

# 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:** May 31, 2016

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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**The District Governing Board approved this revision of the SPSA on .**

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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.

### **Description of Barriers and Related School Goals**

Birch Lane is implementing a systemic Response To Intervention (RTI) process to address our high number of non-proficient students. We have funded an RTI Specialist / Instructional support position (.2 FTE) through our Single Site Plan. The RTI Team is refining our Academic RTI Triangle to identify areas of support. The district has provided an instructional support coach (.5 FTE) to assist in planning, professional development, and alignment of assessments. We have increased our school counselor from .75 FTE to .8 FTE through additional Single Site Plan funding. The counselor is refining our Social-emotional Learner (SEL) Triangle to identify areas of SEL support which is an area of need according to our school (3rd-6th grade) survey and school data. Our Positive Behaviors Intervention and Support (PBIS) Team is implementing school-wide processes to support goal setting, celebration, and SEL support systems in all classrooms. Our counselor is providing lessons in Kelso's Choice in all classrooms to support a common language for conflict resolution, restorative Practices, and anti-bully behavior.

Birch Lane has a high number of English Learners (EL). We have over 32 languages identified as primary languages. Our EL Specialist and EL para-educators provide support for all students CELDT 1-3.

Our RTI Team is revising our Academic Conference process. We intend to use classroom, district, and summative assessments to monitor the progress of all students. Students in need of support will be considered for Tier II and Tier III supports as well as Tier I supports already provided in the classroom.

We are increasing our use of Chromebooks for classroom instruction and intervention in primary and intermediate classrooms.

We are increasing our use of Illuminate Data Systems to monitor assessment data for all grade levels and to support our Academic Conference and RTI process.

We are increasing our EL para-educator support and our EL specialist support to increase CELDT 1-3 services.

We will use SBAC data as one measure of student progress.

We will implement a student goal setting process.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	90	79	87.8	79	2458.5	43	22	18	18
Grade 4	89	83	93.3	83	2485.1	36	23	16	25
Grade 5	65	62	95.4	62	2517.5	24	31	24	21
Grade 6	95	86	90.5	84	2557.7	23	42	20	14
All Grades	339	310	91.4	308		32	29	19	19

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	46	34	20	29	49	22	32	57	11	41	44	15
Grade 4	45	33	23	20	47	33	25	55	19	18	43	17
Grade 5	31	40	29	23	55	21	19	65	16	32	52	16
Grade 6	25	60	15	40	40	18	17	75	8	37	57	6
All Grades	37	42	21	29	47	23	23	63	14	32	49	13

#### 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 RTI 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 (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	90	87	96.7	86	<b>2446.3</b>	24	33	21	21
Grade 4	89	83	93.3	81	<b>2483.1</b>	19	39	22	19
Grade 5	65	62	95.4	62	<b>2512.3</b>	23	21	35	21
Grade 6	95	87	91.6	86	<b>2546.3</b>	22	30	29	18
All Grades	339	319	94.1	315		22	31	26	20

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	34	38	28	36	42	22	33	49	19
Grade 4	28	43	28	32	44	23	30	47	23
Grade 5	27	29	44	32	44	24	26	55	19
Grade 6	27	38	35	29	52	19	33	45	22
All Grades	29	38	33	32	46	22	30	49	21

#### 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 RTI Team in identifying students in need of Tier II and Tier III support earlier in the school year.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	36	48	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	36	48	
Number Met	17	33	
Percent Met	47.2%	68.8%	
NCLB Target	59.0	60.5%	
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	47	10	72	6		
Number Met	9	--	18	--		
Percent Met	19.1%	--	25.0%	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	--	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. The 2015-16 SBAC assessment provides baseline data. It can not be compared to previous CST scores due to a shift in standards and testing modality.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	
Percent with Prior Year Data	98.5	98.8	
Number in Cohort	660	641	
Number Met	443	431	
Percent Met	67.1	67.2	
NCLB Target	59.0	60.5%	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	649	218	673	203		
Number Met	189	139	190	137		
Percent Met	29.1	63.8	28.2	67.5		
NCLB Target	22.8	49.0	24.2%	50.9%	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
<b>Met Target for AMAO 3</b>	<b>No</b>		

#### 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:

<b>SUBJECT: English-Language Arts</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #1:</b>
The number of students who score non-proficient on the CAASPP test during the 2016-17 school year will decrease by at least 10% in all subgroups.
<b>Data Used to Form this Goal:</b>
AYP % proficient on the ELA CAASPP Test grade level Claims scores.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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).	8/24/2016 - 6/8/2017	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.	8/24/2016 - 6/8/2017	Lynne Sundstrom, Rose Turner, Jim Knight	Library books 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-2 teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency.	8/24/2016 - 6/8/2017	K-2 teachers, kindergarten para-educator, Jim Knight	Paraeducator FTE Paraeducator FTE		LCFF - Supplemental Title I Part A: Allocation	8,000 9,300
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, Title 1 Night to share the supports provided through our Title 1 budget.	8/24/2016 - 6/8/2017	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.	8/24/2016 - 6/8/2017	All staff members	Release days for Academic Conferencing		District Funded	6,000
Assist 3rd grade teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency and/or Close Reading strategies.	8/24/2016 - 6/8/2017	3rd grade teachers Para-educator Principal	3rd Grade Paraeducator (.1 FTE per 3rd grade class)		District Funded	15,000
Math Coach collaborates with teachers 3-6 to assist in planning instruction, assessment, and intervention. They model lessons and facilitate professional development and collaborative sessions. They are part of the RTI Team.	8/24/2016 - 6/8/2017	Math Coach (.5 FTE)				

## 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:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.
<b>SCHOOL GOAL #2:</b>
The percent of EL students scoring proficient or above on the 2016-2017 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. Students will progress yearly in advancing in CELDT levels with a goal of one level per year minimum.
<b>Data Used to Form this Goal:</b>
Data from district reading and benchmark assessments. SBAC data from 2015-16, Yearly CELDT data.
<b>Findings from the Analysis of this Data:</b>
EL students need more support to achieve proficiency in English and Languages arts, science, social studies, and math.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher and RTI Team will review of EL students' classroom and district assessments and monitor for adequate progress. Academic Conferencing and teacher collaboration time will be used to monitor student progress and provide effective, ongoing interventions through RTI.

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 delivers required designated ELD minutes of instruction.	8/24/2016 - 6/8/2017	EL Para-educator, EL Specialist, RTI Team	EL Paraeducator FTE		LCFF - Supplemental	16,000
					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
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 .4 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.)	8/24/2016 - 6/8/2017	Principal, EL Specialist, DJUSD EL coordinator, RTI Team	EL Specialist, .40 FTE EL Specialist, .20 FTE		District Funded LCFF - Supplemental Title I Part A: Allocation	30,000 5,000 8,000
Picture Book Night	8/24/2016 - 6/8/2017		Supplies for Community Event		Title I Part A: Allocation	300

## 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:

<b>SUBJECT: Visual &amp; Performing Arts</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #3:</b>
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.
<b>Data Used to Form this Goal:</b>
Research studies that indicate greater academic success for students who are enrolled in fine arts classes.
<b>Findings from the Analysis of this Data:</b>
Students who are struggling academically, including EL students and SES disadvantaged students perform at the level of majority students in fine arts classes.
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Art teacher to teach monthly classes to students in primary grades.	8/24/2016 - 6/8/2017	Art teacher, primary teacher	Art Teacher VSA		Parent-Teacher Association (PTA/O)	8,000
District-funded Elementary Music program 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.	8/24/2016 - 6/8/2017	Available to 4th, 5th and 6th grade students, music teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pence Gallery Art Grant, Staff will have model lessons in art using clay as a modality.	8/24/2016 - 6/8/2017	Available to all students K-6				

## 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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #4:</b>
Reduce the number of non-proficient students by 10% school wide and in all sub-groups in mathematics.
<b>Data Used to Form this Goal:</b>
AYP Targets, Interim Assessments and on-going site assessments, 2016 SBAC data and district assessments.
<b>Findings from the Analysis of this Data:</b>
SBAC data will be available but not reliable in 2016. We will use the data as one measure of progress along with district assessments.
<b>How the School will Evaluate the Progress of this Goal:</b>
SBAC test results from Spring, 2016 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 identified through the assessment process being in need of support will receive targeted intervention with certificated staff.	8/24/2016-6/8/2017	Extended learning time teachers, RTI Team	RTI Tier 2 and Tier 3 Intervention		LCFF - Base	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3rd,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.	8/24/2016 - 6/8/2017	3rd-6th grade teachers, RTI team,	Math intervention para-educator		Title I Part A: Allocation	7,000
			Math intervention para-educator		LCFF - Base	3,000

## 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:

<b>SUBJECT: Technology</b>
<b>LEA GOAL:</b>
Goal 2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.
<b>SCHOOL GOAL #5:</b>
The site has an LCD projector and document camera, at minimum, for instruction. The site maintains a computer lab and 172 Chromebooks for use K-6th grade for use in instruction, assessment, and intervention.
<b>Data Used to Form this Goal:</b>
Assessment data from district assessments and SBAC testing is used to monitor student progress.
<b>Findings from the Analysis of this Data:</b>
The research indicates that all students would benefit from greater focus on instruction.
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Instructional Technician Specialist (ITS)(.5 FTE) responsible for technology support	8/24/2016 - 6/8/2017	Staff principal, teachers, ITS	Instructional Technician Specialist (ITS) .5 FTE		District Funded	25,500

## 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:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
Goal 4: Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.
<b>SCHOOL GOAL #6:</b>
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 2017. Birch Lane will Implement Positive Behavior Interventions Strategies (PBIS) to increase positive behavior in all students and celebrate using student recognition assemblies.
<b>Data Used to Form this Goal:</b>
Student school climate surveys, playground referrals.
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	8/24/2016-6/8/2017	Kindergarten through sixth grade teachers, kindergarten through sixth grade students, classified employees, parents, school counselor, Principal.	Counselor .50 FTE		District Funded	37,500
			Counselor .125 FTE		LCFF - Base	9,644
			Counselor .125 FTE		LCFF - Supplemental	8,648
			Counselor .05 FTE		Title I Part A: Allocation	4,085

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.	8/24/2016 - 6/8./2017	Intermediate teachers, intermediate students, parents of intermediate students.	Student Planners		Parent-Teacher Association (PTA/O)	1,500
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.	8/24/2016 - 6/8./2017	Principal, 4th grade teachers	Touch of Understanding Assembly fee		Parent-Teacher Association (PTA/O)	1,000

## Planned Improvements in Student Performance

### School Goal #7

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:

<b>SUBJECT: Response to Intervention and Instructional Support</b>
<b>LEA GOAL:</b>
LCAP Goal 3: We will develop and implement a district-wide assessment system aligned to the //cuss to effectively analyze student performance, data at more frequent intervals, in order to improve instruction, close the achievement gap, and ensure meet or exceed district standards.
<b>SCHOOL GOAL #7:</b>
Develop and implement an RTI system to monitor, student progress and develop Tier 2 and Tier. Interventions. Systematize the SST process, develop intervention cycles, and record data through the academic conference format for supporting student progress.
<b>Data Used to Form this Goal:</b>
School and district formative and summarize assessments.
<b>Findings from the Analysis of this Data:</b>
We will review the effectiveness of the RTI process in the Spring of 2017 through student data.
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The RTI/Instructional support position will assist in the development of an intervention system and cycle, collaborate with teachers during academic conferences, model lessons, assist in professional development for staff, assist the SST process and help develop the Academic Support Triangle to support student learning.	8/24/16 - 6-8-2017	Principal	RTI and Instructional Support Specialist (.2 FTE)		Title I Part A: Allocation	10,000
			RTI and Instructional Support Specialist		LCFF - Base	7,000

## 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	22,644	0.00
LCFF - Supplemental	37,648	0.00
District Funded	114,000	0.00
Parent-Teacher Association (PTA/O)	10,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	114,000.00
LCFF - Base	22,644.00
LCFF - Supplemental	37,648.00
Parent-Teacher Association (PTA/O)	10,500.00
Title I Part A: Allocation	61,440.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	60,055.00
<b>Goal 2</b>	61,300.00
<b>Goal 3</b>	8,000.00
<b>Goal 4</b>	12,000.00
<b>Goal 5</b>	25,500.00
<b>Goal 6</b>	62,377.00
<b>Goal 7</b>	17,000.00

## 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	
Robert Arosteguy				X	
Eliza Sater		X			
Lisa Yates		X			
Nicki Guistino				X	
Youssef Raggad				X	
<b>Numbers of members of each category:</b>					

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

Nicki Guistino

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Budget By Expenditures

## Birch Lane Elementary School

**Funding Source: District Funded**

**\$114,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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.
3rd Grade Paraeducator (.1 FTE per 3rd grade class)		\$15,000.00	English-Language Arts	Assist 3rd grade teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency and/or Close Reading strategies.
EL Specialist, .40 FTE		\$30,000.00	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 .4 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.)
Instructional Technician Specialist (ITS) .5 FTE		\$25,500.00	Technology	Instructional Technician Specialist (ITS)(.5 FTE) responsible for technology support
Counselor .50 FTE		\$37,500.00	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 Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills.
District Funded Total Expenditures:		\$114,000.00		
District Funded Allocation Balance:		\$0.00		

# Birch Lane Elementary School

## Funding Source: LCFF - Base

**\$22,644.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Counselor .125 FTE		\$9,644.00	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 Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills.
Math intervention para-educator		\$3,000.00	Mathematics	3rd,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.
RTI and Instructional Support Specialist		\$7,000.00	Response to Intervention and Instructional Support	The RTI/Instructional support position will assist in the development of an intervention system and cycle, collaborate with teachers during academic conferences, model lessons, assist in professional development for staff, assist the SST process and help develop the Acedemic Support Triangle to support student learning.q
RTI Tier 2 and Tier 3 Invervention		\$2,000.00	Mathematics	Students identified through the assessment process being in need of support will recieve targeted intervention with certificates staff.
Library books 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.

LCFF - Base Total Expenditures: \$22,644.00

LCFF - Base Allocation Balance: \$0.00

## Funding Source: LCFF - Supplemental

**\$37,648.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Birch Lane Elementary School

Paraeducator FTE	\$8,000.00	English-Language Arts	Assist K-2 teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency.
EL Paraeducator FTE	\$16,000.00	English Language Development	The EL paraeducator meets daily with students identified as 1, 2 or 3 on the CELDT exam. The paraeducator delivers required designated ELD minutes of instruction.
EL Specialist, .20 FTE	\$5,000.00	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 .4 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.)
Counselor .125 FTE	\$8,648.00	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 Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills.
LCFF - Supplemental Total Expenditures:		\$37,648.00	
LCFF - Supplemental Allocation Balance:		\$0.00	

### Funding Source: Parent-Teacher Association (PTA/O) \$10,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Student Planners		\$1,500.00	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.
Art Teacher VSA		\$8,000.00	Visual & Performing Arts	Art teacher to teach monthly classes to students in primary grades.

# Birch Lane Elementary School

Parent-Teacher Association (PTA/O) Total Expenditures: \$10,500.00

Parent-Teacher Association (PTA/O) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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).
Math intervention para-educator		\$7,000.00	Mathematics	3rd,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.
		\$8,000.00	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 .4 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.)
Supplies for Community Event		\$300.00	English Language Development	Picture Book Night
		\$2,000.00	English Language Development	The EL paraeducator meets daily with students identified as 1, 2 or 3 on the CELDT exam. The paraeducator delivers required designated ELD minutes of instruction.
Paraeducator FTE		\$9,300.00	English-Language Arts	Assist K-2 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 in the spring will engage families in literacy activities and parent education to support their students language arts, Title 1 Night to share the supports provided through our Title 1 budget.

## Birch Lane Elementary School

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.
RTI and Instructional Support Specialist (.2 FTE)	\$10,000.00	Response to Intervention and Instructional Support	The RTI/Instructional support position will assist in the development of an intervention system and cycle, collaborate with teachers during academic conferences, model lessons, assist in professional development for staff, assist the SST process and help develop the Academic Support Triangle to support student learning.
Counselor .05 FTE	\$4,085.00	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 Kelso's. Some students may participate in small group meetings focusing on friendship, self esteem or academic organization skills.
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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:	\$246,232.00		