

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Birch Lane Elementary School
Address	1600 Birch Lane Davis, CA 95616
County-District-School (CDS) Code	57 72678 6056246
Principal	Jim Knight, Principal
District Name	Davis Joint Unified School District
SPSA Revision Date	January 15, 2020
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Birch Lane School Mission Statement.

Our mission is to provide a safe, challenging and creative environment which nurtures self-esteem and equips students with the skills to help them function as effective and productive persons now and in the future.

In achieving our mission, Birch Lane School is guided by the following beliefs:

Every child is capable of learning.

Every child deserves a safe, nurturing environment while at school.

We are committed to supporting the academic and social-emotional needs of all students and staff.

Our staff is our greatest asset and the foundation of our success.

Each member of our staff is responsible and accountable for excellence in providing quality learning for students.

Our staff will strive to provide the highest quality of education, materials, and school climate that is possible using the resources we have available.

All members of the Birch Lane community are treated with respect and courtesy in a professional and confidential manner.

School Profile

Birch Lane has served the Davis community for 56 years. We have a long tradition of keeping the needs of children foremost in our actions, and for connecting nature and learning. Our Outdoor Science Arboretum was built in the 1960's and our Outdoor Science Orchard and Garden was dedicated in 2016. Birch Lane serves the Davis community with two programs, our neighborhood program (60% of students) and a Montessori Program (40% of students). We have a student population of about 600 yearly. We have approximately 100 students who speak a language other than English as a primary language, and we have over 30 languages spoken at our school. We are a Title 1 school and received a Distinguished School Award in 2014.

Birch Lane is supported by a wonderful PTA who supports the school by funding school safety, a garden program that is exemplary, art lessons for all students, field trips, outdoor education, and more! The PTA sponsors school events like School Picnic, Scarecrow Breakfast, Carnival, Picture Book Month, and more.

As a school, we are committed to serving the Social-Emotional Learning of all students. Our PBIS Program creates a structure for student success and our full time counselor provides lessons in Kelso's Choices and Zones of Regulation to every class along with working with small groups of students and individual students to build problem solving skills. In our Single Plan for Student Achievement we support an outstanding reading support program, math support, EL support and after school intervention through MTSS.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Birch Lane School Site Council approved a Single Site Plan for Student Student Achievement on May 11, 2020 and forwarded it to the DJUSD School Board for approval in June 2020.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.35%	1.03%	0.84%	2	6	5
African American	2.61%	1.72%	2.2%	15	10	13
Asian	13.74%	13.89%	14.36%	79	81	85
Filipino	1.22%	1.72%	1.69%	7	10	10
Hispanic/Latino	15.83%	13.89%	15.2%	91	81	90
Pacific Islander	%	%	0%			0
White	56.17%	58.83%	56.59%	323	343	335
Multiple/No Response	%	0.17%	8.11%		1	6
Total Enrollment				575	583	592

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	65	89	81
Grade 1	78	62	90
Grade 2	86	81	68
Grade3	92	85	89
Grade 4	86	96	89
Grade 5	79	81	95
Grade 6	89	89	80
Total Enrollment	575	583	592

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	88	91	80	15.3%	15.6%	13.5%
Fluent English Proficient (FEP)	28	34	40	4.9%	5.8%	6.8%
Reclassified Fluent English Proficient (RFEP)	7	2	11	7.2%	2.3%	12.1%

Conclusions based on this data:

1. Our Data from CELDT for the 2017-18 school year did not include all students and thus conclusions can not be made.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	91	85	87	88	79	87	88	77	96.7	96.7	92.9
Grade 4	75	81	92	70	75	88	70	75	88	93.3	92.6	95.7
Grade 5	91	79	81	82	74	76	82	74	76	90.1	93.7	93.8
Grade 6	88	93	89	84	91	85	84	91	85	95.5	97.8	95.5
All Grades	344	344	347	323	328	328	323	328	326	93.9	95.3	94.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2452.	2430.	2450.	35.63	29.55	44.16	27.59	27.27	16.88	21.84	17.05	19.48	14.94	26.14	19.48
Grade 4	2505.	2508.	2472.	42.86	46.67	29.55	20.00	20.00	26.14	18.57	17.33	12.50	18.57	16.00	31.82
Grade 5	2540.	2544.	2546.	36.59	37.84	43.42	35.37	29.73	26.32	10.98	14.86	11.84	17.07	17.57	18.42
Grade 6	2551.	2562.	2549.	30.95	31.87	29.41	29.76	35.16	35.29	17.86	15.38	17.65	21.43	17.58	17.65
All Grades	N/A	N/A	N/A	36.22	35.98	36.20	28.48	28.35	26.38	17.34	16.16	15.34	17.96	19.51	22.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.93	36.36	44.74	41.38	43.18	38.16	20.69	20.45	17.11
Grade 4	45.71	46.67	32.95	37.14	40.00	40.91	17.14	13.33	26.14
Grade 5	39.02	45.95	44.74	47.56	35.14	43.42	13.41	18.92	11.84
Grade 6	40.48	41.11	30.95	35.71	42.22	48.81	23.81	16.67	20.24
All Grades	40.56	42.20	37.96	40.56	40.37	42.90	18.89	17.43	19.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.74	26.14	22.37	55.17	37.50	51.32	16.09	36.36	26.32
Grade 4	38.57	33.33	23.86	40.00	46.67	52.27	21.43	20.00	23.86
Grade 5	45.12	47.30	40.00	37.80	33.78	48.00	17.07	18.92	12.00
Grade 6	30.95	38.89	35.71	39.29	41.11	41.67	29.76	20.00	22.62
All Grades	35.60	36.09	30.34	43.34	39.76	48.30	21.05	24.16	21.36

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.48	27.27	31.58	52.87	56.82	53.95	12.64	15.91	14.47
Grade 4	32.86	33.33	22.73	52.86	58.67	56.82	14.29	8.00	20.45
Grade 5	31.71	27.03	30.26	56.10	63.51	48.68	12.20	9.46	21.05
Grade 6	25.00	35.56	28.57	60.71	60.00	57.14	14.29	4.44	14.29
All Grades	30.96	30.89	28.09	55.73	59.63	54.32	13.31	9.48	17.59

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.48	34.09	32.89	48.28	39.77	47.37	17.24	26.14	19.74
Grade 4	40.00	40.00	20.45	44.29	45.33	52.27	15.71	14.67	27.27
Grade 5	46.34	47.30	44.74	40.24	35.14	36.84	13.41	17.57	18.42
Grade 6	33.33	41.11	40.48	48.81	47.78	42.86	17.86	11.11	16.67
All Grades	38.39	40.37	34.26	45.51	42.20	45.06	16.10	17.43	20.68

Conclusions based on this data:

1. A significant amount of our population did not reach proficiency in ELA on this baseline assessment.
2. Continued on-going formative and summative assessments would assist in evaluating on-going progress and assist the MTSS Team in identifying students in need of Tier II and Tier III support earlier in the school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	91	85	88	87	81	88	85	81	97.8	95.6	95.3
Grade 4	75	81	92	70	77	88	70	77	88	93.3	95.1	95.7
Grade 5	91	79	81	88	75	77	88	75	77	96.7	94.9	95.1
Grade 6	88	93	89	85	91	86	85	91	85	96.6	97.8	96.6
All Grades	344	344	347	331	330	332	331	328	331	96.2	95.9	95.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2458.	2427.	2436.	31.82	16.47	28.40	31.82	31.76	32.10	19.32	23.53	14.81	17.05	28.24	24.69
Grade 4	2520.	2509.	2475.	37.14	32.47	20.45	25.71	35.06	22.73	31.43	19.48	32.95	5.71	12.99	23.86
Grade 5	2533.	2535.	2529.	30.68	34.67	37.66	27.27	21.33	22.08	23.86	20.00	18.18	18.18	24.00	22.08
Grade 6	2541.	2569.	2562.	25.88	36.26	32.94	27.06	24.18	22.35	23.53	25.27	27.06	23.53	14.29	17.65
All Grades	N/A	N/A	N/A	31.12	29.88	29.61	28.10	28.05	24.77	24.17	22.26	23.56	16.62	19.82	22.05

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	46.59	31.76	39.51	29.55	32.94	28.40	23.86	35.29	32.10	
Grade 4	44.29	48.05	26.14	44.29	29.87	35.23	11.43	22.08	38.64	
Grade 5	35.23	36.00	44.00	36.36	33.33	29.33	28.41	30.67	26.67	
Grade 6	36.47	42.22	35.29	31.76	33.33	34.12	31.76	24.44	30.59	
All Grades	40.48	39.45	35.87	35.05	32.42	31.91	24.47	28.13	32.22	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	46.59	32.94	30.86	37.50	38.82	44.44	15.91	28.24	24.69	
Grade 4	40.00	38.96	26.14	44.29	42.86	45.45	15.71	18.18	28.41	
Grade 5	32.95	40.00	40.79	44.32	36.00	34.21	22.73	24.00	25.00	
Grade 6	28.24	32.97	34.12	48.24	50.55	44.71	23.53	16.48	21.18	
All Grades	36.86	35.98	32.73	43.50	42.38	42.42	19.64	21.65	24.85	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.91	25.88	37.50	40.91	51.76	40.00	18.18	22.35	22.50
Grade 4	44.29	40.26	25.29	42.86	42.86	43.68	12.86	16.88	31.03
Grade 5	34.09	36.00	33.33	51.14	41.33	46.67	14.77	22.67	20.00
Grade 6	22.35	38.46	41.18	49.41	41.76	37.65	28.24	19.78	21.18
All Grades	35.05	35.06	34.25	46.22	44.51	41.90	18.73	20.43	23.85

Conclusions based on this data:

1. A significant amount of our population did not reach proficiency in math on this baseline assessment.
2. Continued on-going formative and summative assessments would assist in evaluating on-going progress and assist the MTSS Team in identifying students in need of Tier II and Tier III support earlier in the school year and the need to use continuous formative assessment to provide on-going support for under-performing students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1441.0		1444.1		1433.5		11
Grade 1		*		*		*		9
Grade 2	1537.1	1441.0	1535.3	1436.7	1538.3	1444.8	12	13
Grade 3	1533.1	1410.0	1541.6	1417.0	1523.8	1402.5	17	11
Grade 4	*	1543.7	*	1550.0	*	1536.9	*	17
Grade 5	*	*	*	*	*	*	*	10
Grade 6	*	*	*	*	*	*	*	10
All Grades							54	81

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		27.27		0.00		63.64		9.09		11
2	*	7.69	*	46.15		15.38		30.77	12	13
3	*	27.27	*	36.36	*	0.00	*	36.36	17	11
4	*	47.06	*	23.53		29.41	*	0.00	*	17
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	48.15	29.63	31.48	28.40	*	24.69	*	17.28	54	81

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		18.18		9.09		45.45		27.27		11
2	*	15.38	*	38.46		15.38		30.77	12	13
3	*	54.55	*	9.09	*	0.00		36.36	17	11
4	*	58.82	*	23.53		17.65	*	0.00	*	17
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*		*		*	*	*
All Grades	59.26	41.98	24.07	24.69	*	16.05	*	17.28	54	81

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		18.18		18.18		54.55		9.09		11
2	*	0.00	*	46.15		15.38		38.46	12	13
3	*	9.09	*	36.36	*	18.18	*	36.36	17	11
4	*	29.41	*	23.53	*	29.41	*	17.65	*	17
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	40.74	17.28	27.78	28.40	20.37	32.10	*	22.22	54	81

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K		18.18		72.73		9.09		11	
2	*	7.69	*	69.23		23.08	12	13	
3	*	27.27	*	36.36		36.36	17	11	
4	*	58.82	*	35.29	*	5.88	*	17	
5	*	*	*	*	*	*	*	*	
All Grades	53.70	35.80	38.89	46.91	*	17.28	54	81	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K		18.18		45.45		36.36		11	
2	91.67	23.08	*	53.85		23.08	12	13	
3	70.59	54.55	*	9.09		36.36	17	11	
4	*	58.82		41.18	*	0.00	*	17	
All Grades	77.78	43.21	*	38.27	*	18.52	54	81	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		18.18		81.82		0.00		11
2	*	15.38	*	46.15		38.46	12	13
3	*	9.09	*	45.45	*	45.45	17	11
4	*	29.41	*	23.53	*	47.06	*	17
6	*	*	*	*	*	*	*	*
All Grades	38.89	22.22	40.74	41.98	20.37	35.80	54	81

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		27.27		63.64		9.09		11
2	*	15.38	*	53.85		30.77	12	13
3	*	18.18	64.71	45.45	*	36.36	17	11
4	*	29.41	*	64.71	*	5.88	*	17
All Grades	37.04	27.16	59.26	55.56	*	17.28	54	81

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
583	24.2	15.6	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	91	15.6
Foster Youth	5	0.9
Homeless	1	0.2
Socioeconomically Disadvantaged	141	24.2
Students with Disabilities	81	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.7
American Indian	6	1.0
Asian	81	13.9
Filipino	10	1.7
Hispanic	81	13.9
Two or More Races	51	8.7
White	343	58.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Green		

Conclusions based on this data:

1. Overall English Language Arts and Math scores declined. ELA scores were 25.4 points above the standard but our scores declined 3.7 points. Socioeconomically disadvantaged students and students with disabilities and students of two or more races increased significantly while Hispanic students maintained. Math scores were 9.4 points above standard and declined 3.8 points and socioeconomically disadvantaged, students with disabilities and students of two or more races increased significantly. Asian students declined significantly and Hispanic students declined. Conclusion: Our support systems designed to support under performing students such as reading, English Language Learner, math, appear to have an overall positive impact on student learning and assessment.
2. While overall our suspension rate maintained, students with disabilities and two or more races increased significantly and socioeconomically disadvantaged students and Hispanic students increased. As a Positive Behavior Interventions and Support (PBIS) school we collect and track data on behavior school wide. Our data suggests 90+% of our students receive 0-1 referral, 6+/- % receive 2-5 referrals and 3+/-%6 or more referrals. Conclusion: Our school wide explicit instruction has a positive impact on behavior and we are continually examining behavior data to modify interventions for students with multiple behavior incidents to reduce behaviors that will lead to significant consequences such as suspension.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 16.4 points above standard Declined -8.6 points 327	<p>English Learners</p>  Orange 48.2 points below standard Declined Significantly -24.5 points 63	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 36.7 points below standard Declined -12.2 points 96	<p>Students with Disabilities</p>  Orange 34.2 points below standard Declined -10 points 62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 27 points above standard Maintained -1.8 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.5 points below standard Declined Significantly -16.4 points 50	 No Performance Color 58.3 points above standard Increased Significantly ++18 points 28	 No Performance Color 0 Students	 Green 27.1 points above standard Declined -13.5 points 197

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.6 points below standard Declined Significantly -19.8 points 43	47.2 points above standard Declined Significantly -40.9 points 20	29 points above standard Declined -6.5 points 256

Conclusions based on this data:

- Overall students at Birch Lane are working above the standard in Language Arts. Our English Learner population made excellent growth but is still working below the standard by 23 points.
- Students from Socioeconomically disadvantaged families declined 10 points and are 26 points below standard and Hispanic students declined 8 points and are working 50 points below standard. We will continue to monitor students through academic conferences four times per year to provide reading and EL support.
- Students with disabilities made 7 points of growth and are slightly below standard and students of two or more races made 11 points of growth and are working 40 points above standard.

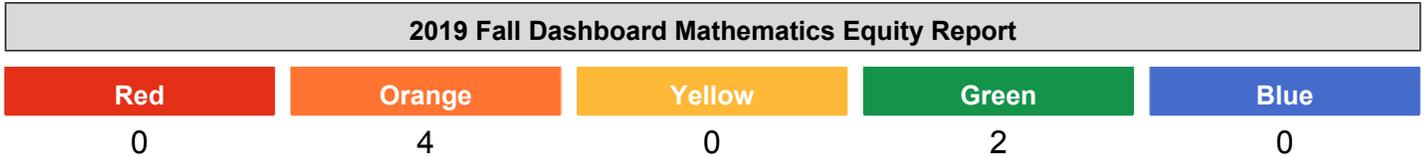
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.4 points above standard</p> <p>Declined -8.5 points</p> <p>328</p>	<p>English Learners</p>  <p>Orange</p> <p>40.3 points below standard</p> <p>Declined Significantly -32.2 points</p> <p>63</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>45 points below standard</p> <p>Declined -9.5 points</p> <p>96</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>46.5 points below standard</p> <p>Maintained -2.7 points</p> <p>62</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 34.4 points above standard Maintained -1.8 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 71.8 points below standard Declined -8 points 50	 No Performance Color 33.6 points above standard Increased ++10.3 points 28	Pacific Islander	 Green 6.3 points above standard Declined -12.2 points 198

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.9 points below standard Declined Significantly -30.2 points 43	38.4 points above standard Declined Significantly -41.4 points 20	7.8 points above standard Declined -3.9 points 257

Conclusions based on this data:

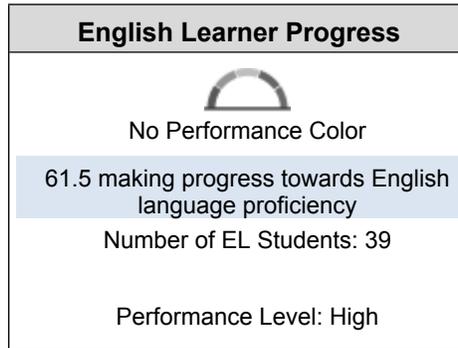
1. Overall students at Birch Lane scored 9 points above standard. Our biggest gains are with English Language Learners who increased 15 points to 7 points below standard and students with disabilities who increased 17 points to 27 points below standard.
2. The biggest area for growth is Hispanic students who declined 4 points and score 65 points below standard.
3. Birch Lane will continue to monitor student progress through our academic conference process four times yearly and move to monthly MTSS data analysis in 2019-20, and continue math support through strategic use of PE instruction to reduce class size while additionally providing para-educator support.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	12	7	17

Conclusions based on this data:

1. In the 2018-19 school year 10 English Learners were reclassified as proficient in English as of April 9, 2019 giving us a total of 25 total students reclassified as proficient in English.
2. 2017-18 CELDT data is not reflective of our entire EL population as of Fall 2018.

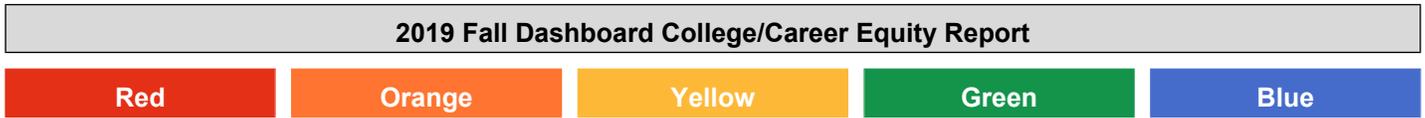
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

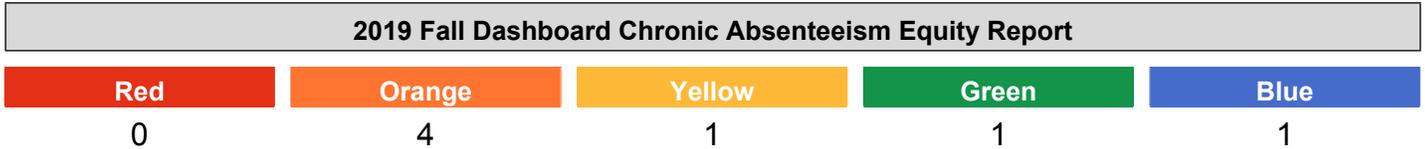
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 6.9 Maintained -0.2 605	<p>English Learners</p>  Green 8.4 Declined -1 95	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Orange 11.1 Increased +1.2 162	<p>Students with Disabilities</p>  Orange 13.1 Increased +4.1 99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Blue 0 Declined -4.8 86	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16.1 Increased +2.3 87	 Orange 10.9 Increased +7.6 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 6.3 Maintained -0.2 351

Conclusions based on this data:

- As a school and a district we continue to support families who struggle with attendance. We have increased our outreach to via phone and e-mail as well as holding conferences with families to find ways to increase attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

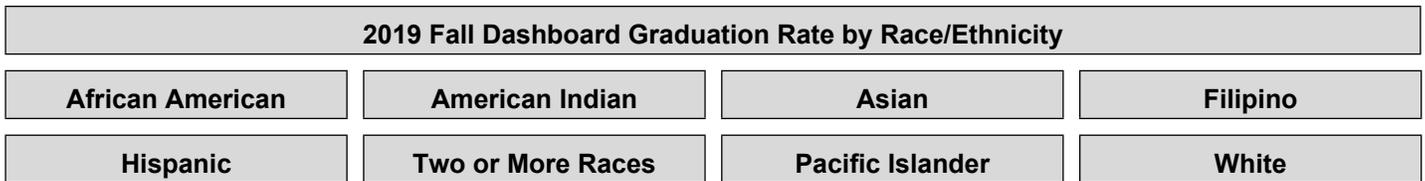
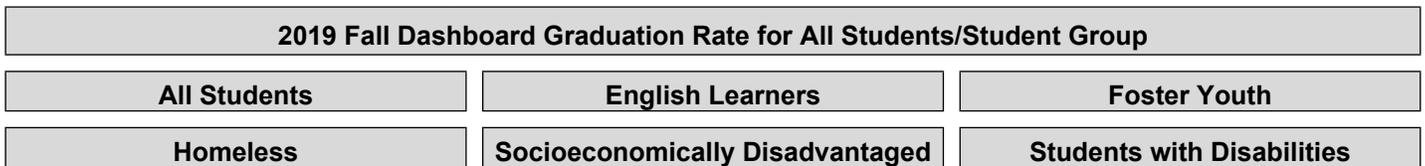
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

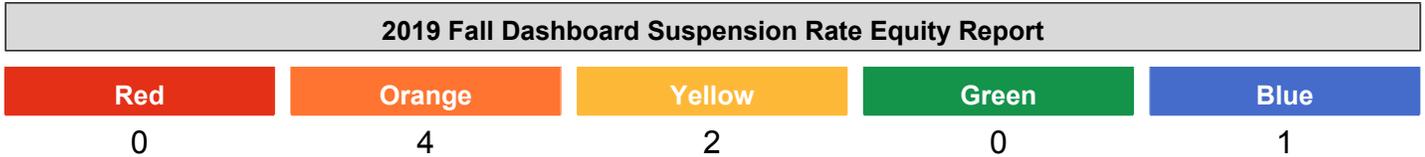
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.3</p> <p>Increased +0.5</p> <p>615</p>	<p>English Learners</p> <p>Orange</p> <p>2.9</p> <p>Increased +2.9</p> <p>102</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6</p> <p>Maintained +0.1</p> <p>166</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>5</p> <p>Declined -4.7</p> <p>100</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 6	 Blue 0 Maintained 0 91	 No Performance Color Less than 11 Students - Data 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.6 Increased +3.5 90	 Yellow 3.6 Declined -1.4 55	Pacific Islander	 Orange 3.4 Increased +0.8 353

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	3.3

Conclusions based on this data:

1. Birch Lane uses a Positive Behavior and Intervention Supports (PBIS) framework for explicit instruction of all students. Students who have severe behavior incidents or a pattern of serious disruptive behavior are supported through Restorative Practices and progressive discipline.
2. Our PBIS data indicates more than 90% of our students receive 0-1 behavior referrals which indicates our school-wide explicit instruction regarding behavior expectations is successful. Our data also indicates a lower than anticipated percentage of students needing Tier 2 and Tier 3 supports.
3. Our PBIS team meets monthly to examine our school-wide data and monthly to examine individual student data and in 2019-20 will be integrated into an MTSS team. It is from data review that we assign, measure, and modify our behavior interventions.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Closing the Achievement Gap

Goal Statement

Birch Lane is dedicated to closing the achievement gap through monitoring of student progress, providing timely and targeted interventions, and high quality first instruction.

LCAP Goal

DJUSD will Close the Achievement Gap

Basis for this Goal

CAASPP data, Report card scores, formative and summative assessments in reading, writing, and math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data, report data, formative and summative assessments	Due to COVID 19 there is no CAASPP data for the 2019-20 school year. Report card data for the first two trimesters and formative and summative assessments.	All students will score at least a 3 on Standards based report cards.

Planned Strategies/Activities

Strategy/Activity 1

Reading room support. All students are assessed in reading and those not meeting grade level standards receive intervention in a push-in or pull-out model

Students to be Served by this Strategy/Activity

Socioeconomically disadvantaged, Hispanic, English Learners, Students with Disabilities.

Timeline

2020-21 School year

Person(s) Responsible

Principal, Reading Specialist, EI Specialist,

Proposed Expenditures for this Strategy/Activity

Amount

50,000

Source	Title I Part A: Allocation
Description	Reading para-educator FTE, multiple positions supporting students K-6 with push-in and pull-out support working under the direction of the reading specialist, interventions specialist, and administration.
Source	None Specified
Source	None Specified

Strategy/Activity 2

English Learner support

Students to be Served by this Strategy/Activity

English Learners

Timeline

2020-21 School year

Person(s) Responsible

Principal, EI Specialist

Proposed Expenditures for this Strategy/Activity

Amount	16,800
Source	LCFF - Supplemental
Description	.2 FTE EL Specialist
Amount	17411
Source	Title I Part A: Allocation
Description	EL paraeducator support

Strategy/Activity 3

English Language Arts and Math intervention

Students to be Served by this Strategy/Activity

All students

Timeline

2020-21 School year

Person(s) Responsible

principal, MTSS Intervention teacher,

Proposed Expenditures for this Strategy/Activity

Amount	4200
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Source	Title I Part A: Allocation
Description	MTSS Intervention lead teacher
Amount	5629
Source	LCFF - Base
Description	MTSS Intervention lead teacher
Amount	1412
Source	LCFF - Supplemental
Description	MTSS Intervention lead teacher

Strategy/Activity 4

Targeted Interventions in ELA and Math

Students to be Served by this Strategy/Activity

Under performing students

Timeline

2020-21 School Year

Person(s) Responsible

Principal, MTSS lead teacher

Proposed Expenditures for this Strategy/Activity

Amount	5005
Source	Title I Part A: Allocation
Description	Targeted intervention in ELA and Math
Amount	6575
Source	LCFF - Base
Description	Targeted intervention in ELA and Math
Amount	10500
Source	LCFF - Supplemental
Description	Targeted intervention in ELA and Math

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Source

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

All students will experience 21st Century Learning and Teaching

Goal Statement

All students will engage in 21st Century Learning and make at least a year's progress toward meeting Common Core State Standards.

LCAP Goal

All students will experience 21st Century learning and teaching in DJUSD,

Basis for this Goal

DJUSD, LCAP, review of data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Trimester report cards, formative and summative assessments, CAASPP data	Standards based report cards based on formative and summative assessments, DUE to COVID 19 end of year and CAASPP data is unavailable for the 2019-20 school year.	All students will make progress toward scoring at least a 3 on standar's based report cards.

Planned Strategies/Activities

Strategy/Activity 1

Academic Conferences and MTSS interventions supporting underperforming students

Students to be Served by this Strategy/Activity

All students

Timeline

2020-21 School year

Person(s) Responsible

EL Para-educator, EL Specialist, MTSS Team

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Academic conferencing and MTSS collaboration with-in the contracted day. Staff meet 4 times yearly to review academic progress of all students and plan intervention for underperforming students. Staff meet monthly in grade level MTSS teams to review students progress and plan instruction and intervention.
Source	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Principal, MTSS Lead teacher

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified
Source	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Source

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive and Safe Environment

Goal Statement

All students at Birch Lane will experience a safe and inclusive learning environment and be provided emotional support

LCAP Goal

Classrooms and school communities will be safe and inclusive environments.

Basis for this Goal

Youth Truth Surveys, attendance data and PBIS data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PBIS Data, outh Truth Data, suspension data	PBIS data showed a reduction in behavior referrals and suspensions for th 2019-20 school year up to the point of school closure due to COVID 19. Youth Truth survey showed favorable outcomes for teacher connection with students and a need to continue work on student safety and inclusiveness and connecting homework to learning.	Continued reduction in the number of behavior referrals and suspension, and increased favorable outcomes surrounding student safety and connecting homework to learning.

Planned Strategies/Activities

Strategy/Activity 1

All teachers provide explicit instruction using PBIS as a framework. All students receive lessons on SEL from the counselor, Positive climate support paraeducator provides support to students identified through PBIS data.

Students to be Served by this Strategy/Activity

All students

Timeline

2020-21 school year

Person(s) Responsible

Principal, counselor classroom teachers, positive climate paraeducator (PBIS)

Proposed Expenditures for this Strategy/Activity

Amount	2193.
Source	Title I Part A: Allocation
Description	PBIS paraeducator
Amount	9700
Source	LCFF - Base
Description	PBIS paraeducator
Amount	8520
Source	LCFF - Supplemental
Description	PBIS paraeducator

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified
Source	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
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Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
		h

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ts		

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 2

ss.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified
Source	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Source	District Funded
Source	None Specified
Source	LCFF - Supplemental

Strategy/Activity 5

Academic Conferences

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Source

None Specified

Source

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Source

None Specified

Source

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Close the Achievement Gap

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard- Green or Blue for all students and all student subgroups.	All subgroups will increase at least one color band on CAASPP data,	Due to COVID 19 there is not data for the 2019-20 school year.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Assist students reading below grade level in kindergarten through sixth grade with small group reading and writing instruction and Reading Room support (push-in/pullout).		Reading para-educator FTE, multiple positions supporting students K-6 with push-in and pull-out support working under the direction of the reading specialist, interventions specialist, and administration. Title I Part A: Allocation 50,000	
		None Specified	
		None Specified	
Supporting English Language Learners		English Language Learner support: EL specialist .2 FTE LCFF - Supplemental 16800	
		EL paraeducator Title I Part A: Allocation 17411	
Intervention for underperforming students		ELA and math intervention None Specified Title I Part A: Allocation 5005	
		ELA and Math intervention LCFF - Base 6575	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		ELA and Math intervention LCFF - Supplemental 10500	
Collecting and reviewing data for MTSS team meetings, facilitating MTSS meetings and overseeing ELA and Math interventions		MTSS Lead teacher Title I Part A: Allocation 4200	
		MTSS Lead teacher LCFF - Base 5629	
		MTSS Lead teacher LCFF - Supplemental 1412	
		District Funded	
		None Specified	

Analysis

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

Reading data is collected on all students. Underperforming students are supported through reading Room support services in a push-in or pull-out model. EL students who score a under a 3 on EL testing are supported by our EL program through push-in or pull-out support. Additionally all teachers provide explicit EL instruction for EL students. The MTSS Lead teacher assists in collecting assessment data on all students and facilitates MTSS meetings and ELA and Math interventions.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Approximately 30% of our students have not reached proficiency in ELA and Math according to report card and CAASPP data from 2018-19.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

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

For the 2020-21 school we are increasing funding for targeted interventions to support underperforming students in ELA and Math.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

21st Century Learning

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP data, PBIS data	Student academic scores will increase as reported on report cards in CAASPP testing and negative behavior referrals will decrease as well as the number of suspensions.	There was a reduction in negative behavior referrals as tracked monthly in 2019-20 and there was lower number of student suspensions.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Academic conferences and MTSS grade level meetings	Staff meet 4 times yearly to review academic and SEL progress in Academic conferences that include classroom teachers, specialist, principal, and special education staff. Staff meet monthly with-in the contract day in MTSS grade level teams to review formative and summative assessments and PBIS data to identify support for academic and SEL needs.	Academic conferences 4 times yearly District Funded None Specified	
nts.		None Specified	
		None Specified	
		None Specified	

**Planned
Strategy/Activity**

**Actual
Strategy/Activity**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

None Specified

Analysis

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

Struggling students are identified and provided with appropriate interventions for academic or SEL interventions and support

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

PBIS data showed a reduction in negative behavior referrals in 2019-20 up to school closure due to Covid 19 and suspensions had decreased. No CAASPP data was collected in 2019-20. The MTSS framework was begun in 2019-20 and will continue in 2020-21, however, implementation was interrupted and data unavailable. Staff is reviewing second trimester data from 2020 to design interventions for 2020-21 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

NA

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

All students will be reassessed in ELA and Math at the beginning of the 2020-21 school year and interventions will be designed in ELA and math. Report card data and CAASPP data for 2020-21 will be examined.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Safe and Inclusive Environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP data, PBIS data	A reduction in the number of suspension and a decrease in the number of negative behavior referrals in PBIS data.	Suspensions decreased in 2019-20 and there was a reduction monthly in negative behavior referrals.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
PBIS positive climate para educator	PBIS data is used to identify students in need of SEL support.	PBIS positive climate para educator Title I Part A: Allocation 2193	
		PBIS positive climate para educator LCFF - Base 9700	
		PBIS positive climate para educator LCFF - Supplemental 8520	
PBIS- Positive Behavior Interventions and Support	All staff and students are given explicit instruction in positive behavior. All students receive instruction through the classroom teacher and our school counselor. Assemblies are held on a regular basis for PBIS instruction.	None Specified	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 PBIS data is collected and reviewed monthly. Birch Lane is a PBIS Silver School designating our ongoing success in implementing PBIS frameworks and implementation for all staff and students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our PBIS data showed a steady decline in negative behavior referrals up to school closure in May 2020. Our suspension rate was lower in the 2019-20 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

NA

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

We will continue to monitor PBIS student behavior data on a monthly basis and school suspension data and redesign interventions as needed to support students in need of SEL support.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified	
		None Specified	
		None Specified	
		None Specified	
		None Specified	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		None Specified	
		None Specified	
		None Specified	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		None Specified	
		None Specified None Specified 2193	
		LCFF - Base	
		District Funded	
		None Specified	
		None Specified	
		None Specified None Specified	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		None Specified	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	137,945.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	78809	0.00
Title I Backfill – Supplemental	0	0.00
LCFF - Base	21904	0.00
LCFF - Supplemental	37232	0.00
District Funded	0	0.00
Parent-Teacher Association (PTA/O)		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	21,904.00
LCFF - Supplemental	37,232.00
Title I Part A: Allocation	78,809.00

Expenditures by Budget Reference

Budget Reference	Amount
	107,813.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	9,700.00
	LCFF - Base	12,204.00
	LCFF - Supplemental	20,432.00
	LCFF - Supplemental	16,800.00
	Title I Part A: Allocation	78,809.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jim Knight	Principal
Janell Campbell	Parent or Community Member
Jay Shumaker	Parent or Community Member
Vanessa Soriano	Other School Staff
Stacey Clark	Parent or Community Member
Ken Nasen	Parent or Community Member
Laura Shapiro	Classroom Teacher
Marissa McBride	Classroom Teacher
Patricia Mueller-Moule	Parent or Community Member
Michael Monticello	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 11, 2020.

Attested:



Principal, Jim Knight, Principal on June 11, 2020



SSC Chairperson, Jay Shumaker on June 11, 2020

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program