

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 18, 2018

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 June 2018.

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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.

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 54 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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Youth Truth Survey was administered in October 2017 to students 3-6th grade, and to staff in April of 2017. Students reported a feeling of being supported by the teachers. They reported a disconnect between homework and school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration observes classes informally on a regular basis. Lessons are standard's based and engagement is strong. Montessori classes integrate their pedagogy and district/state curriculum, and take the same district assessments. As a staff Birch Lane embraces the "Yet Mentality" and supports students using mistakes as a learning guide.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Birch Lane reviews state assessment results, inclusive of the dashboards and individual student data, as a site and in grade level teams. As a result, teaching staff identifies areas for additional instruction, reflects on instruction from prior year, and articulates needs for professional growth. Additionally, Site staff have used common assessments agreed upon in grade level teams district wide to assess the impact of their instruction and the needs of students. This process continues to evolve as assessment cycles and assessment tools are refined.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff at Birch Lane uses curricularly embedded assessments in a formative manner so that instruction is responsive and to give teachers the information needed during academic conferencing. Some EnVision assessments are used by the classroom teacher, grade level team at the site for use in planning instruction, intervention, or flexible ability grouping. DJUSD supports the common assessment of reading, comprehension, and writing skills and BLE used that data to design intervention.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

No longer applicable under Every Student Succeeds Act (ESSA)

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at Birch Lane are credentialed and teaching in their appropriate areas. Additionally, the district and site have been able to provide professional growth support in identified areas of focus. This year, many opportunities have existed for professional learning around mindset, implementation of Number Talks, and in the English Language Arts/English Language Development framework. Our Instructional Math Coach and Differentiation Specialists have also worked with individual teachers, small professional learning cohorts, and all staff professional growth meetings.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

In math, much energy has been invested in aligning standards, assessments, and the planned adult learning. All staff has worked to better understand differentiation and the intentional design of California Common Core.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Birch Lane we have benefited from a Differentiation Specialist, Reading Specialist, EL Specialist, Math Coach, with expertise in foundational content skills.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Birch Lane, collaborative time is both supported and valued, but also explicitly designed within contract time. Monthly, there is collaborative time as a whole staff, time as a grade level at our site, time as a grade level across the district. Additionally, this year we have benefitted from many teachers submitting and receiving grants to honor their collaborative time.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Birch Lane has participated in training to better understand and implement frameworks and standards. In math, we have adopted and fully implemented State adopted materials to support this and have developed a scope and sequence for further support and alignment. DJUSD adopted the Benchmark ELA program and this is our first year of implementation. Staff collaborate to align standards and frameworks for Social Science, Next Generation Science, and Health.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At Birch Lane we have an average dedicated time to math of 1 hour and in ELA/ELD of 1.5 hours. It is our intention to have less variability on site and district wide next year.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Birch Lane uses an RtI model to support intervention. This may include push-in or pull-out services, as well as before and after school intervention.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

At Birch Lane K-6 state board of education approved curriculum was purchased for mathematics and additional supplements were purchased for richer tasks and differentiation this year. ELA/ELD materials were adopted for purchase in 2017 for K-6 classes. These materials include those needed for intervention, additional depth or complexity.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted materials, EnVision are being used in our full inclusion model of instruction and support intervention in math. The same is true for Benchmark Advance, the ELA/ELD adoption. Teachers and specialists have also created and purchased materials for appropriate intervention and student support; these supports and interventions are designed to further teacher ability to facilitate instruction of state standards and student achievement.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Birch Lane staff are trained in the use of adopted materials and supported by an intervention specialist.

14. Research-based educational practices to raise student achievement

At Birch Lane we have focused practice on strategies supported by research that include: PBIS, restorative practices and social emotional learning, Number Talks, formative and summative assessments.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Birch Lane we communicate progress during report card periods and at other times as needed. Our Student Study Team (SST) meets with families as needed throughout the school year. We hold Title 1 nights, Literacy Nights, Math Nights, and ELAC Nights during the school year to provide information to families.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Birch Lane families are invited to participate in learning and volunteer in the classroom. Our Birch Lane PTA provides garden support to every classroom and works to improve the outside learning areas on campus.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Birch Lane receives support from the district, Title 1, LCFF Base and Supplemental, the Birch Lane Montessori Parents Advisory Committee and PTA.

18. Fiscal support (EPC)

Birch Lane receives support from the district, Title 1, LCFF, the Birch Lane Montessori Parents Advisory Committee and PTA.

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 (.1 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 who works with all schools (.5 FTE) to assist in planning, professional development, and alignment of assessments. We have a 1.0 (full time) funded by DJUSD. 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 and Zones of Regulation 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 uses Academic Conferences, four meetings per year per teacher, to monitor progress for all students. We 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 and library 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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	90		77	87		77	87		85.6	96.7	
Grade 4	94	75		83	70		83	70		88.3	93.3	
Grade 5	84	91		82	82		82	82		97.6	90.1	
Grade 6	78	88		71	84		71	84		91	95.5	
All Grades	346	344		313	323		313	323		90.5	93.9	

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2463.5	2452.0		51	35.63		14	27.59		17	21.84		18	14.94	
Grade 4	2500.4	2505.0		35	42.86		33	20.00		16	18.57		17	18.57	
Grade 5	2514.5	2540.1		29	36.59		28	35.37		13	10.98		29	17.07	
Grade 6	2549.5	2551.9		27	30.95		38	29.76		21	17.86		14	21.43	
All Grades	N/A	N/A	N/A	35	36.22		28	28.48		17	17.34		20	17.96	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	37.93		30	41.38		21	20.69	
Grade 4	33	45.71		47	37.14		20	17.14	
Grade 5	33	39.02		33	47.56		34	13.41	
Grade 6	24	40.48		56	35.71		20	23.81	
All Grades	35	40.56		41	40.56		24	18.89	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	28.74		50	55.17		16	16.09	
Grade 4	34	38.57		53	40.00		13	21.43	
Grade 5	37	45.12		37	37.80		27	17.07	
Grade 6	32	30.95		46	39.29		21	29.76	
All Grades	34	35.60		46	43.34		19	21.05	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	34.48		55	52.87		7	12.64	
Grade 4	27	32.86		69	52.86		5	14.29	
Grade 5	26	31.71		57	56.10		17	12.20	
Grade 6	23	25.00		65	60.71		13	14.29	
All Grades	28	30.96		62	55.73		10	13.31	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	34.48		39	48.28		18	17.24	
Grade 4	33	40.00		55	44.29		12	15.71	
Grade 5	38	46.34		45	40.24		17	13.41	
Grade 6	34	33.33		56	48.81		10	17.86	
All Grades	37	38.39		49	45.51		14	16.10	

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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	90		80	88		79	88		88.9	97.8	
Grade 4	94	75		88	70		87	70		93.6	93.3	
Grade 5	84	91		82	88		82	88		97.6	96.7	
Grade 6	78	88		75	85		74	85		96.2	96.6	
All Grades	346	344		325	331		322	331		93.9	96.2	

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2472.0	2458.2		43	31.82		23	31.82		20	19.32		14	17.05	
Grade 4	2500.4	2520.2		30	37.14		30	25.71		29	31.43		11	5.71	
Grade 5	2515.9	2533.1		26	30.68		23	27.27		28	23.86		23	18.18	
Grade 6	2568.5	2541.3		32	25.88		26	27.06		27	23.53		15	23.53	
All Grades	N/A	N/A	N/A	33	31.12		25	28.10		26	24.17		16	16.62	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	46.59		33	29.55		18	23.86	
Grade 4	36	44.29		38	44.29		26	11.43	
Grade 5	29	35.23		34	36.36		37	28.41	
Grade 6	39	36.47		38	31.76		23	31.76	
All Grades	38	40.48		36	35.05		26	24.47	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	46.59		34	37.50		16	15.91	
Grade 4	31	40.00		47	44.29		22	15.71	
Grade 5	26	32.95		46	44.32		28	22.73	
Grade 6	32	28.24		50	48.24		18	23.53	
All Grades	34	36.86		44	43.50		21	19.64	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	40.91		44	40.91		13	18.18	
Grade 4	39	44.29		45	42.86		16	12.86	
Grade 5	26	34.09		49	51.14		26	14.77	
Grade 6	34	22.35		49	49.41		18	28.24	
All Grades	35	35.05		47	46.22		18	18.73	

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

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K										***					
1	24	15		35	23		29	46		6			6	15	
2	14	5		43	27		7	41		14	9		21	18	
3	8			25	36		58	36		8	9			18	
4	13	7		13	36		38	43		25	7		13	7	
5	20			20	38		60	13			25			25	
6		17		***	33		***	50							
Total	15	7		31	31		34	39		12	8		8	15	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	5	6		5	6		23	6		23	24		45	59	
1	21	14		29	21		21	43		4			25	21	
2	11	4		32	27		16	35		16	12		26	23	
3	12	7		29	33		41	33		6	7		12	20	
4	13	7		7	33		27	47		13	7		40	7	
5	17			33	27		50	20			20			33	
6		13		17	25		33	38			13		50	13	
Total	12	6		21	25		27	31		11	12		29	26	

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 student performance 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 2017-18 school year will decrease by at least 10% in all subgroups. The progress of our students, as measured in a Growth Model, will be signified at the "Green" or "Blue" level.
Data Used to Form this Goal:
ELA and Math CAASPP Test grade level Claims scores.
Findings from the Analysis of this Data:
The EL subgroups scored Red on the 5x5 matrix on the dashboard in ELA and Green in Math
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).	8/29/2018 - 6/13/2019	Reading para-educators, Reading Teacher, classroom teachers, targeted students	Reading para-educator FTE, multiple positions		Title I Part A: Allocation	18,900
			Para-educator push-in 4-6th grade		LCFF - Supplemental	2272
			Para-educator push-in 4-6th grade		Title I Part A: Allocation	1028

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Funds to support schoolwide library programs including the purchase of new books and materials to support core standards.	8/29/2018 - 6/13/2019	Lynne Sundstrom, Rose Turner, Jim Knight	Library books and materials		LCFF - Base	1,000
			Non-fiction books for struggling readers		Title I Part A: Allocation	2,000
Assist K-2 teachers with small group instruction focusing on beginning reading concepts and supporting all students to reach grade level proficiency. 18 Chromebooks to support K-2 small group instruction.	8/29/2018 - 6/13/2019	K-2 teachers, kindergarten para-educator, Jim Knight	Paraeducator FTE		LCFF - Supplemental	8,280
			Paraeducator FTE		Title I Part A: Allocation	9,625
Kindergarten Reading support: EL para supporting Kindergarten students in reading. .		EL specialist, Rti Team, Principal			Title I Part A: Allocation	700
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.	8/29/2018 - 6/13/2019	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.	8/29/2018 - 6/13/2019	3rd grade teachers Para-educator Principal	3rd Grade Paraeducator (.1 FTE per 3rd grade class)		District Funded	15,000
					None Specified	

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 student performance 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 2017-18ELA 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.
Data Used to Form this Goal:
Data from district reading and benchmark assessments. SBAC data from 2018-2019, Yearly CELDT data.
Findings from the Analysis of this Data:
EL students need more support to achieve proficiency in English and Languages arts, science, social studies, and math.
How the School will Evaluate the Progress of this Goal:
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.	8/29/2018 - 6/13/2019	EL Para-educator, EL Specialist, RTI Team	EL Paraeducator FTE .4		LCFF - Supplemental	16,560
			EL Paraeducator FTE .1		Title I Part A: Allocation	2,070

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.)	8/29/2018 - 6/13/2019	Principal, EL Specialist, DJUSD EL coordinator, RTI Team	EL Specialist, .40 FTE		District Funded	42,500
			EL Specialist, .10 FTE		LCFF - Supplemental	4411
			EL Specialist		LCFF - Base	800
			EL Specialist		Title I Part A: Allocation	6210
EL Program needs three Chromebooks to support emerging language learners in the general classroom setting.	8/29/2018 - 6/13/2019	Principal, EL Specialist, DJUSD EL coordinator, RTI Team			LCFF - Supplemental	1508
					None Specified	
					None Specified	
					None Specified	
					None Specified	

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 student performance 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
Art teacher to teach monthly classes to students in primary grades.	8/29/2018 - 6/13/2019	Art 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			District Funded	

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 student performance 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. Using the Growth Model, overall student scores will maintain or increase and score in the "Green" or "Blue" range for all subgroups.
Data Used to Form this Goal:
Interim Assessments and on-going site assessments, 2017 SBAC data and district assessments.
Findings from the Analysis of this Data:
We will use the data as one measure of progress along with district assessments. Data from SBAC indicates student All Students and EL in Green, Low SES and Special Education students in Orange.
How the School will Evaluate the Progress of this Goal:
SBAC test results from Spring, 2018 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
3rd,4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention support during the school day. Remediation support for the least proficient students will be provided in addition to regular math instruction.	8/23/2017 - 6/7/2018	3rd-6th grade teachers, RTI team,	Math intervention para-educator		Title I Part A: Allocation	10,350
			Math intervention para-educator		LCFF - Base	4,350
			Math intervention para-educator		LCFF - Supplemental	1964

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Coach (.5 FTE) works with grade 4-6, and lower grades when appropriate, to support aligning instruction to CCSS, to improve math practices, develop curriculum guides, and to create and analyze assessments.	8/23/2017 - 6/7/2018	Math Coach, Curriculum and Instruction.	Math Coach		District Funded	

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 student performance 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:
The site has an LCD projector and document camera, at minimum, for instruction. The site maintains a computer lab and over 200 Chromebooks for use K-6th grade for use in instruction, assessment, and intervention.
Data Used to Form this Goal:
Assessment data from district assessments and SBAC testing is used to monitor student progress.
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
Instructional Technician Specialist (ITS)(.5 FTE) responsible for technology support	8/23/2017 - 6/7/2018	Staff principal, teachers, ITS	Instructional Technician Specialist (ITS) .5 FTE		District Funded	25,500
Replace 7 obsolete desktops computers with Chromebooks in the Library	8/23/2017 - 6/7/2018	Principal, Librarian	7 Chromebooks		LCFF - Base	2,200
3 Chromebooks or EL ,materials dedicated to English Learner support	8/23/2017 - 6/7/2018	EL Specialist, Principal			LCFF - Supplemental	1000

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 student performance 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 2017. 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. The school will utilize data from PBIS to make decisions to support children.	8/29/18-6/13/18	Kindergarten through sixth grade teachers, kindergarten through sixth grade students, classified employees, parents, school counselor, Principal.	Counselor .5 FTE		District Funded None Specified None Specified None Specified	
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.	8/29/18-6/13/18	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.	8/29/18-6/13/18	Principal, 4th grade teachers	Touch of Understanding Assembly fee		Parent-Teacher Association (PTA/O)	1,000
Positive Climate Support Staff will assist counselor and staff with SEL support. They will monitor Check In/Check Out, Leveled Recess, students in need of emotional support, and positive recess activities.	A Para III trained staff member will support climate using data from PBIS Team.	PBIS Team		None Specified	Title I Part A: Allocation LCFF - Base District Funded LCFF - Supplemental	6571 9838 12500 2277

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 student performance 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: Response to Intervention and Instructional Support
LEA GOAL:
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.
SCHOOL GOAL #7:
Develop and implement an Rti system to monitor, student progress and develop Tier 2 and Tier 3 Interventions. Systematize the SST process, develop intervention cycles, and record data through the academic conference format for supporting student progress.
Data Used to Form this Goal:
School and district formative and summarize assessments.
Findings from the Analysis of this Data:
We will review the effectiveness of the RTI process in the Spring of 2017 through student data.
How the School will Evaluate the Progress of this Goal:

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.	8/29/18-6/13/19	Principal,	RTI and Instructional Support Specialist (.2 FTE)		Title I Part A: Allocation	10,000
			RTI and Instructional Support Specialist		LCFF - Base	4456
					None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Conferences will be held in four cycles yearly. Staff will meet and review data on all students and align support services to under-performing students according to need. (See Academic Conferences	8/29/18-6/13/19	Rti Team	See Academic Conferencing.		District Funded	6000
Before and after school intervention. Credentialed teachers will provide Tier II and Tier III academic intervention based upon assessment data for underperforming students.	8/29/18-6/13/19	Rti Team	Before and After school intervention		Title I Part A: Allocation None Specified None Specified	7625

Planned Improvements in Student Performance

School Goal #8

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 student performance 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:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	75079	0.00
Title I Backfill – Supplemental		
LCFF - Base	22644	0.00
LCFF - Supplemental	38,272	0.00
District Funded	107,500	0.00
Parent-Teacher Association (PTA/O)		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	107,500.00
LCFF - Base	22,644.00
LCFF - Supplemental	38,272.00
Parent-Teacher Association (PTA/O)	10,500.00
Title I Part A: Allocation	75,079.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	181,623.00
None Specified	6,571.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	18,500.00
	District Funded	89,000.00
	LCFF - Base	19,444.00
	LCFF - Base	3,200.00
	LCFF - Supplemental	10,924.00
	LCFF - Supplemental	27,348.00
	Parent-Teacher Association (PTA/O)	10,500.00
	Title I Part A: Allocation	16,933.00
	Title I Part A: Allocation	51,575.00
None Specified	Title I Part A: Allocation	6,571.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,805.00
Goal 2	74,059.00
Goal 3	8,000.00
Goal 4	16,664.00
Goal 5	28,700.00
Goal 6	33,686.00
Goal 7	28,081.00

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				
Sophie Grundy				X	
Jay Shumaker				X	
Vanessa Soriano			X		
Stacey Clark				X	
Ken Nasen				X	
Laura Shapiro		X			
Robin White		X			
Karina Neel				X	
Michael Monticello		X			
Numbers of members of each category:	1	3	1	5	

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

X 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):

PBIS, Rti

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 5-7-2018.

Attested:

Jim Knight, Principal

Typed Name of School Principal

Signature of School Principal

Date

Jay Shumaker

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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:

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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

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

X District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

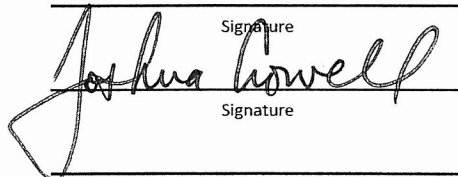
Departmental Advisory Committee (secondary)

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

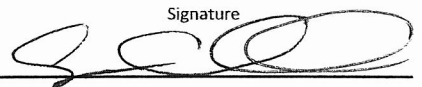
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Attested:

Jim Knight, Principal

Typed Name of School Principal

Signature of School Principal

Date

Jay Shumaker

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Birch Lane Elementary School

Funding Source: District Funded

\$107,500.00 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		\$42,500.00	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
		\$12,500.00	School Climate	Positive Climate Support Staff will assist counselor and staff with SEL support. They will monitor Check In/Check Out, Leveled Recess, students in need of emotional support, and positive recess activities.
See Academic Conferencing.		\$6,000.00	Response to Intervention and Instructional Support	Academic Conferences will be held in four cycles yearly. Staff will meet and review data on all students and align support services to under-performing students according to need. (See Academic Conferences
District Funded Total Expenditures:		\$107,500.00		
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
RTI and Instructional Support Specialist		\$4,456.00	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.
7 Chromebooks		\$2,200.00	Technology	Replace 7 obsolete desktops computers with Chromebooks in the Library
Math intervention para-educator		\$4,350.00	Mathematics	3rd,4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention support during the school day. Remediation support for the least proficient students will be provided in addition to regular math instruction.
		\$9,838.00	School Climate	Positive Climate Support Staff will assist counselor and staff with SEL support. They will monitor Check In/Check Out, Leveled Recess, students in need of emotional support, and positive recess activities.
EL Specialist		\$800.00	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.)
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		

Birch Lane Elementary School

Funding Source: LCFF - Supplemental

\$38,272.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Para-educator push-in 4-6th grade		\$2,272.00	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).
EL Paraeducator FTE .4		\$16,560.00	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.
		\$1,508.00	English Language Development	EL Program needs three Chromebooks to support emerging language learners in the general classroom setting.
EL Specialist, .10 FTE		\$4,411.00	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.)
Paraeducator FTE		\$8,280.00	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. 18 Chromebooks to support K-2 small group instruction.
Math intervention para-educator		\$1,964.00	Mathematics	3rd,4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention support during the school day. Remediation support for the least proficient students will be provided in addition to regular math instruction.
		\$1,000.00	Technology	3 Chromebooks or EL ,materials dedicated to English Learner support
		\$2,277.00	School Climate	Positive Climate Support Staff will assist counselor and staff with SEL support. They will monitor Check In/Check Out, Leveled Recess, students in need of emotional support, and positive recess activities.

Birch Lane Elementary School

LCFF - Supplemental Total Expenditures: \$38,272.00

LCFF - Supplemental Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA/O) \$0.00 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. 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 to teach monthly classes to students in primary grades.
Touch of Understanding Assembly fee		\$1,000.00	School Climate	
Art Teacher VSA		\$8,000.00	Visual & Performing Arts	

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 \$75,079.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Math intervention para-educator		\$10,350.00	Mathematics	3rd,4th, 5th and 6th grade students who are not proficient in grade level math will be provided remediation and/or intervention support during the school day. Remediation support for the least proficient students will be provided in addition to regular math instruction.

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EL Specialist	\$6,210.00	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.)
Paraeducator FTE	\$9,625.00	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. 18 Chromebooks to support K-2 small group instruction.
	\$700.00	English-Language Arts	Kindergarten Reading support: EL para supporting Kindergarten students in reading. .
EL Paraeducator FTE .1	\$2,070.00	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.
Para-educator push-in 4-6th grade	\$1,028.00	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).
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.
	\$6,571.00	School Climate	Positive Climate Support Staff will assist counselor and staff with SEL support. They will monitor Check In/Check Out, Leveled Recess, students in need of emotional support, and positive recess activities.
Reading para-educator FTE, multiple positions	\$18,900.00	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).
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.
Before and After school intervention	\$7,625.00	Response to Intervention and Instructional Support	Before and after school intervention. Credentialed teachers will provide Tier II and Tier III academic intervention based upon assessment data for underperforming students.

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Title I Part A: Allocation Total Expenditures: \$75,079.00

Title I Part A: Allocation Allocation Balance: \$0.00

Birch Lane Elementary School Total Expenditures: \$253,995.00