.3	60	80.0	0	-	59	84.7	12.6	-	67	76.1	67	68.7	60	76.7	75	81.3	59	83.1	7.0	1.8
Homeless	4	-	2	-	3	-	0	-	1	-	-	-	3	-	2	-	3	-	2	-	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	2	-	5	-	0	-	3	-	-	-	6	-	2	-	5	-	7	-	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
Birney
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	91	60.4	73	75.3	77	68.8	0	-	86	79.1	18.7	-	91	52.7	73	68.5	78	61.5	71	63.4	83	61.4	8.7	-2.0
Female	46	58.7	35	82.9	39	71.8	0	-	43	76.7	18.0	-	46	52.2	35	80.0	40	65.0	36	61.1	42	52.4	0.2	-8.7
Male	45	62.2	38	68.4	38	65.8	0	-	43	81.4	19.2	-	45	53.3	38	57.9	38	57.9	35	65.7	41	70.7	17.4	5.0
African American	20	45.0	13	61.5	16	68.8	0	-	11	54.5	9.5	-	20	45.0	13	46.2	16	68.8	3	-	11	36.4	-8.6	-
Asian	0	-	0	-	0	-	0	-	4	-	-	-	0	-	0	-	0	-	0	-	4	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	41	56.1	27	77.8	31	64.5	0	-	29	72.4	16.3	-	41	43.9	27	70.4	31	45.2	31	48.4	28	53.6	9.7	5.2
Native American	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	22	86.4	28	82.1	24	75.0	0	-	28	85.7	-0.7	-	22	81.8	28	82.1	24	79.2	27	70.4	26	73.1	-8.7	2.7
Multiracial	7	-	5	-	4	-	0	-	12	91.7	-	-	7	-	5	-	5	-	10	90.0	12	83.3	-	-6.7
English Learner	14	7.1	2	-	9	-	0	-	2	-	-	-	14	7.1	2	-	10	10.0	9	-	2	-	-	-
English-Speaking	77	70.1	71	76.1	68	77.9	0	-	84	81.0	10.9	-	77	61.0	71	69.0	68	69.1	62	67.7	81	63.0	2.0	-4.7
Reclassified†	9	-	10	70.0	12	100.0	0	-	10	70.0	-	-	9	-	10	50.0	12	91.7	5	-	9	-	-	-
Initially Eng. Speaking	68	67.6	61	77.0	56	73.2	0	-	74	82.4	14.8	-	68	60.3	61	72.1	56	64.3	57	73.7	72	65.3	5.0	-8.4
Econ. Disadv.*	66	53.0	31	61.3	40	60.0	0	-	39	66.7	13.7	-	66	45.5	31	51.6	40	50.0	34	58.8	38	42.1	-3.4	-16.7
Non-Econ. Disadv.	25	80.0	42	85.7	37	78.4	0	-	47	89.4	9.4	-	25	72.0	42	81.0	38	73.7	37	67.6	45	77.8	5.8	10.2
Gifted	36	83.3	24	95.8	18	94.4	0	-	11	100.0	16.7	-	36	80.6	24	100.0	18	94.4	24	83.3	11	72.7	-7.9	-10.6
Not Gifted	55	45.5	49	65.3	59	61.0	0	-	75	76.0	30.5	-	55	34.5	49	53.1	60	51.7	47	53.2	72	59.7	25.2	6.5
With Disabilities	11	45.5	10	10.0	14	14.3	0	-	8	-	-	-	11	27.3	10	20.0	14	14.3	13	7.7	6	-	-	-
WO Disabilities	80	62.5	63	85.7	63	81.0	0	-	78	79.5	17.0	-	80	56.3	63	76.2	64	71.9	58	75.9	77	62.3	6.0	-13.6
Homeless	1	-	4	-	3	-	0	-	6	-	-	-	1	-	4	-	3	-	2	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	4	-	1	-	0	-	0	-	-	-	3	-	4	-	1	-	2	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: BIRNEY ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Proposed Expenditures	Funding Source	What is working (effective) and why?	What is not working (ineffective indicators) and why?	Modifications based on qualitative and quantitative data.
Software License	3010x-5841	Various software programs are helpful for students to use at home with the new device program. WE also find that students can work independently with their devices while we meet with small groups.	We need to make sure we check in with all the grade level teams to see what they Actually use so that we order only the licenses we need and not schoolwide.	WE will devise a check-in process to include monthly on our collab agenda so that we can monitor use. We will also make sure that we have a regular admin account check
Retired Classroom Tch Hrly	3010x -1189	Both math and ELD/literacy teachers are effective and work well with small groups.	Because of the increase in newcomers who need specific EL support, we have had less literacy support.	Implement shorter periods for intervention so we can spread help across more students. 4-5 weeks instead of 6-8 weeks should provide the data we need.
Supplies/Paper	3010x-4301/5733	Grade level teams planning together has created long-range plans that reflect a rigorous and detailed program of inquiry. Projects needing paper have evolved from use of paper for worksheets to more intricate projects that require students to build a project in a notebook.	We always need paper, nothing is ineffective.	Continue to discourage worksheets