School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Birch Lane Elementary School
Address	1600 Birch Lane Davis, CA 95616
County-District-School (CDS) Code	57 72678 6056246
Principal	Jim Knight, Principal
District Name	Davis Joint Unified School District
SPSA Revision Date	November 5, 2018
Schoolsite Council (SSC) Approval Date	May 6, 2019
Local Board Approval Date	June 2019

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

Table of Contents

School Vision and Mission

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

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

Every child is capable of learning.
Every child deserves a safe, nurturing environment while at school.
We are committed to supporting the academic and social-emotional needs of all students and staff.
Our staff is our greatest asset and the foundation of our success.
Each member of our staff is responsible and accountable for excellence in providing quality learning for students.
Our staff will strive to provide the highest quality of education, materials, and school climate that is possible using the resources we have available.
All members of the Birch Lane community are treated with respect and courtesy in a professional and confidential manner.

School Profile

Birch Lane has served the Davis community for 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 through MTSS.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Birch Lane School Site Council approved a School Site Plan for Student Achievement on May 6, 2019 and forwarded it to the DJUSD School Board for approval in June 2019.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.5%	0.3%	0.35%	3	2	2
African American	2.8%	1.8%	2.61%	17	11	15
Asian	13.1%	14.3%	13.74%	80	87	79
Filipino	1.5%	1.2%	1.22%	9	7	7
Hispanic/Latino	14.6%	15.9%	15.83%	89	97	91
Pacific Islander	0.3%	0.2%	%	2	1	
White	60.3%	58.1%	56.17%	368	354	323
Multiple/No Response	%	%	%			
			Total Enrollment	610	609	575

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	85	82	65
Grade 1	97	83	78
Grade 2	90	93	86
Grade3	91	91	92
Grade 4	85	79	86
Grade 5	88	92	79
Grade 6	74	89	89
Total Enrollment	610	609	575

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	85	97	88	13.9%	15.9%	15.3%
Fluent English Proficient (FEP)	20	23	28	3.3%	3.8%	4.9%
Reclassified Fluent English Proficient (RFEP)	7	6	7	8.4%	7.1%	7.2%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	91	77	87	88	77	87	88	85.6	96.7	96.7
Grade 4	94	75	81	83	70	75	83	70	75	88.3	93.3	92.6
Grade 5	84	91	79	82	82	74	82	82	74	97.6	90.1	93.7
Grade 6	78	88	93	71	84	91	71	84	91	91	95.5	97.8
All Grades	346	344	344	313	323	328	313	323	328	90.5	93.9	95.3

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.	2452.	2430.	51	35.63	29.55	14	27.59	27.27	17	21.84	17.05	18	14.94	26.14
Grade 4	2500.	2505.	2508.	35	42.86	46.67	33	20.00	20.00	16	18.57	17.33	17	18.57	16.00
Grade 5	2514.	2540.	2544.	29	36.59	37.84	28	35.37	29.73	13	10.98	14.86	29	17.07	17.57
Grade 6	2549.	2551.	2562.	27	30.95	31.87	38	29.76	35.16	21	17.86	15.38	14	21.43	17.58
All Grades	N/A	N/A	N/A	35	36.22	35.98	28	28.48	28.35	17	17.34	16.16	20	17.96	19.51

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	36.36	30	41.38	43.18	21	20.69	20.45
Grade 4	33	45.71	46.67	47	37.14	40.00	20	17.14	13.33
Grade 5	33	39.02	45.95	33	47.56	35.14	34	13.41	18.92
Grade 6	24	40.48	41.11	56	35.71	42.22	20	23.81	16.67
All Grades	35	40.56	42.20	41	40.56	40.37	24	18.89	17.43

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	26.14	50	55.17	37.50	16	16.09	36.36
Grade 4	34	38.57	33.33	53	40.00	46.67	13	21.43	20.00
Grade 5	37	45.12	47.30	37	37.80	33.78	27	17.07	18.92
Grade 6	32	30.95	38.89	46	39.29	41.11	21	29.76	20.00
All Grades	34	35.60	36.09	46	43.34	39.76	19	21.05	24.16

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	27.27	55	52.87	56.82	7	12.64	15.91
Grade 4	27	32.86	33.33	69	52.86	58.67	5	14.29	8.00
Grade 5	26	31.71	27.03	57	56.10	63.51	17	12.20	9.46
Grade 6	23	25.00	35.56	65	60.71	60.00	13	14.29	4.44
All Grades	28	30.96	30.89	62	55.73	59.63	10	13.31	9.48

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	34.09	39	48.28	39.77	18	17.24	26.14
Grade 4	33	40.00	40.00	55	44.29	45.33	12	15.71	14.67
Grade 5	38	46.34	47.30	45	40.24	35.14	17	13.41	17.57
Grade 6	34	33.33	41.11	56	48.81	47.78	10	17.86	11.11
All Grades	37	38.39	40.37	49	45.51	42.20	14	16.10	17.43

Conclusions based on this data:

1. A significant amount of our population did not reach proficiency in ELA on this baseline assessment.

2. Continued on-going formative and summative assessments would assist in evaluating on-going progress and assist the MTSS Team in identifying students in need of Tier II and Tier III support earlier in the school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	91	80	88	87	79	88	85	88.9	97.8	95.6
Grade 4	94	75	81	88	70	77	87	70	77	93.6	93.3	95.1
Grade 5	84	91	79	82	88	75	82	88	75	97.6	96.7	94.9
Grade 6	78	88	93	75	85	91	74	85	91	96.2	96.6	97.8
All Grades	346	344	344	325	331	330	322	331	328	93.9	96.2	95.9

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.	2458.	2427.	43	31.82	16.47	23	31.82	31.76	20	19.32	23.53	14	17.05	28.24
Grade 4	2500.	2520.	2509.	30	37.14	32.47	30	25.71	35.06	29	31.43	19.48	11	5.71	12.99
Grade 5	2515.	2533.	2535.	26	30.68	34.67	23	27.27	21.33	28	23.86	20.00	23	18.18	24.00
Grade 6	2568.	2541.	2569.	32	25.88	36.26	26	27.06	24.18	27	23.53	25.27	15	23.53	14.29
All Grades	N/A	N/A	N/A	33	31.12	29.88	25	28.10	28.05	26	24.17	22.26	16	16.62	19.82

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	31.76	33	29.55	32.94	18	23.86	35.29
Grade 4	36	44.29	48.05	38	44.29	29.87	26	11.43	22.08
Grade 5	29	35.23	36.00	34	36.36	33.33	37	28.41	30.67
Grade 6	39	36.47	42.22	38	31.76	33.33	23	31.76	24.44
All Grades	38	40.48	39.45	36	35.05	32.42	26	24.47	28.13

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	32.94	34	37.50	38.82	16	15.91	28.24
Grade 4	31	40.00	38.96	47	44.29	42.86	22	15.71	18.18
Grade 5	26	32.95	40.00	46	44.32	36.00	28	22.73	24.00
Grade 6	32	28.24	32.97	50	48.24	50.55	18	23.53	16.48
All Grades	34	36.86	35.98	44	43.50	42.38	21	19.64	21.65

	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	25.88	44	40.91	51.76	13	18.18	22.35
Grade 4	39	44.29	40.26	45	42.86	42.86	16	12.86	16.88
Grade 5	26	34.09	36.00	49	51.14	41.33	26	14.77	22.67
Grade 6	34	22.35	38.46	49	49.41	41.76	18	28.24	19.78
All Grades	35	35.05	35.06	47	46.22	44.51	18	18.73	20.43

Conclusions based on this data:

1. A significant amount of our population did not reach proficiency in math on this baseline assessment.

2. Continued on-going formative and summative assessments would assist in evaluating on-going progress and assist the MTSS Team in identifying students in need of Tier II and Tier III support earlier in the school year and the need to use continuous formative assessment to provide on-going support for under-performing students.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 2	1537.1	1535.3	1538.3	12
Grade 3	1533.1	1541.6	1523.8	17
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				54

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2	*	*	*	*					12
Grade 3	*	*	*	*	*	*	*	*	17
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*					*
All Grades	26	48.15	17	31.48	*	*	*	*	54

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2	*	*	*	*					12
Grade 3	*	*	*	*	*	*			17
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*					*
All Grades	32	59.26	13	24.07	*	*	*	*	54

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 2	*	*	*	*					12
Grade 3	*	*	*	*	*	*	*	*	17
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*			*
All Grades	22	40.74	15	27.78	11	20.37	*	*	54

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 2	*	*	*	*			12
Grade 3	*	*	*	*			17
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*			*
All Grades	29	53.70	21	38.89	*	*	54

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 2	11	91.67	*	*			12
Grade 3	12	70.59	*	*			17
Grade 4	*	*			*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	42	77.78	*	*	*	*	54

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 2	*	*	*	*			12
Grade 3	*	*	*	*	*	*	17
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	21	38.89	22	40.74	11	20.37	54

Grade Level	Writing Domain Number and Percentage of Students by Domain Performance Level for All Students						
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 2	*	*	*	*			12
Grade 3	*	*	11	64.71	*	*	17
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	20	37.04	32	59.26	*	*	54

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
575	**25.0%**	**15.3%**	**0.5%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	88	15.3%
Foster Youth	3	0.5%
Socioeconomically Disadvantaged	144	25.0%
Students with Disabilities	72	12.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	2.6%
American Indian	2	0.3%
Asian	79	13.7%
Filipino	7	1.2%
Hispanic	91	15.8%
Two or More Races	58	10.1%
White	323	56.2%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Overall English Language Arts and Math scores declined. ELA scores were 25.4 points above the standard but our scored declined 3.7 points. Socioeconomically disadvantaged students and students with disabilities and students of two or more races increased significantly while Hispanic student maintained. Math scores were 9.4 points above standard and declined 3.8 points and socioeconomically disadvantaged, students with disabilities and students of two or more races increased significantly. Asian students declined significantly and Hispanic students declined. Conclusion: Our support systems designed to support under performing students such as reading, English Language Learner, math, appear to have an overall positive impact on student learning and assessment.

2. While overall our suspension rate maintained, students with disabilities and two or more races increased significantly and socioeconomically disadvantaged students and Hispanic students increased. As a Positive Behavior Interventions and Support (PBIS) school we collect and track data on behavior school wide. Our data suggests 90+% of our students receive 0-1 referral, 6+/- % receive 2-5 referrals and 3+/-%6 or more referrals. Conclusion: Our school wide explicit instruction has a positive impact on behavior and we are continually examining behavior data to modify interventions for students with multiple behavior incidents to reduce behaviors that will lead to significant consequences such as suspension.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	3	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
25.4 points above standard	23.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.7 points	Increased 20 points	2 students
314 students	58 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
0 Students	26 points below standard	9 points below standard
	Declined -10.5 points	Increased 6.9 points
	89 students	53 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	28.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	1 students	Maintained -2 points	3 students
		48 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
49.8 points below standard	40.3 points above standard	0 Students	42 points above standard
Declined -8.1 points	Increased 11.2 points		Declined -7.5 points
50 students	40 students		169 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.2 points below standard	88.1 points above standard	35.9 points above standard
Increased 20.5 points	Increased 36.1 points	Declined -4.6 points
40 students	18 students	249 students

Conclusions based on this data:

1. Overall students at Birch Lane are working above the standard in Language Arts. Our English Learner population made excellent growth but is still working below the standard by 23 points.

2. Students from Socioeconomically disadvantaged families declined 10 points and are 26 points below standard and Hispanic students declined 8 points and are working 50 points below standard. We will continue to monitor students through academic conferences four times per year to provide reading and EL support.

3. Students with disabilities made 7 points of growth and are slightly below standard and students of two or more races made 11 points of growth and are working 40 points above standard.
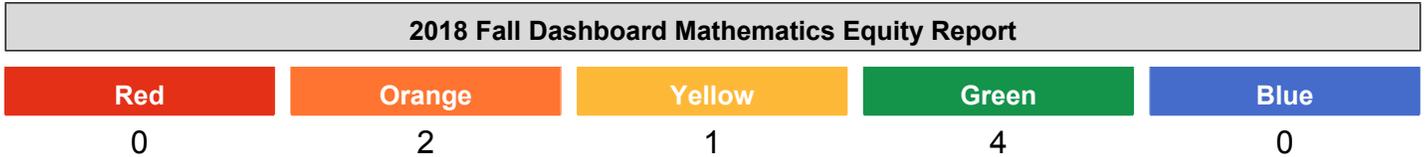
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	4	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
9.4 points above standard	7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.8 points	Increased	2 students
313 students	15.5 points 58 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
0 Students	35.9 points below standard	27.3 points below standard
	Declined -10.2 points	Increased
	89 students	17.6 points 53 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	36.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	1 students	Declined -5.5 points	3 students
		48 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
65 points below standard	23.3 points above standard	0 Students	19.6 points above standard
Declined -3.8 points	Increased 7.2 points		Declined -9.2 points
50 students	40 students		168 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
46 points below standard	79.8 points above standard	12.1 points above standard
Increased	Increased	Declined -6.9 points
20.6 points	19.1 points	
40 students	18 students	248 students

Conclusions based on this data:

1. Overall students at Birch Lane scored 9 points above standard. Our biggest gains are with English Language Learners who increased 15 points to 7 points below standard and students with disabilities who increased 17 points to 27 points below standard.

2. The biggest area for growth is Hispanic students who declined 4 points and score 65 points below standard.

3. Birch Lane will continue to monitor student progress through our academic conference process four times yearly and move to monthly MTSS data analysis in 2019-20, and continue math support through strategic use of PE instruction to reduce class size while additionally providing para-educator support.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
54	48.1%	31.5%	13%	7.4%

Conclusions based on this data:

1. In the 2018-19 school year 10 English Learners were reclassified as proficient in English as of April 9, 2019 giving us a total of 25 total students reclassified as proficient in English.

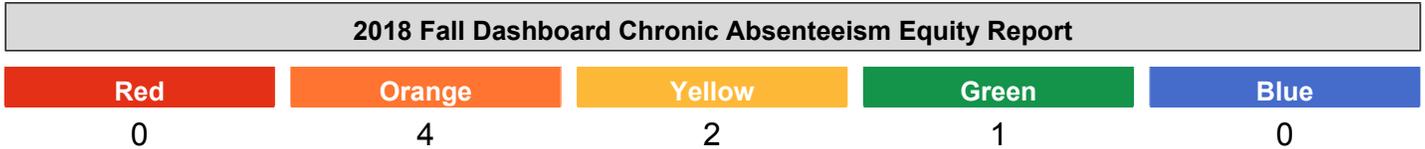2. 2017-18 CELDT data is not reflective of our entire EL population as of Fall 2018.

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
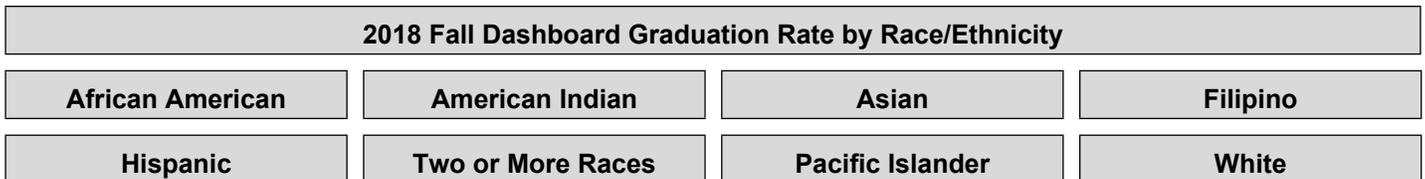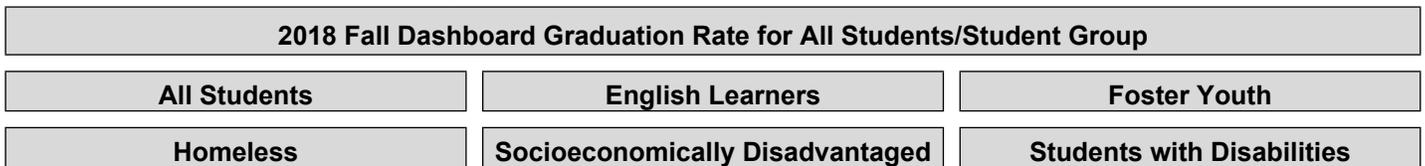## Chronic Absenteeism

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

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	2	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
7.1% chronically absent	9.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.3%	Increased 3.2%	4 students
602 students	96 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.9% chronically absent	9% chronically absent
1 students	Increased 1.2%	Maintained 0.3%
	161 students	100 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Yellow	No Performance Color
13.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 8.1%	4 students	Increased 3.7%	7 students
15 students		84 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Orange
13.8% chronically absent	3.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	6.5% chronically absent
Increased 1.3%	Declined 0.6%	0 students	Increased 1.8%
94 students	60 students		338 students

Conclusions based on this data:

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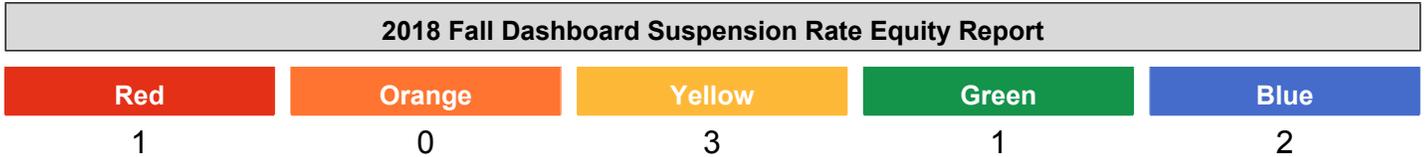
School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.
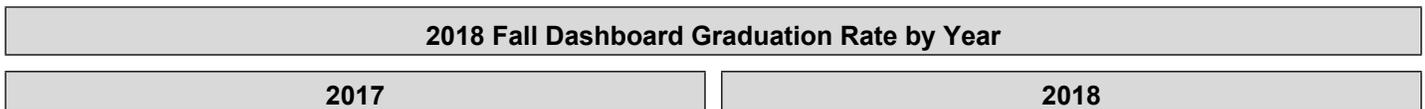
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	3	1	2

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
2.8% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.5%	Declined -3.5%	6 students
614 students	102 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	5.9% suspended at least once	9.7% suspended at least once
1 students	Declined -0.9%	Increased 3.6%
	170 students	103 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
12.5% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 4 students	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 7 students
Declined -7.5%		Maintained 0%	
16 students		87 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Yellow	No Performance Color	Yellow
2.1% suspended at least once	5% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 1 students	2.6% suspended at least once
Declined -2.7%	Declined -0.9%		Maintained -0.1%
96 students	60 students		343 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.6% suspended at least once	3.3% suspended at least once	2.8% suspended at least once

Conclusions based on this data:

1. Birch Lane uses a Positive Behavior and Intervention Supports (PBIS) framework for explicit instruction of all students. Students who have severe behavior incidents or a pattern of serious disruptive behavior are supported through Restorative Practices and progressive discipline.

2. Our PBIS data indicates more that 90% of our students receive 0-1 behavior referrals which indicates our school-wide explicit instruction regarding behavior expectations is successful. Or data also indicates a lower than anticipated percentage of students needing Tier 2 and Tier 3 supports.

3. Our PBIS team meets monthly to examine our school-wide data and monthly to examine individual student data and in 2019-20 will be integrated into an MTSS team. It is from data review that we assign, measure, and modify our behavior interventions.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English-Language Arts

Goal Statement

The number of students who score non-proficient on the CAASPP test during the 2019-20 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.

LCAP 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.

Basis for this Goal

ELA CAASPP Test grade level Claims scores, district formative and summative assessments, report card results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard- Green or Blue for all students and all student subgroups.		

Planned Strategies/Activities

Strategy/Activity 1

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).

Students to be Served by this Strategy/Activity

Data from district assessments on reading and writing are used to identify students in need of intervention.

Timeline

8/29/2018 - 6/13/2020

Person(s) Responsible

Reading para-educators, Reading Teacher, classroom teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	49915
Source	Title I Part A: Allocation
Description	Reading para-educator FTE, multiple positions supporting students K-6 with push-in and pull-out support working under the direction of the reading specialist, interventions specialist, and administration.
Source	None Specified
Source	None Specified

Strategy/Activity 2

3rd grade Close Reading

Students to be Served by this Strategy/Activity

All third grade students

Timeline

8-28-2019 to 6-11-2020

Person(s) Responsible

MTSS Team, 3rd grade team,

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	District Funded
Description	3rd Grade Paraeducator (.1 FTE per 3rd grade class) Push-in close reading support
Source	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

8/29/2018 - 6/13/2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Development

Goal Statement

The percent of EL students scoring proficient or above on the 2018-19 ELA and Math SBAC testing and district interim assessments will increase by at least 10% and the number of non-proficient students will decrease by at least 10% in all sub groups. Students will progress yearly in advancing in CELDT levels with a goal of one level per year minimum.

LCAP Goal

Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years. Close the Achievement Gap.

Basis for this Goal

Data from district reading and benchmark assessments. CAASPP data from 2018-2019, Yearly ELPAC data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP and ELPAC scores	EL- 48% of students well developed	58% of students well developed

Planned Strategies/Activities

Strategy/Activity 1

The EL paraeducator meets daily with students identified through ELPAC or classroom assessments as needing support to reach proficiency.

Students to be Served by this Strategy/Activity

English Language Learners.

Timeline

8-28-19 to 6-11-20

Person(s) Responsible

EL Para-educator, EL Specialist, MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	13000
Source	Title I Part A: Allocation
Description	EL Paraeducator

Amount	4411
Source	LCFF - Supplemental
Description	EL Paraeducator

Strategy/Activity 2

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. Our MTSS team will monitor student progress on a regular basis and provide support to underperforming students.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

8028-19 to 6-11-20

Person(s) Responsible

Principal, EL Specialist, DJUSD EL coordinator, MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	43000
Source	District Funded
Description	EL Specialist, .50 FTE district funded, .2 site funded

Amount	16800
Source	LCFF - Supplemental
Description	EL Specialist, .2FTE

Source	None Specified

Source	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Source	None Specified

Source	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Visual & Performing Arts

Goal Statement

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.

LCAP 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. 21st Century Learning and Inclusive and Safe Learning Environment.

Basis for this Goal

Research studies that indicate greater academic success for students who are enrolled in fine arts classes and have a better understanding of different cultures.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores	2018/2019 CAASPP Scores	10% increase in ELA and Math CAASPP scores in 2019-2020

Planned Strategies/Activities

Strategy/Activity 1

Art teachers to teach monthly classes to students in primary grades.

Students to be Served by this Strategy/Activity

All students

Timeline

8/29/2018 - 6/13/2019

Person(s) Responsible

Art teacher, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	Parent-Teacher Association (PTA/O)
Description	Art Teacher VSA

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

Timeline

8-28-19 to 6-11-20

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Mathematics

Goal Statement

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.

LCAP 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. Close the Achievement Gap.

Basis for this Goal

Interim Assessments and on-going site assessments, 20118/19 CAASPP data and district assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data, monthly school assessments by grade level	2018-2019 CAASPP data.	10% increase in scores on all sub groups.

Planned Strategies/Activities

Strategy/Activity 1

MTSS team reviews assessments on a monthly basis and recommends supports for struggling students

Students to be Served by this Strategy/Activity

All students

Timeline

8-28-19 to 6-11-20

Person(s) Responsible

MTSS Team

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	8532
Source	Title I Part A: Allocation
Description	Math intervention para-educator

Amount	6575
Source	LCFF - Base
Description	Math intervention para-educator

Amount	1600
Source	LCFF - Supplemental
Description	Math intervention para-educator

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Technology

Goal Statement

The site has an LCD projector and document camera, at minimum, in all classrooms for instruction. Over 200 Chromebooks are used K-6th grade for use in instruction, assessment, and intervention.

LCAP Goal

Goal 2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission. 21st Century Learning.

Basis for this Goal

Assessment data from district assessments and SBAC testing is used to monitor student progress.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data 2018/19	CAASPP Data 2017/18	10% decrease in non-proficient student scores is ELA and Math

Planned Strategies/Activities

Strategy/Activity 1

Instructional Technology Support in all classrooms

Students to be Served by this Strategy/Activity

Timeline

8-28-19 to 6-11-20

Person(s) Responsible

Director of Technology, Site Principal

Proposed Expenditures for this Strategy/Activity

Amount	31,000
Source	District Funded
Description	ITS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	
	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Multi-Tiered Support Systems (MTSS)

Goal Statement

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. Birch Lane will continue to Implement Positive Behavior Interventions Strategies (PBIS) to increase positive behavior in all students and celebrate using student recognition assemblies and blend this program with MTSS.

LCAP Goal

Goal 4: Develop and implement a system that enables each student to set and pursue academic, social, and personal goals. Use a cycle if learning and interventions to support academic and Social Emotional Learning. Close the Achievement Gap, 21st Century Learning and Safe and Inclusive Learning Environment.

Basis for this Goal

Student school climate surveys, playground referrals, CAASPP scores, PBIS data, Classroom assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS Data systems, CAASPP Scores, classroom assessments	data from 2018/19 school year	90% of students receive less than two referrals per year, decrease of at least 10% of all underperforming students in mathematics and English Language Arts.

Planned Strategies/Activities

Strategy/Activity 1

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/MTSS to make decisions to support children.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/28/19-6/11/20

Person(s) Responsible

Kindergarten through sixth grade teachers, kindergarten through sixth grade students, classified employees, parents, school counselor, Principal MTSS Team.

Proposed Expenditures for this Strategy/Activity

Amount	89012.
Source	District Funded
Description	Counselor 1.0 FTE supporting students K-6 with explicit instruction in classes and in small group for Social Emotional Learning. Support 504, PBIS, and MTSS Teams.
Source	None Specified
Source	None Specified
Source	None Specified

Strategy/Activity 2

Develop and implement an MTSS system to monitor student progress and develop Tier 2 and Tier 3 interventions. Systematize the SST process, implement i cycles of learning and intervention, record and analyze data through academic conferences, MTSS, PBIS, CAASPP, and classroom assessments to monitor and support student progress.

Students to be Served by this Strategy/Activity

All students

Timeline

8-28-19 to 6-11-20

Person(s) Responsible

MTSS Team, principal

Proposed Expenditures for this Strategy/Activity

Amount	4200
Source	Title I Part A: Allocation
Description	MTSS Instructional Support Specialist
Amount	5000
Source	LCFF - Base
Description	MTSS Instructional Support Specialist
Amount	3700
Source	LCFF - Supplemental
Description	MTSS Instructional Support Specialist

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

All 4th Grade Students

Timeline

8/28/19-6/11/20

Person(s) Responsible

Administration, 4th grade teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	Parent-Teacher Association (PTA/O)
Description	Touch of Understanding Assembly fee

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All students

Timeline

A Para III trained staff member will support climate using data from PBIS/MTSS Team.

Person(s) Responsible

MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	2193
Source	Title I Part A: Allocation
Budget Reference	None Specified
Amount	9700
Source	LCFF - Base
Amount	12500
Source	District Funded
Amount	8520
Source	LCFF - Supplemental
Amount	4489
Source	LCFF - Supplemental
Description	Before, during, and after school Intervention for underperforming students.

Strategy/Activity 5

Academic Conferences

Students to be Served by this Strategy/Activity

All students

Timeline

8-28-19 to 6-11-20

Person(s) Responsible

MTSS Team, principal

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	District Funded
Budget Reference	None Specified
Description	Academic Conferences four times yearly and release time for teacher to analyze student data and design effect instruction and intervention.

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified
Source	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified
Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

The number of students who score non-proficient on the CAASPP test during the 2019020 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Student data	Green	Green

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Assist students reading below grade level in kindergarten through sixth grade with small group reading and writing instruction and Reading Room support (push-in/pullout). Close Reading in small groups with teacher and	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). C	Reading para-educator FTE, multiple positions Title I Part A: Allocation 49915	
		Para-educator push-in/pull out, Grade K-6 None Specified	
		None Specified	
		None Specified	
		None Specified	
		None Specified	
		None Specified	
		None Specified	
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	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	Release days for Academic Conferencing District Funded 6,000	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
instruction and interventions they need to be successful.	instruction and interventions they need to be successful.		
		None Specified	
		None Specified	

Analysis

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

All students are assessed and those performing below grade level are identified for support through Reading Room (ELA) or mat para-educator (math) support. Data is analyzed at monthly MTSS meetings for 2019-20.

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

Out of 86 third graders, 12 are reading below grade level at a level M or below (which would be a 1 or 2 on the report card).14% of the grade level is reading below grade level and 86% of the grade level is reading at a level N or above with is a 3 or 4 on the report card. According to the CA Dashboard All Student scores were in the green but declined slightly in ELA and Math.

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

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

Our Academic Conference system to review data will be modified into an MTSS System with monthly review of SEL and Academic data.

Annual Review and Update

SPSA Year Reviewed: 2018-19

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The EL paraeducator meets daily with students identified as through ELPAC examination. The paraeducator delivers required designated ELD minutes of instruction.		EL Paraeducator FTE .4 LCFF - Supplemental 4411	
		None Specified	
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 .5 EL Specialist which is augmented in the site plan with .2 FTE to support our growing EL population.		EL Specialist, .50 FTE District Funded 43,000	
		EL Specialist, .0 FTE LCFF - Supplemental 16800	
		None Specified	
		None Specified None Specified	
		None Specified	
		None Specified	
		None Specified	
		None Specified	

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

Analysis

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

English Language specialist and para-educator support

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

77% of our EL population scored well developed or moderately developed in 2018-19

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

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

More frequent assessments in 2019-20 school year through MTSS model.

Annual Review and Update

SPSA Year Reviewed: 2018-19

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Art teacher to teach monthly classes to students in primary grades.		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.		District Funded	

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2018-19

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP data and school assessments	68% of all students proficient	58% of all students proficient

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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. Our Neighborhood Program uses our Math para-educator to support underperforming students by identifying students in need of support. Classes send half of their classes to PE and keep half the class to work in small group for instruction. The math para-educator pushes into one class to support math learning. The math para-educator works with students identified through on-going assessment as performing in the lower quadrant of math learning in grades 4-6 through our MTSS process.	Math para-educator support in coordination with PE support	Math intervention para-educator Title I Part A: Allocation 8532	
		Math intervention para-educator LCFF - Base 6575	
		Math intervention para-educator LCFF - Supplemental 1600	

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

Analysis

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

Monthly MTSS meetings to identify underperforming students.

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

Our School Dashboard showed a slight decrease in scores for all students in 2017-18.

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

We anticipate increasing grade level wide assessments in math for the 2019-20 school year to more closely monitor student achievement.

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

We anticipate increasing grade level wide assessments in math for the 2019-20 school year to more closely monitor student achievement and anticipate a need for before, during, or after school intervention.

Annual Review and Update

SPSA Year Reviewed: 2018-19

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Data	105 reduction in non-proficient students	slight decline is 2017-18 CAASPP Scores in ELA and Math

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Instructional Technician Specialist (ITS)(.5 FTE) responsible for technology support		Instructional Technician Specialist (ITS) .5 FTE District Funded 25,500	
		None Specified	
		None Specified	

Analysis

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

Technology support in K-6 classrooms.

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

Difficult to make direct conclusions from CAASPP data regarding technology use and proficiency.

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

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

Annual Review and Update

SPSA Year Reviewed: 2018-19

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.		Counselor 1.0 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.		Student Planners Parent-Teacher Association (PTA/O) 500	
4th grade students will experience a half day Touch of Understanding presentation to help them		Touch of Understanding Assembly fee Parent-Teacher Association (PTA/O) 1,500	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
be more accepting of their own disabilities and those of others.			
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.		None Specified Title I Part A: Allocation 2193 LCFF - Base 9700 District Funded 12500 LCFF - Supplemental 8520	
Outdoor Education- Sly Park		Outdoor science camp, 6th grade None Specified None Specified	

Analysis

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

MTSS Team analysis student data in academics and behavior to plan intervention and best first instruction.

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

87.24% of all students received less than 2 behavior referrals, 6.5% received between 2-5 referrals and 6.2% received 6 or more referrals for the 2018-19 school year.

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

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

PBIS will blend into MTSS for the 2019-20 school year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 7

Develop and implement an MTSS 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SWIS, CAASPP and assessment data	10% decrease in non-proficient students scores in ELA and Math	Slight increase in non-proficient scores in ELA and Math

Strategies/Activities for Goal 7

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The MTSS/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.		MTSS and Instructional Support Specialist (.2 FTE) Title I Part A: Allocation 4200	
		MTSS and Instructional Support Specialist LCFF - Base 5000	
		MTSS and Instructional Support Specialist None Specified 3700	
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. We will be integrating MTSS practices and Academic Conferences in the 2019-20 school year.		See Academic Conferencing. District Funded 6000	
Before, during, and after school intervention. Credentialed teachers will provide Tier II and Tier III academic intervention based upon assessment		Before, during and after school intervention LCFF - Supplemental 4489	
		None Specified	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
data for underperforming students.		None Specified	

Analysis

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

MTSS Team will meet monthly to analyze data regarding SEL and academics

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

CAASPP scores showed slight decrease in ELA and Math scores.

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

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

PBIS and Academic conferences will blend into MTSS.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	344,647.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	77840	0.00
Title I Backfill – Supplemental		
LCFF - Base	21,275	0.00
LCFF - Supplemental	39,520	0.00
District Funded	196512	0.00
Parent-Teacher Association (PTA/O)		

Expenditures by Funding Source

Funding Source	Amount
District Funded	196,512.00
LCFF - Base	21,275.00
LCFF - Supplemental	39,520.00
Parent-Teacher Association (PTA/O)	9,500.00
Title I Part A: Allocation	77,840.00

Expenditures by Budget Reference

Budget Reference	Amount
	263,159.00
None Specified	8,193.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	12,500.00
	District Funded	178,012.00
None Specified	District Funded	6,000.00
	LCFF - Base	21,275.00
	LCFF - Supplemental	39,520.00
	Parent-Teacher Association (PTA/O)	9,500.00
	Title I Part A: Allocation	75,647.00
None Specified	Title I Part A: Allocation	2,193.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory
	Committee Other: PBIS, Rti

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

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

This SPSA was adopted by the SSC at a public meeting on 5-7-

2018. Attested:
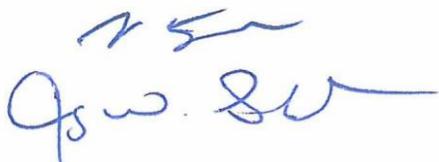
	Principal, Jim Knight, Principal on May 25, 2019
	SSC Chairperson, Jay Shumaker on May 25,
	2019

Addendum

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

Instructions: Linked Table of Contents

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

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

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

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

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