

# The Single Plan for Student Achievement

Birch Lane Elementary

57726786056246

Approved On: 6/10/2010

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

Contact Person:	Kathy Tyzzer
Position:	Principal
Telephone :	530-757-5395
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The District Governing Board approved this revision of the School Plan in

2009-2010

## Goals

### Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

#### Goal Area : Mathematics

#### Goal Title : Increase mathematics proficiency for all students

At least 50% all significant subgroups and 70% of students schoolwide will score at or above proficiency in mathematics by Spring, 2009.

#### Student groups and grade levels to participate in this goal:

All K through 6th grade students who score below grade level on local and state assessments.

#### Anticipated annual performance growth for each group:

Socioeconomically disadvantaged students in second through sixth grades will improve their proficiency rate on statewide assessments by 19 percentage points. School wide, at least 70% of our students will continue to score at or above proficiency on statewide assessments.

#### Means of evaluating progress toward this goal:

STAR test results from Spring, 2009.

#### Group data to be collected to measure academic gains:

STAR test results by grade level for socioeconomically disadvantaged students and school wide results.

#### Action Title: Math Intervention

Means of Achievement: Improvement of instruction strategies and materials

#### Tasks :

Second through sixth grade students who are performing below grade level will be provided with additional mathematics instruction. Teachers will collaborate by grade levels to determine how and when the intervention will take place. The Birch Lane math specialist will assist teachers and students.

#### Measures :

Students receiving intervention support will be assessed at least biweekly to determine progress and plan for future lessons.

#### People Assigned :

Classroom teachers, math specialist

Start Date : 9/12/2008

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
Centralized Services	0	\$0

Action Title: No Homework Club

Means of Achievement: Extended learning time

Tasks :

Students in need of mathematics support will be invited to attend the "No Homework Club" three days per week after school. A credentialed teacher will assist with math homework, reteaching the lesson when needed.

Measures :

Improved mathematics performance on classroom assessments and STAR.

People Assigned :

Extended learning time teachers

Start Date : 1/12/2009

Completion Date : 5/21/2010

Funding Source	Related Expenditures	Estimated Cost
Centralized Services	teacher stipends	\$0

Goal Area : Technology

Goal Title : Advanced instruction in technology

50% of our classrooms will be equipped with ActivBoard electronic whiteboards to increase student achievement and increase student proficiency.

Teachers and students will be trained in the use of the boards and will share their learning with other students and teachers.

Student groups and grade levels to participate in this goal:

Kindergarten through sixth grade students in 13 selected classes.

Anticipated annual performance growth for each group:

Students in the lowest performing subgroups will show a 20% increase in proficiency. Schoolwide, students will increase proficiency by at least 18%

Means of evaluating progress toward this goal:

STAR tests, district assessments, classroom performance

Group data to be collected to measure academic gains:

Assessment data, teacher and student observation and surveys

Action Title: Promethean Interactive whiteboards

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Install ActivBoards and student response systems in 12 classrooms.

Measures :

Photos of classrooms with ActivBoards installed.

People Assigned :

Principal, selected classroom teachers

Start Date : 8/26/2009

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
PTA	ActivBoards	\$39,000
Title I, Part A, Basic Grants	AcitvBoards	\$11,000

Action Title: Instructional Computer Specialist

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

The instructional technology specialist will provide technology support for students and teachers and support an after school Computer Club. Selected fourth through sixth grade students will participate in an after school Computer Club to learn and enhance technology skills. In addition the specialist will update and maintain the school website.

Students will learn to use web searches, presentation programs including ActivBoards and generate a student publication.

Measures :

Student presentations and publications

People Assigned :

Instructional Technology Specialist, principal

Start Date : 8/26/2009

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Instruciton Computer Specialist	\$6,250
School & Library Improvement Block Grant	Instructional Computer Specialist	\$6,250

Action Title: Staff development

Means of Achievement: Staff development and professional collaboration

Tasks :

Teachers will receive advanced technology instruction to use new technology including release time for peer observation and collaboration

Measures :

Timecards, staff development calendars

People Assigned :

Principal, teachers

Start Date : 8/26/2009

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Substitutes for release time	\$585
School & Library Improvement Block Grant	Substitutes for release time	\$3,765

Goal Area : English-Language Arts

Goal Title : Increase Proficiency in ELA for SED students

The percent of Socio-economically Disadvantaged students who are proficient or advanced on the CST in ELA will increase from 31% to 45% by May 2009.

Student groups and grade levels to participate in this goal:

SED students from 2nd through 6th grade.

Anticipated annual performance growth for each group:

14 percentage points.

Means of evaluating progress toward this goal:

May 2009 CST in ELA  
Local formative and summative assessments

Group data to be collected to measure academic gains:

Action Title: Staff development

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Teachers will be trained in GLAD strategies and will attend other local conferences focusing on language arts instruction and vocabulary development techniques

Measures :

At least two teachers at each grade level, K-6, will complete GLAD training

All staff will continue staff development in vocabulary building strategies

Selected teachers will attend local conferences based on student needs and teacher preferences

People Assigned :

Principal, School Site Council, All teachers

Start Date : 10/17/2008

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Conference fees and subsitutes	\$3,000

Action Title: In-school intervention

Means of Achievement: Extended learning time

Tasks :

- Allocate time in grade level teams
- Pre-post tests
- Identify students in need of targeting instruction
- Use specific alternative teaching and learning strategies
- a variety of materials, programs, and embedded assessments

Measures :

- Local or district assessments
- CST in ELA

People Assigned :

All staff

Start Date : 10/17/2008

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Materials	\$2,000
Title II, Part A, Teacher & Principal Quality; Training & Recruiting	District Training	\$0

Action Title: Reading paraeducator

Means of Achievement: Alignment of instruction with content standards

Tasks :

Reading Paraeducator to work with students who need reading support

Measures :

Site, District and State assessments

People Assigned :

Students who show need of reading support based on STAR scores and site and district assessments

Start Date : 8/27/2008

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	extra hours for additional reading paraeducator	\$4,800
School & Library Improvement Block Grant	salary	\$28,239

Goal Area : School Climate

Goal Title : Enhance student connections to school

We will make sure that regardless of a student's economic or social situation, school is a place where every student belongs and is expected to and is capable of succeeding.

Student groups and grade levels to participate in this goal:

All K-6 students

Anticipated annual performance growth for each group:

Responses on School Climate Survey will show that majority and minority student groups show a increased connectiveness to school.

Means of evaluating progress toward this goal:

School Climate Survey  
Participation in activities

Group data to be collected to measure academic gains:

School Climate Survey  
Participation in activities

Action Title: Classroom Buddies

Means of Achievement: Increased educational opportunity

Tasks :

Each student will be paired with a student in another class to have as a buddy. Classes meet on a regular basis to read, work, and play together. Students develop connections with older and younger students to foster their connection with the school community as a whole.

Measures :

Level of participation in Buddies by students

People Assigned :

All K-6 students, teachers, classified staff.

Start Date : 8/27/2008

Completion Date : 6/10/2010

Action Title: Assemblies focused on building school community

Means of Achievement: Increased educational opportunity

Tasks :

Review Rules and Respect Expectations for School Behavior (Principal)  
Red Ribbon Week Assembly: Making good choices (Police Officer)  
Assemblies focusing on inclusion of students with different abilities and challenges.  
Assemblies to teach students anti-bullying skills

Measures :

Reduction in number of playground disputes and office referrals as a result.

People Assigned :

All K-6 students, teachers, classified staff and parent volunteers.

Start Date : 8/27/2008

Completion Date : 6/10/2010

Action Title: Mix-it-up Day

Means of Achievement: Increased educational opportunity

Tasks :

Students are encouraged to sit by someone new at lunch.

Measures :

Level of participation by students

People Assigned :

1-6 students, noon supervisors

Start Date : 8/27/2008

Completion Date : 6/10/2010

Action Title: Kindergarten support

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

A 1.5 hour per day paraeducator supports K-1 classes who do not have a partner teacher.

Measures :

Intensive small group instruction for kindergarten students provides early intervention for at risk students, resulting in increased academic proficiency.

People Assigned :

Kindergarten paraeducator

Start Date : 9/10/2008

Completion Date : 6/11/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Paraeducator salary	\$8,000

Action Title: IEP and SST subs

Means of Achievement: Staff development and professional collaboration

Tasks :

Substitutes teachers ar provided for teachers to be able to meet on collaborative teams for student IEP meetings and Student Study meetings

Measures :

Good alignment of instruction for students between general education and special education teachers result in increase student proficiency

People Assigned :

All teachers, psychologist, principal

Start Date : 9/18/2008

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	subsitute teacher stipends	\$3,000

Action Title: Physical Education Program

Means of Achievement: Alignment of instruction with content standards

Tasks :

All K- 6 teachers will be give staff development in Physical Education to align with state PE standards. Templates and materials for recess games emphasizing cooperation and active play will be purchased and implemented.

Measures :

Cooperative recess play, increased physical fitness, increased student interest in PE as measured by student surveys.

People Assigned :

All staff

Start Date : 9/12/2008

Completion Date : 6/5/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	materials and staff development	\$1,690

Action Title: Parent Meetings

Means of Achievement: Involvement of staff, parents and community

Tasks :

Evening parent meetings will be held twice a year to provide family support for students. The first evening will focus on reading and writing programs and home support and the second evening meeting will be a Family Math Night.

Measures :

Number of families participating.

People Assigned :

Principal, Reading teacher, Math Coach, Classroom Teachers

Start Date : 12/9/2009

Completion Date : 12/9/2009

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	supplies	\$207
Title I, Part A Parent/Family Involvement	Teacher stipends	\$793

Goal Area : English-Language Arts

Goal Title : Writing Assessments

The percentage of students at each grade level scoring above proficient on district and state writing assessments will be increased by 5% each year.

Student groups and grade levels to participate in this goal:

All students.

Anticipated annual performance growth for each group:

The percentage of students at each grade level scoring below proficient on district and state writing assessments will be reduced by 5% each year.

Means of evaluating progress toward this goal:

District and state writing assessments, and classroom formative assessments.

Group data to be collected to measure academic gains:

District and state writing scores, and classroom formative scores.

Action Title: Writing Assessments

Means of Achievement: Alignment of instruction with content standards

Tasks :

Grade level teams will meet each trimester to plan writing instruction following the district writing curriculum. Planning together will ensure articulation within and among grade levels.

Measures :

Students who perform below proficient on writing tasks will be given increased targeted instruction in writing.

People Assigned :

Involvement of staff, parents, and community (including interpretation of student assessment results to parents).

Parent volunteers will be utilized when feasible to assist students with writing tasks.

Start Date : 12/1/2008

Completion Date : 6/11/2010

Funding Source	Related Expenditures	Estimated Cost
Centralized Services	0	\$0

Goal Area : School Climate

Goal Title : Fine Arts Instruction

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.

Student groups and grade levels to participate in this goal:

All students.

Anticipated annual performance growth for each group:

All students will have access to fine arts instruction to provide greater school connectedness.

Means of evaluating progress toward this goal:

Improved School Climate Data, student engagement in art and music programs.

Group data to be collected to measure academic gains:

The gap between Latino students scores on School Climate Surveys in the areas of Fairness and Confidence in School Success will close by 10% each year.

Action Title: Missoula Children's Theatre

Means of Achievement: Increased educational opportunity

Tasks :

All students will have the opportunity to participate in a week long, standards aligned, intensive children's theater experience during the 08-09 and 09-10 school years. Students may choose to rehearse and perform a children's musical and will also enjoy creative dramatics classes in their classrooms.

Measures :

Number of students participating by grade level and socioeconomic background.

People Assigned :

All teachers, principal, selected parents

Start Date : 3/1/2009

Completion Date : 3/29/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Missoula Children's theatre	\$4,000

Action Title: Fine Arts

Means of Achievement: Increased educational opportunity

Tasks :

Students in kindergarten through third grade will have monthly art lessons from a credentialed art teacher. Classroom teachers will observe the lessons to increase their fine arts teaching proficiency

Measures :

Yearly surveys of students and teachers to assess fine arts knowledge and interest.

People Assigned :

Classroom teacher, art teacher, principal

Start Date : 9/12/2008

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
PTA	Variable service agreement for art teacher	\$6,000

Action Title: BRAVO music program

Means of Achievement: Increased educational opportunity

Tasks :

Parents will teach BRAVO music classes for K- 6 grade students.

Measures :

Number of students who have BRAVO classes

People Assigned :

Parents, classroom teachers

Start Date : 9/10/2008

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
PTA	Supplies	\$4,000

Action Title: Birch Lane Chorus

Means of Achievement: Increased educational opportunity

Tasks :

Students in third through sixth grades may participate in a weekly vocal music class.

Measures :

Number of students participating, attendance rates of participants.

People Assigned :

Chorus director, principal, classroom teachers

Start Date : 11/12/2008

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Variable Service Agreement	\$2,000

Action Title: District Band and Strings Classes

Means of Achievement: Alignment of instruction with content standards

Tasks :

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 make-up work they miss in class.

Measures :

student participation

People Assigned :

Available to 4th, 5th and 6th grades students, music teachers

Start Date : 9/15/2008

Completion Date : 5/31/2010

Goal Area : English-Language Arts

Goal Title : Language Arts support for intermediate students

Students in fourth through sixth grade will be supported by an additional .10 reading teacher

Student groups and grade levels to participate in this goal:

Intermediate students who are not reading at grade level.

Anticipated annual performance growth for each group:

Students reading below grade level will advance one grade level in reading.

Means of evaluating progress toward this goal:

STAR and local assessments

Group data to be collected to measure academic gains:

Star and local assessments

Action Title: Part time reading teacher

Means of Achievement: Alignment of instruction with content standards

Tasks :

The reading teacher will provide support for intermediate students who are performing below grade level in language arts.

Measures :

Increased proficiency on language arts assessments including STAR and local assessments.

People Assigned :

Reading teacher, classroom teachers

Start Date : 8/26/2009

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	.1 Reading teacher salary and benefits	\$10,000

Goal Area : English Language Development  
 Goal Title : Support for EL Students

Students whose English Language skills are not proficient will be supported by an EL Paraeducator

Student groups and grade levels to participate in this goal:

All EL Learners in grades K-6

Anticipated annual performance growth for each group:

Students with limited English proficiency will show progress each year on the CELDT, STAR and local assessments.

Means of evaluating progress toward this goal:

CELDT, STAR and local assessments

Group data to be collected to measure academic gains:

Scores from CELDT, STAR and local assessments

Action Title: EL Paraeducator

Means of Achievement: Alignment of instruction with content standards

Tasks :

The EL paraeducator meets daily with students identified as 1, 2 or 3 on the CELDT exam. The paraeducator introduces vocabulary and helps students with class assignments as needed.

Measures :

Class schedules, paraeducator plans

People Assigned :

EL Paraeducator

Start Date : 8/1/2008

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
English Language Acquisition Program (ELAP)	partial salary	\$1,082
EIA-LEP	partial salary	\$14,151
Title I, Part A, Basic Grants	partial salary	\$7,972

Action Title: Vocabulary Development

Means of Achievement: Extended learning time

Tasks :

Students in need of English language vocabulary development will be invited to a weekly before school Junior Great Books reading and discussion group. The readings are short stories which will be discussed after reading in an inquiry based lesson guided by a credentialed teacher.

Measures :

Classroom assessments, CELDT and STAR results

People Assigned :

Junior Great Books teachers

Start Date : 1/16/2009

Completion Date : 5/15/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Teacher stipends	\$2,000

Action Title: .2 reading Paraeducator

Means of Achievement: Increased educational opportunity

Tasks :

The additional reading paraeducator will reduce the size of language development groups for EL students. Specific tasks include the use of "On Our Way to English", "Soar to Success" and Rigby materials

Measures :

Numbers of students reclassified, proficiency of EL students on district wide and statewide assessments, classroom performance.

People Assigned :

Reading room personnel

Start Date : 8/26/2009

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	.2 Reading Paraeducator	\$4,539

Birch Lane Elementary 2009-10  
Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$174,323

Total Annual Expenditures for Current School Plan: \$174,323

Federal	Budget Allocation	Expense	Balance Available
Title I, Part A, Basic Grants	\$60,329	\$60,146	\$183
Advanced instruction in technology		\$17,835	
Enhance student connections to school		\$8,000	
Increase Proficiency in ELA for SED students		\$9,800	
Language Arts support for intermediate students		\$10,000	
Support for EL Students		\$14,511	
Title I, Part A Parent/Family Involvement	\$610	\$793	(\$183)
Enhance student connections to school		\$793	
Total amount of Federal categorical funds allocated:	\$60,939	\$60,939	\$0
Local	Budget Allocation	Expense	Balance Available
PTA	\$49,000	\$49,000	\$0
Advanced instruction in technology		\$39,000	
Fine Arts Instruction		\$10,000	
Total amount of Local categorical funds allocated:	\$49,000	\$49,000	\$0
State	Budget Allocation	Expense	Balance Available
English Language Acquisition Program (ELAP)	\$1,082	\$1,082	\$0
Support for EL Students		\$1,082	
School & Library Improvement Block Grant	\$49,151	\$49,151	\$0
Advanced instruction in technology		\$10,015	
Enhance student connections to school		\$4,897	
Fine Arts Instruction		\$6,000	
Increase Proficiency in ELA for SED students		\$28,239	
EIA-LEP	\$14,151	\$14,151	\$0
Support for EL Students		\$14,151	
Total amount of State categorical funds allocated:	\$64,384	\$64,384	\$0
Total amount of categorical funds allocated to this school:	\$174,323	\$174,323	\$0

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Kathy Tyzzer	Principal	ktyzzer@djud.k12.ca	12/7/2009
Robin White	Classroom Teacher	rwhite@djud.k12.ca	12/11/2009
Sue Vigule	Classroom Teacher	svigule@djud.k12.ca	12/11/2009
Jennifer Moy	Classroom Teacher	jmoy@djud.k12.ca.us	12/11/2009
Lynne Sundstrom	Other School Staff	lsundstrom@djud.k12	12/11/2009
Jennifer Borenstein	Parent or Community Member	sweeney9@pacbell.net	12/11/2009
James Fettingter	Parent or Community Member	jcfettingter@ucdavis.	12/11/2009
Melva Bigelow	Parent or Community Member	mgbigelow@gmail.com	12/11/2009
Troy Holt	Parent or Community Member	tgholt@alumni.uci.ed	12/11/2009
Kristy Powell	Parent or Community Member	thelovehickens@yahoo	12/11/2009

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	5	

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

- |     |   |            |
|-----|---|------------|
| 1.  | School Site Council Members   |            |
| 2.  | Plan Review Due Date:   | 6/10/2010  |
| 3.  | The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.   |            |
| 4.  | The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.   |            |
| 5.  | The school site council sought and considered all recommendations from the following groups or committees before adopting this plan   |            |
|     | English Learner Advisory Committee  |            |
|     | Special Education Advisory Committee  |            |
|     | Gifted and Talented Education Advisory Committee  |            |
|     | School Climate Committee  |            |
| 6.  | The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan. |            |
| 7.  | This school plan 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.   |            |
| 8.  | Public Notice Due Date:   |            |
| 9.  | District Governing Board Annual Review Due Date:  |            |
| 10. | This School Plan was adopted by the School Site Council at a public meeting on:   | 12/2/2009  |
| 11. | Attested by School Principal:   | 12/11/2009 |
| 12. | Attested by School Site Council Chairperson:  | 12/11/2009 |

Kathy Tyzzer

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 Typed name of school principal

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 Signature of school principal

\_\_\_\_\_  
 Date

Nancy Loeb Williams

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 Typed name of SSC chairperson

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 Signature of SSC chairperson

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 Date

### Analysis of Current Educational Practice

#### 1. Alignment of curriculum, instruction and materials to content and performance standards:

The use of state frameworks and state adopted texts in language arts, mathematics, social studies and science assures that our curriculum is aligned with performance standards. Montessori students are held to both state adopted and Montessori curriculum and special education students have individual goals written according to performance standards. Curriculum is adjusted when necessary to meet the needs of students based on past performance.

#### 2. Availability of standards-based instructional materials appropriate to all student groups:

Instructional materials are available for all student populations. Additional materials to support the instruction of multi-age classes and EL students are being purchased.

#### 3. Alignment of staff development to standards, assessed student performance and professional needs:

District workshops, GLAD training and site buy back days address areas of staff development as needed based on student performance. Additional staff development in math and in strategies to meet the needs of EL students and those who are socioeconomically disadvantaged is planned in the next two years.

#### 4. Services provided by the regular program to enable under-performing students to meet standard:

Differentiated teaching strategies and materials address the needs of learners who are performing at or above grade level standards. Junior Great Books, Book-in-a-bag, field trips, student teachers, parent support for gardening and Read Naturally programs, as well as 1:1 instruction and ELL support are some of the many services provided to students through our regular programs. After school and summer intervention programs are open to any student who is academically at risk.

#### 5. Services provided by categorical funds to enable under-performing students to meet standards:

Our limited categorical funds provide additional paraeducator support for reading and writing. In addition, the funds support technology personnel who work with both students and teachers. Intervention funds are used to fund after school math support and two summer school programs, a three week traditional Summer School, and a two week "Jumpstart" program.

#### 6. Use of the state and local assessments to modify instruction and improve student achievement:

All second through sixth grade students are assessed annually through California's STAR program. In addition, all students are assessed on district writing tests and on the Gates - Mac Ginitie reading tests. Primary students and those receiving reading instruction support beyond the primary grades are assessed on a variety of decoding, fluency and phonemic tests. Classroom assessments include both formative and summative assessments in basic curricular areas. Results are shared with parents and are used to plan curriculum for individual students and classes, and for the school as a whole.

#### 7. Number and percentage of teachers in academic areas experiencing low student performance:

All teachers have students in their classes who perform below grade level expectancies.

#### 8. Family, school, district and community resources available to assist these students:

We are fortunate to have parent volunteers, student teachers, UCD interns, cross-age tutors, community based English language classes and our local library available to all students. Field trips which extend our curriculum, links with UCD, the resources of Explorit Science Center, the financial support of our PTA, the sixth grade Outdoor Education week, and the district's Children's Center State Preschool are other resources which support our students.

#### 9. School, district and community barriers to improvements in student achievement:

Intermediate class size can reach thirty students. Some of our students do not have adequate home support, including those in foster care. Technology is being upgraded throughout the school. There are no funds to support school counselors, and inadequate psychologist's time.

#### 10. Limitations of the current program to enable under performing student to meet standards:

Lack of personnel to provide math remediation is a concern. District wide math assessments would be helpful to provide targeted instruction to all students.

### Student Performance Data Summary

# Birch Lane Elementary 2009-10 Single Plan For Student Achievement Report

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Conclusions from Student Performance Data

Conclusions from Parent, Teacher and Student Input