

The Single Plan for Student Achievement

School: Birch Lane Elementary School
CDS Code: 57 72678 6056246
District: Davis Joint Unified School District
Principal: Jim Knight, Principal
Revision Date: 12-1-14

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Principal
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The District Governing Board approved this revision of the SPSA on 6/26/2014.

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School Vision and Mission

Birch Lane Elementary School's Vision and Mission Statements

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.

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.

The allotted minutes of the school's instructional day must be protected for academic learning time.

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 and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	406	396		263	246		16	12		36	33	
Growth API	852	861		890	900		779	783		866	933	
Base API	833	851		876	890		680	779		874	866	
Target	A	A		A	A							
Growth	19	10		14	10							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	65	69		32	34		104	122		60	59	
Growth API	710	733		708	727		724	784		699	719	
Base API	668	710		701	709		702	724		681	699	
Target		5					5	5				
Growth		23					22	60				
Met Target		Yes					Yes	Yes				

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	100		99	100		100	93		98	100	
Number At or Above Proficient	282	270		203	189		11	6		25	28	
Percent At or Above Proficient	69.5	68.2		77.2	76.8		68.8	50.0		69.4	84.8	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	94	99		89	100		98	99		93	99	
Number At or Above Proficient	26	24		11	14		44	59		27	25	
Percent At or Above Proficient	40.0	34.8		34.4	41.2		42.3	48.4		45.0	42.4	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		Yes	Yes		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	99		99	99		100	93		98	100	
Number At or Above Proficient	287	289		207	198		8	7		27	29	
Percent At or Above Proficient	70.9	73.4		79.0	81.1		50.0	58.3		75.0	87.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	94	99		89	100		98	98		93	99	
Number At or Above Proficient	26	33		16	16		48	76		27	35	
Percent At or Above Proficient	40.0	47.8		50.0	47.1		46.2	62.8		45.0	59.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		--	--		Yes	Yes		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA GOAL:
Goal 1: Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning. Goal 3: Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.
SCHOOL GOAL #1:
The number of students who score non-proficient on the CAASPP test during the 2014-2015 school year will decrease by at least 10% in all subgroups.
Data Used to Form this Goal:
AYP % proficient on the ELA CAASPP Test grade level cluster scores..
Findings from the Analysis of this Data:
Our language arts proficiency rate does not meet NCLB targets for all student groups.
How the School will Evaluate the Progress of this Goal:
Teacher review of students' reading and writing assessments at staff level and grade level meetings, academic conferences throughout the year to review individual student progress, performance task rubrics aligned to Common Core State Standards (CCSS), and interim assessments aligned to CCSS.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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).	8/27/2015 - 6/11/2016	Reading para-educators, Reading Teacher, classroom teachers, targeted students	Reading para-educator FTE, multiple positions		Title I Part A: Allocation	18,255
Funds to support schoolwide library programs including the purchase of new books and materials to support core standards.	8/27/2015 - 6/11/2016	Lynne Sundstrom, Rose Turner, Jim Knight	Book and materials Non-fiction books for struggling readers		LCFF - Base Title I Part A: Allocation	1,000 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assist K- teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency.	8/27/2015 - 6/11/2016	K-2 teachers, kindergarten para-educator, Jim Knight	Paraeducator FTE Paraeducator FTE		LCFF - Base Title I Part A: Allocation	5,000 24,662
A Family Literacy Night in the fall and Family Picture Book Night in the spring will engage families in literacy activities and parent education to support their students language arts.	8/27/2015 - 6/11/2016	Teachers, parents, staff, students, principal, librarian, reading room staff	Family Literacy Night and Picture Book Night supplies and support materials		Title I Part A: Allocation	500
Birch Lane will refine and maintain the approach to education that supports a positive professional learning community. The staff will continue to be trained in Academic Conferencing and have a total of 3 release days (one per trimester) to meet, collaborate and discuss each child by name to ensure that all students are receiving the instruction and interventions they need to be successful.	8/27/2015 - 6/11/2016	All staff members	Release days for Academic Conferencing		District Funded	6,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.
SCHOOL GOAL #2:
The percent of EL students scoring proficient or above on the 2015-2016 ELA and Math SBAC testing and district interim assessments will increase by at least 10% and the number of non-proficient students will decrease by at least 10% in all sub groups.
Data Used to Form this Goal:
AYP % proficiency rate on ELA CST in 2011 was 32.4 % . The schoolwide proficiency rate on ELA CST in 2011 was 65.6%. Data from district benchmark assessments
Findings from the Analysis of this Data:
EL students need more support to achieve proficiency on ELA CST
How the School will Evaluate the Progress of this Goal:
Teacher review of EL students' reading and writing assessments. Teacher collaboration to provide effective ongoing interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The EL paraeducator meets daily with students identified as 1, 2 or 3 on the CELDT exam. The paraeducator introduces vocabulary and helps students with class assignments as needed.	8/27/2015 - 6/11/2016	EL Para-educator, EL Specialist	EL Paraeducator FTE		LCFF - Base	16,150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Birch Lane EL Specialist will provide Birch Lane staff development, coaching, curriculum development, and direct instructional support. The district provides a .2 EL Specialist to support our growing EL population. We want to increase that by .2 giving us a total of two days of support per week.	8/27/2015 - 6/11/2016	Principal, EL Specialist, DJUSD EL coordinator	EL Specialist, .20 FTE		LCFF - Base	15,000
			EL Specialist, .20 FTE		District Funded	15,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Visual & Performing Arts
LEA GOAL:
Goal 1: Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.
SCHOOL GOAL #3:
All students will have access to fine arts instruction to increase students' sense of belonging and connection to the school. Multiple intelligences are also addressed as students have instruction in fine arts.
Data Used to Form this Goal:
Research studies that indicate greater academic success for students who are enrolled in fine arts classes.
Findings from the Analysis of this Data:
Students who are struggling academically, including EL students and SES disadvantaged students perform at the level of majority students in fine arts classes.
How the School will Evaluate the Progress of this Goal:
Improved School Climate Data, student engagement in art and music programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students have the opportunity to take beginning and continuing band (grades 5,6) and strings (grades 4,5,6) classes with a credentialed music teacher. Classes are once a week for 30 minutes and students make-up work they miss in class.	8/27/2014 - 6/11/2015	Available to 4th, 5th and 6th grade students, music teachers	District-funded Elementary Music program			
Art teacher to teach monthly classes to students in primary grades.	8/27/2015 - 6/11/2016	Art teacher, primary teacher	Art Teacher VSA		Parent-Teacher Association (PTA/O)	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All student will be invited to audition , rehearse and perform in a professional musical production. The activity will help connect students to school who might otherwise feel excluded.	8/27/2015 - 6/11/2016	MCT staff, teachers, parents , students.	Missoula Children's Theater fee		Parent-Teacher Association (PTA/O)	3,500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
Goal 3: Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.
SCHOOL GOAL #4:
Reduce the number of non-proficient students by 10% school wide and in all sub-groups in mathematics.
Data Used to Form this Goal:
AYP Targets, Interim Assessments and on-going site assessments, 2015 SBAC data
Findings from the Analysis of this Data:
All students are not yet proficient in math based on district assessments and SBAC tests
How the School will Evaluate the Progress of this Goal:
SBAC test results from Spring, 2015, District assessments and Interim Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in need of mathematics support will be invited to attend the "No Homework Club" three days per week after school. A credentialed teacher will assist with math homework, reteaching the lesson when needed.	8/27/2015- 6/11/6	Extended learning time teachers, para-educator	"No Homework Club" Teacher VSA		Title I Part A: Allocation	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention classes during the school day. Remediation classes for the least proficient students will be provided in addition to regular math instruction. Intervention support will be provided during the regular math instruction time.	8/27/2015 - 6/11/20156	5th and 6th grade teachers, Math Specialist	Math intervention para-educator		Title I Part A: Allocation	1,400
			Math intervention para-educator		LCFF - Base	4,000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA GOAL:
Goal 2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.
SCHOOL GOAL #5:
70% of our classrooms will be equipped with ActivBoard electronic whiteboards to increase student achievement and increase student proficiency. The percentage of students in these classrooms who score at or above proficiency will increase by 5% over prior year CST scores. Teachers and students will be trained in the use of the boards and will share their learning with other students and teachers. Chomebooks or the computer lab will be available for all students.
Data Used to Form this Goal:
Researched based studies show greater student engagement when illuminated whiteboards are used. Low language students, Special Education students and EL students show a higher comparative rate of focus than the majority population
Findings from the Analysis of this Data:
The research indicates that all students would benefit from greater focus on instruction.
How the School will Evaluate the Progress of this Goal:
SBAC tests, district assessments, classroom performance tasks and Interim Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Stipend for a team of teachers to support use of Chromebooks and Computer Applications and programs that support all students including keyboarding, research, and performance based tasks.	8/27/2015 - 6/11/2016	Staff principal	Stipend		LCFF - Base	2,000
Teachers will receive advanced technology instruction to use new technology, collect assessment data and implement computer based Interim Assessments.	8/27/2015 - 6/11/2016	Principal, teachers	Site staff development		Title I Part A: Allocation	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Through a combination PTA and site funds, older promethium projectors will be replaced and student Chrome books will be purchased for classrooms.	8/27/2015-6/11/2016	Principal, teachers, PTA, technology commitee	Replacement projectors		LCFF - Base	2,000
			Upkeep and replacement of technology including projectors and computer lab equipment		Parent-Teacher Association (PTA/O)	2,000

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
Goal 4: Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.
SCHOOL GOAL #6:
90% of Birch Lane students will develop skills in building friendships and resolving playground disputes, thereby reducing incidents of classroom and playground disputes to less than 1 per week in Spring 2016. Birch Lane will Implement Positive Behavior Interventions Strategies (PBIS) to increase positive behavior in all students and celebrate using student recognition assemblies.
Data Used to Form this Goal:
Student school climate surveys, playground referrals.
Findings from the Analysis of this Data:
Some students consistently struggle with playground interactions. Some students feel isolated on the playground. By teaching all students "Kelso's Choices" and friendship skills, every child is empowered to solve disagreements and help others to do so.
How the School will Evaluate the Progress of this Goal:
Staff and SSC review of school climate surveys, teacher and lunch supervisor reports, discipline records

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in K through third grades will be taught specific strategies for problem solving student conflict issues, including playground behavior. All students will have classroom visits focusing on current student to student concern and the use of Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills.	8/27/2015 - 6/11/2016	Kindergarten through sixth grade teachers, kindergarten through sixth grade students, classified employees, parents, school counselor, Principal.	Counselor FTE		Parent-Teacher Association (PTA/O)	18,750
			Counselor FTE		LCFF - Base	8,176
			Counselor FTE		Title I Part A: Allocation	10,123

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in fourth through sixth grade will use academic planners to keep track of school assignments and build organizational skills and all families will receive a handbook which will include information about the site, staff, and district.	8/27/2015 - 6/11/2016	Intermediate teachers, intermediate students, parents of intermediate students.	Student Planners		Parent-Teacher Association (PTA/O)	800
4th grade students will experience a half day Touch of Understanding presentation to help them be more accepting of their own disabilities and those of others.	8/27/2015 - 6/11/2016	Principal, 4th grade teachers	Touch of Understanding Assembly fee		Parent-Teacher Association (PTA/O)	1,000
Students in intermediate grades will receive support in research and performance tasks. Staff will provide additional time and access to technology.	8/27/2015-6/11/2016	Science teachers	Access to technology via Chromebooks, computer lab, printers		Title I Part A: Allocation	500.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	61,440	0.00
LCFF - Base	53,326	0.00
Parent-Teacher Association (PTA/O)	36,100	6,050.00
District Funded	21,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	21,000.00
LCFF - Base	53,326.00
Parent-Teacher Association (PTA/O)	30,050.00
Title I Part A: Allocation	61,440.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,417.00
Goal 2	46,150.00
Goal 3	7,500.00
Goal 4	7,400.00
Goal 5	8,000.00
Goal 6	39,349.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Knight	X				
Brian Bennett		X			
Lynne Sundstrom			X		
Janice Brehler				X	
Janell Campbell				X	
Allison Chilcott				X	
Eliza Sater		X			
Nadine Hilden		X			
Nicki Guistino				X	
Youssef Raggad				X	
Numbers of members of each category:					

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

School Climate Committee, BLE Staff Title 1 Team,

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5/15/2014.

Attested:

Jim Knight, Principal

Typed Name of School Principal

Signature of School Principal

Date

Janice Brehler

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Birch Lane Elementary School

Funding Source: District Funded

\$21,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Specialist, .20 FTE		\$15,000.00	English Language Development	Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Birch Lane EL Specialist will provide Birch Lane staff development, coaching, curriculum development, and direct instructional support. The district provides a .2 EL Specialist to support our growing EL population. We want to increase that by .2 giving us a total of two days of support per week.
Release days for Academic Conferencing		\$6,000.00	English-Language Arts	Birch Lane will refine and maintain the approach to education that supports a positive professional learning community. The staff will continue to be trained in Academic Conferencing and have a total of 3 release days (one per trimester) to meet, collaborate and discuss each child by name to ensure that all students are receiving the instruction and interventions they need to be successful.

District Funded Total Expenditures: \$21,000.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$53,326.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Paraeducator FTE		\$16,150.00	English Language Development	The EL paraeducator meets daily with students identified as 1, 2 or 3 on the CELDT exam. The paraeducator introduces vocabulary and helps students with class assignments as needed.

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EL Specialist, .20 FTE	\$15,000.00	English Language Development	Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Birch Lane EL Specialist will provide Birch Lane staff development, coaching, curriculum development, and direct instructional support. The district provides a .2 El Specialist to support our growing EL population. We want to increase that by .2 giving us a total of two days of support per week.
Math intervention para-educator	\$4,000.00	Mathematics	4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention
Stipend	\$2,000.00	Technology	Stipend for a team of teachers to support use of Chromebooks and Computer Applications and programs that support all students including keyboarding, research, and performance based tasks.
Replacement projectors	\$2,000.00	Technology	Through a combination PTA and site funds, older promethium projectors will be replaced and student Chrome books will be purchased for classrooms.
Counselor FTE	\$8,176.00	School Climate	Students in K through third grades will be taught specific strategies for problem solving student conflict issues, including playground behavior. All students will have classroom visits focusing on current student to student concern and the use of
Book and materials	\$1,000.00	English-Language Arts	Funds to support schoolwide library programs including the purchase of new books and materials to support core standards.
Paraeducator FTE	\$5,000.00	English-Language Arts	Assist K- teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency.
LCFF - Base Total Expenditures:		\$53,326.00	
LCFF - Base Allocation Balance:		\$0.00	

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Funding Source: Parent-Teacher Association (PTA/O) \$36,100.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Art Teacher VSA		\$4,000.00	Visual & Performing Arts	Art teacher to teach monthly classes to students in primary grades.
Missoula Children's Theater fee		\$3,500.00	Visual & Performing Arts	All student will be invited to audition , rehearse and perform in
Upkeep and replacement of technology including projectors and computer lab equipment		\$2,000.00	Technology	Through a combination PTA and site funds, older promethium projectors will be replaced and student Chrome books will be purchased for classrooms.
Counselor FTE		\$18,750.00	School Climate	Students in K through third grades will be taught specific strategies for problem solving student conflict issues, including playground behavior. All students will have classroom visits focusing on current student to student concern and the use of
Student Planners		\$800.00	School Climate	Students in fourth through sixth grade will use academic planners to keep track of school assignments and build organizational skills and all families will receive a handbook which will include information about the site, staff, and district.
Touch of Understanding Assembly fee		\$1,000.00	School Climate	4th grade students will experience a half day Touch of Understanding presentation to help them be more accepting of their own disabilities and those of others.
Parent-Teacher Association (PTA/O) Total Expenditures:		\$30,050.00		
Parent-Teacher Association (PTA/O) Allocation Balance:		\$6,050.00		

Funding Source: Title I Part A: Allocation \$61,440.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Access to technology via Chromebooks, computer lab, printers		\$500.00	School Climate	Students in intermediate grades will receive support in research and performance tasks. Staff will provide additional time and access to technology.

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Reading para-educator FTE, multiple positions	\$18,255.00	English-Language Arts	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).
Counselor FTE	\$10,123.00	School Climate	Students in K through third grades will be taught specific strategies for problem solving student conflict issues, including playground behavior. All students will have classroom visits focusing on current student to student concern and the use of
Site staff development	\$2,000.00	Technology	Teachers will receive advanced technology instruction to use new technology, collect assessment data and implement computer based Interim Assessments.
"No Homework Club" Teacher VSA	\$2,000.00	Mathematics	Students in need of mathematics support will be invited to attend the "No Homework Club" three days per week after school. A credentialed teacher will assist with math homework, reteaching the lesson when needed.
Math intervention para-educator	\$1,400.00	Mathematics	4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention
Paraeducator FTE	\$24,662.00	English-Language Arts	Assist K- teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency.
Family Literacy Night and Picture Book Night supplies and support materials	\$500.00	English-Language Arts	A Family Literacy Night in the fall and Family Picture Book Night
Non-fiction books for struggling readers	\$2,000.00	English-Language Arts	Funds to support schoolwide library programs including the purchase of new books and materials to support core standards.
Title I Part A: Allocation Total Expenditures:		\$61,440.00	
Title I Part A: Allocation Allocation Balance:		\$0.00	
Birch Lane Elementary School Total Expenditures:		\$165,816.00	