

# The Single Plan for Student Achievement

**School:** Birney Tech Academy  
**CDS Code:** 19645276013304  
**District:** El Rancho Unified School District  
**Principal:** Kendall Goyenaga  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

**Contact Person:** Kendall Goyenaga  
**Position:** Principal  
**Phone Number:** (562)801-7600  
**Address:** 8501 Orange Ave.  
Pico Rivera, CA 90660  
**E-mail Address:** kgoyenaga@erUSD.org

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## **School Vision and Mission**

### **Birney Tech Academy's Vision and Mission Statements**

Birney Tech Academy will serve as the foundation for the academic future of our students where we will use our resources, including innovations in technology, to provide the fundamentals of education for a diverse population. We will maintain a safe and disciplined environment for all students so that all students can achieve to their ability.

The mission of the school is to create a learning environment that promotes excellence, encourages high expectations for success through a rigorous curriculum, and promotes a safe, caring and supportive school environment that will prepare students to become lifelong learners and global citizens; all in effort to succeed academically, intellectually, socially, emotionally, and culturally through the support of our parents, teachers, and community members.

## **School Profile**

Birney Tech Academy is at the south end of the city of Pico Rivera. It is surrounded by single family homes in a working class community in which the cultural make-up is predominately Hispanic. Our school enrollment includes approximately 450 students in grades TK/K-5. The school's population is served by 16 regular education teachers and 2 Specialized Academic Instruction teachers. All teachers meet applicable State certification and licensure requirements. Additional support is provided by one Resource Specialist Program teacher, one Speech Pathologist, one shared Adaptive Physical Education teacher, and one Digital Learning Coach that supports student achievement and teacher development in all subject areas, including Language Arts and Mathematics.

Birney provides many different academic and social enrichment opportunities for all of the students. The extended day program is available through after school tutoring, targeted intervention classes, and the REACH program. Services are provided to students in the Speech and Language program. The school maintains a library and students have access to the Accelerated Reader (AR) program. Education is enriched and extended outside the traditional classroom setting through field trips, performing arts assemblies and technology, as all classrooms are connected to the Internet and all students have access to a technology device. After school tutoring includes services in the areas of Language Arts, Mathematics, and English Language Development, through the English Learner Literacy Support Class (ELLSC). Parents at Birney take an active role in PTO, Dad's Club, School Site Council and English Learner Advisory Council, and as volunteers in the classroom. We also have parent education workshops available to the community.

Birney is one of eight elementary schools within the El Rancho Unified School District that provides Transitional Kindergarten (TK), which is a bridge between preschool and kindergarten for children turning 5 years old between September 2nd and December 2nd of the 2017-178 school year. It is a two-year program based on kindergarten standards and designed to support young 5 year olds. Entering TK students are provided transitional support through a variety of activities. TK provides children with an opportunity to learn in an enriching and academically challenging environment that nurtures growth.

Birney Tech Academy is committed to providing a safe and orderly educational environment. All students participate in the District's Positive Behavioral Interventions and Supports (PBIS) program, Character Counts Program and Olweus Bullying Prevention Program, and TK-2nd grade students participate in the Good Behavior Game Program. All the programs are available through several grants obtained by the Student Services Office. The grants also assist in providing mental health services for students and their families.

The goal for all Birney students in all academic areas is meeting state established standards. Progress toward this goal is monitored through site and district common assessments, state assessments, California English Language Development Test (CELDT), and the English Learner reclassification rate. Monitoring of progress indicators takes place on an on-going basis as data drives all instruction and extended day programs. In support of our objective the El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the El Rancho Unified School District Teacher Support and Induction Programs.

All federal, state and local services and programs are coordinated and integrated at Birney as outlined throughout the SPSA plan.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

Parents expressed a high degree of satisfaction with the role and the services provided to them and their children by Birney Tech Academy. On survey questions regarding school to home communication, 90% responded an appropriate system is in place. When asked specifically about receiving information about curriculum and standards, 76% of parents said they do. Ninety-one percent of parents feel that involvement in the child's education is valued by the school. Eighty percent of the parents expressed there are many opportunities for families to be involved with Birney on a regular basis. Parents ranked Study Skills as their number one concern about their child's academic achievement. This was followed by Budget cuts and English language arts skills.

The following conclusions can be drawn from the parent survey:

1. An appropriate system of school to home communication is in place.
2. Parents feel their involvement and participation is valued.
3. There is room for the school to improve in informing parents on curriculum and standards.
3. Math Skills is the number one concern regarding their child/children's education.

In response to a staff survey, teachers identified areas in which the school is performing at a proficient or exemplary level and areas for improvement. Teachers felt very strongly (100%) that our school has a clear vision that is focused on student learning outcomes. Eighty-eight percent of teachers responded that curriculum and instruction are well coordinated and aligned with the State's Common Core Standards. Eighty-eight percent of teachers responded that assessment results are used to guide instruction to meet student needs. One hundred percent of teachers said curriculum and instruction are evaluated to ensure student needs are being met. Teachers (82%) felt different opportunities are used by staff to build parent relationships in order to increase communication and involvement. Seventy-six percent of teachers expressed that all professional development is related to curriculum and instruction and 76% felt professional development is on-going and relevant to current educational practices. All teachers responded that technology is routinely integrated into the curriculum.

The following conclusions can be drawn from the staff survey:

1. Our school had a clear vision focused on student learning outcomes.
2. Technology is routinely integrated into instruction.
3. There is room for the school to improve the alignment of the curriculum to the standards.
4. A need exists to continue to improve the quality of student work.

### **Classroom Observations**

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

Classroom observations at Birney are ongoing throughout the school year; both types of formal or informal observations take place. Typically conducted by the administrator, observations are often used to monitor the implementation of district and site initiatives and to provide teachers with constructive feedback aimed at improving instruction. Observations also take place in the form of walkthroughs, conducted by district administration and board members, alongside the site administrator.

The following conclusions can be drawn from classroom observations:

1. Technology integration is part of the instruction and learning process.
2. Project Based Learning (PBL) is taking place across the grade levels.
3. Students are being presented with appropriate grade level standards.

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

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

The following state and local assessments are used to modify instruction and improve student achievement:

**CAASPP/Smarter Balanced Assessments:** The Smarter Balanced Assessment System utilizes computer adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English–language arts (ELA) and mathematics. The Smarter Balanced Assessment System has three components: the Summative Assessments, designed for accountability purposes; Interim Assessments, designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes.

**California Science Test (CAST):** An online test based on the California Next Generation Science Standards. A field CAST will be administered to all eligible 5th graders during the Spring of 2018. The CAST pilot uses the current California Assessment of Student Performance and Progress test delivery system and will only be administered online.

**California English Language Development Test (CELDT):** Results of the CELDT are used to assign students to their appropriate ELD level. They are also used for re-designation of students.

**English Language Proficiency Assessments for California (ELPAC):** Beginning in 2017–18, the ELPAC will be the successor to the California English Language Development Test (CELDT) and the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

**District Assessments (EADMS):** Teachers use the results of the assessments to modify instructions and analyze how students perform based on the district identified state standards.

**Local Assessments:** Monitor ongoing progress of grade level standards identified by core textbook unit and chapter tests. Teachers use results to modify teaching strategies and instruction.

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

Data analysis presents the administration and teachers the opportunity to pinpoint areas of student academic strength and weakness. Data analysis facilitates a very prescriptive approach to decision-making in the areas of academic programs, implementation of instructional strategies, and extended day programs. A key component of data analysis is grade level collaboration that leads to modification of instruction to meet student academic needs.

Grade level members collaborate and discuss results, identifying areas where students performed well or poorly. In addition, teachers analyze the structure of assessments and design instruction to assist students who fell below the desired level on the standards tested.

## Staffing and Professional Development

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

El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the BTSA Consortium.

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

All students are instructed by highly qualified teachers, meeting the required credential for the content area assigned.

Teachers and staff continue to grow professionally to allow access to the best strategies and practices in instruction in order to increase student academic achievement and develop new instructional strategies to re-mediate the needs of low performing students.

Through the District's professional development opportunities, the principal and team of teachers are trained in strategies to improve student achievement in English language arts and mathematics. Professional development is also provided by District Administration and Categorical Office. Professional development provided by the district includes training in student engagement, direct instruction, Project Based Learning (PBL), and 21st Century Skills.

Teacher representatives attend the different District Curriculum Councils, in the areas of English Language Arts, Mathematics, Science, and Visual and Performing Arts. The Council facilitates data analysis, provides training on instructional strategies for all students, including English Learners through the ELPCT program, and both receive and provide information about the curriculum.

The principal, digital learning coach, and a team of teachers attend conferences in order to keep current with trends in elementary school education and gather information and learn strategies effective in raising student achievement.

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

Professional development opportunities at Birney include a selection of on and off-site training, conferences, grade level collaboration, and site workshops. All staff development is focused on raising student achievement through standards-based instruction.

Input from administration and certificated staff regarding staff development is gathered from the Common Core State Standards and analysis of site and district assessment scores.

The administration and digital learning coach also meet with grade levels and individual teachers to analyze data and review teaching strategies.

Teachers who are teaching the extended day English Learner Literacy Support Classes (ELLSC) are also provided professional development by the district. The goal of these classes is to ensure English Learners continue to develop English language proficiency and are able to meet state academic content standards.

As the budget allows, administration and teachers attend conferences and workshops to keep up with current trends in their academic areas, receive training in methods to raise student achievement, see state of the art technology, review instructional materials, and network and share ideas with other educators.

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

Ongoing instructional assistance and support for teachers are provided at both the district and site level. The teachers participate in weekly grade level and site meetings in order to address initiatives and to collaborate with one another.

At the District level, teachers are able to meet and collaborate with other colleagues from other sites. The meetings and collaboration allow the teachers to network and share best practices with other educators, as they develop lessons and PBL activities.

Teacher representatives attend the different District Curriculum Councils and Leadership Series workshops and are responsible to disseminate information in efforts to provide support to the teaching staff.

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

Collaboration is ongoing and it takes place, formally, on a weekly basis. Collaboration takes place in the form of data analysis, curriculum development, lesson planing, and to learn and discuss strategies that support and increase student achievement. Informally, collaboration takes place almost daily; as teachers are in constant dialogue with one another.

### Teaching and Learning

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

The following are the core texts for all core content areas:

English Language Arts: Houghton Mifflin

English Language Development (ELD): Hampton-Brown

Mathematics: Houghton Mifflin Harcourt

Social Studies: Scott Foresman

Science: MacMillan/McGraw-Hill

Each student at Birney Tech Academy has the appropriate grade-level textbook for each of their academic areas. All textbooks and resource guides are aligned to the district/school guidelines for all grades, which are adopted and approved by the California Department of Education. Thematic Units and Thematic Tests are aligned to the curriculum in grades 1-5. Assessments are aligned to the Houghton Mifflin curriculum. Accelerated Reader assessments and resources are aligned to the curriculum in grades K –5th.

Technology integration is a key factor for Birney's continuous alignment of curriculum and instruction in the areas of literacy and mathematics. The goal is to improve learning by providing students with opportunities that enhance 21st Century skills through the use of technology and digital activities. With the transitioning to the California Common Core Standards, the objective is to effectively use technology to support curricular goals with four key components of learning: active engagement, participation in groups, frequent interaction, and feedback, and connection to the real world. Some of the ways technology is integrated in order to increase engagement and achievement include online learning and blended classrooms, project-based activities, game-based learning and assessment, learning with various devices, web-based projects exploration and research, student created media, and collaborative online tools.

Instructional strategies: Whole group instruction is used to teach grade level standards. However, all K-2nd grade teachers will provide Language Arts instruction to students at their identified instructional level during intervention time. Students will be divided into small groups to provide instruction according to test and assessment data that indicates where identified students are having difficulty mastering a specific standard. Students in 3rd-5th grade will receive intervention support, based on teacher recommendation and assessment data that indicates where identified students are having difficulty mastering a specific standard or skill. Another instructional strategy used at Birney is cooperative learning where small groups of students work together to complete a task or develop a project. Many teachers also use cooperative partners and shared learning as a teaching strategy. These methods involve students working in pairs to provide peer reinforcement. Project Based Learning (PBL) has become another strategic tool to drive the curriculum and student learning.

Instructional teaming, based on student ability, is also used by teachers to teach mathematics. Teachers use this as an instructional strategy that allows them to pace the concepts being taught at the students' ability. Team teaching also takes place in several grade levels in the areas of Social Science, Science, and English Language Development. By dividing the classrooms, students develop skills in three separate disciplines while encountering various teaching styles. Peer interaction is emphasized by combining classrooms of various students in order to create a positive learning environment. Technology and Arts integration are also part of the team teaching concept.

Program Structure: Teachers adhere to the required instructional minutes per grade level. There is also an afterschool REACH program, that is supported by the city of Pico Rivera's Department of Parks and Recreation. An afterschool program and Saturday program extend instruction at specific times throughout the year, through a tutorial program that is aligned to the district adopted state curriculum.

Student performance is assessed using the following: State assessments and interim assessments for 3rd-5th grade; district common assessments; California English Language Development Test (CELDT), for identified English Learners, once a year; Avenues Assessments in English Language Development (ELD) for kinder-5th grade students, every trimester; Accelerated Reader (AR), K-5th grade students, varies per grade level; Language Arts, through textbook assessments for Kinder-5th grade students, varies per grade level; Math, Science, Social Studies, for kinder-5th grade students, at end of assigned chapters.

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

The teaching staff follows the approved instructional schedule set with the required instructional minutes. Each grade level has embedded the recommended instructional time for reading/language arts and mathematics within the instructional schedule.

At the primary level, the recommended two and one-half hours of instructional time is allocated to language arts instruction daily. This time is given priority and is protected from interruption. In grades four through fifth, two hours of instructional time are allocated to language arts instruction daily through core instructional periods.

Adequate time is also allocated to mathematics. Every day all students receive at least 50 to 60 minutes of mathematics instruction. Additional instructional time is allocated for students who are, for whatever reason, performing substantially below grade level in mathematics. During the great majority of the allocated time, students are active participants in the instruction.

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

The intervention opportunities seek to prevent academic failure through a series of instructional interventions. During the intervention programs, students receive assistance in their areas of academic deficiency. Students are chosen for the various interventions based on multiple measures such as district benchmark assessments, grades, classroom assessments, and teacher recommendations.

Response to Intervention (RTI) provides small student groups instruction according to identified student levels, both in language arts and mathematics.

English Language Development (ELD) provides support to English Learners based on their current academic level in order to ensure EL students with the continued development of English language proficiency and are able to meet challenging state academic standards.

Technology integration provides an opportunity for interventions through the delivery of content and instruction via digital and online media. Students work individually or in small group centers.

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

All instructional materials are available to all students and student subgroups, including Title I and socioeconomically disadvantaged students.

All students have access to the state-adopted textbooks in the core subjects of English language arts, mathematics, social studies, and science. All adopted textbooks are aligned with California State Standards and additional resources are used to bridge them to the new California Common Core Standards. Supplemental materials used in the classrooms are the Houghton Mifflin Language Arts Program: "Extra Support Handbook," "Challenge Handbook," and "English Language Development Support Handbook," which provide pre-teaching and re-teaching lessons and also offer multiple ways of explaining a concept and flexibility in pacing. The Houghton Mifflin Language Arts program provides decodable books and "I Love Reading" books to supplement phonics, fluency, comprehension and spelling pattern lessons. Leveled Readers from the Houghton Mifflin Medallion series are also being used by 1st-5th grade teachers to support instruction during RTI time. All supplemental English

language arts materials are purchased with district funds.

English Learners (ELD level): All English Learners have access to the state-adopted textbooks in the core subjects of English language arts, mathematics, social studies, and science. All adopted textbooks are aligned with California State Standards and additional resources are used to bridge them to the new California Common Core Standards. In addition to the state adopted textbooks, English Learners have access to materials from the Avenues series purchased with district funds.

Special Education: All Special Education students have access to the state-adopted textbooks in the core subjects of English language arts, mathematics, social studies, and science. All adopted textbooks are aligned with California State Standards and additional resources are used to bridge them to the new California Common Core Standards. Special Day Class students also have access to the curriculum through materials provided by the District Office of Special Education.

Core textbooks are selected by district textbook committees. Supplemental instructional materials for the site are selected through the collaboration of teachers in the applicable academic area.

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

All students have access to the state-adopted textbooks in the core subjects of English language arts, mathematics, social studies, and science. All adopted textbooks are aligned with California State Standards and additional resources are used to bridge them to the new California Common Core Standards. Supplemental materials used in the classrooms are the Houghton Mifflin Language Arts Program: "Extra Support Handbook," "Challenge Handbook," and "English Language Development Support Handbook," which provide pre-teaching and re-teaching lessons and also offer multiple ways of explaining a concept and flexibility in pacing. The Houghton Mifflin Language Arts program provides decodable books and "I Love Reading" books to supplement phonics, fluency, comprehension and spelling pattern lessons. Leveled Readers from the Houghton Mifflin Medallion series are also being used by 1st-5th grade teachers to support instruction during RTI time. All supplemental English language arts materials are purchased with district funds.

Opportunity and Equal Educational Access

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

Services provided by the regular program to enable under-performing students to meet standards are as follows:

Project Based Learning: Teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.

21st Century Skills: Students build competencies valuable for today's world, such as problem-solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.

Technology integration provides students with opportunities that enhance 21st Century skills through the use of technology and digital activities. Some of the ways technology will be integrated are: online learning and blended classrooms, project-based activities, game-based learning and assessment, learning with various devices, web-based projects exploration and research, student created media, and collaborative online tools.

Intervention Best Practices: Teachers have the opportunity for grade level collaboration, data analysis, and lesson planning during regularly scheduled staff meetings and modified days. The Instructional Coach provides assistance to all teachers to help improve student achievement and the teacher's instruction of reading by using a variety of methods and strategies that incorporate the Houghton Mifflin Language Arts program, and other language arts resources. During intervention, different instructional strategies and resources are used to reinforce phonemic awareness, reading comprehension and fluency. Through structured teacher collaboration and data analysis, K-5th grade teachers use data from different sources to plan and modify instruction.

Instructional practices: Additional support for Houghton Mifflin Language Arts is provided by the use of the "Extra Support Handbook". This provides pre-teaching and re-teaching lessons and also offers multiple ways of explaining a concept and flexibility in pacing. The math curriculum provides the "Intervention Strategies Handbook" which provides pre-teaching lessons and activities that target the prerequisite skills necessary for students to succeed in the regular program and through the "Re-

teaching Handbook”, which provides alternative strategies for presenting concepts including addressing different learning modalities. The Science and Social Science teacher editions provide a variety of re-teaching strategies and alternative ways to provide multi-sensory learning and modify instruction.

English Language Development (ELD): ELD utilizes the “English Language Learner Handbook” which provides a variety of ways to explain a concept by using graphic organizers and realia to accompany oral and written instructions. K-5th grade utilizes the Avenues ELD program which is aligned to the standards. Strategies are taken from the “SDAIE Guide” and Avenues program.

Student Study Team (SST): The SST can be initiated by the parent, teacher or administrator. It is a referral to address the academic, behavioral and emotional concerns that the staff member or parent has regarding the student. It provides an opportunity to discuss and communicate ideas for interventions and modifications for a student's instruction, behavior support, and/or other counseling referrals. SST is also the first meeting held to identify any possible learning disabilities (through testing and assessment) and provides additional staff support if needed (speech and language, RSP, counseling, and tutorial).

Accelerated Reader: Accelerated Reader motivates all students, including underperforming students, and supports the student at grade level or higher to read more books for the purpose of raising reading fluency and comprehension skills through computerized tests. Utilizing the students’ Lexile, students are able to select books at their reading ability promoting their enjoyment of reading.

Instructional Teaming: Instructional teaming is used by teachers to allow them to pace the concepts being taught in subject areas such as math, social studies, science, and/or physical education, at the student’s ability. This allows the teacher to provide additional reinforcement by having the students grouped by ability levels.

Instructional Aides: School staff which provides additional support for students in the classroom by providing reinforcement in meeting the standards in small groups or on an individual basis.

College Tutors: School staff which provides additional support for underperforming students in small groups or on an individual basis.

Cross-age tutors: Student council representatives serve as tutors for underperforming students on an individual basis.

Tutoring and Extended day programs: The programs consist of additional support and instruction to identify students that are achieving below grade level standards.

Academic and Attendance Awards: Students are given a positive, school-wide, trimester recognition for perfect attendance and academic performance. This motivates them to attend school daily and to meet academic expectations.

REACH: REACH is an afterschool program where students are presented with academic help, enrichment, and recreational activities.

#### 14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are as follows:

- Higher Order Questions/ Depth of Knowledge (DOK)
- Close Reading
- Checking for understanding
- Setting lesson objectives
- Activating prior knowledge
- Developing students’ skills by explaining, modeling, and demonstrating
- Scaffolding
- Using guided practice
- Differentiation
- PBL Protocols

## Parental Involvement

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

There are various family, school, district and community resources to assist low performing students. The following characterizes the current status of student achievement and educational practices at Birney Elementary:

Positive Behavior Interventions and Support (PBIS): School-wide emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments

CHARACTER COUNTS!: Encourages students, with the support of teachers, staff and parents, to develop character by following the "Six Pillars of Character," which are Trustworthiness, Responsibility, Respect, Fairness, Caring, and Citizenship in their everyday decisions.

School Site Council (SSC): The responsibility of the SSC is both decision-making and advisory. It is also to develop a school improvement plan and to maintain communications with the School Board, parents, staff, students, and community. The SSC also approves the annual school categorical budget and updates the school improvement plan on a continuing basis.

English Learner's Advisory Council (ELAC): Advises and is involved in decision making about the support services for English Language Learners.

DAC and DELAC: The District Advisory Council and District English Learner Advisory Council meet monthly with representatives from each of the district school's SSC's and ELAC's. The representatives act as liaisons between the district and site councils.

Recreation & Education Accelerating Children's Hopes (REACH): Academic enrichment program provided by the city of Pico Rivera Department of Parks and Recreation that gives students extended experiences in fine arts, language arts, physical education, and support with homework.

Parent Teachers Organization (PTO): Parent and teacher organization that helps and supports student activities through fundraising and promoting school pride. PTO also promotes student achievement by providing additional incentives during state testing and for academic achievement during student of the month.

Dads Club: An organization of retired teachers, dads, moms, teachers and community members that help and support student activities through fundraising and promoting school pride. Dads Club also promotes student achievement by providing additional incentives for students during state testing and for academic achievement during student of the month.

Cross-Age Tutors: Student Council Representatives are trained to tutor in the primary grades.

College Tutors: Reinforce instruction for individual and small groups of students, as directed by the teacher.

Instructional Aides: School staff which provides additional support for students in the classroom by providing reinforcement in meeting the standards in small groups or on an individual basis.

After School Tutorial Program and Saturday School: The program consists of teachers providing additional support and instruction to identified students that are not meeting the standards.

Field Trips: Provide extended learning through real-life experience in language arts, math, science and social studies.

Accelerated Reader: Monthly awards and recognition are given to students who reach their reading goals.

Student of the Trimester: Students from each class are recognized at the end of the trimester for academic achievement and citizenship to enhance self-esteem and student achievement.

The school offers a variety of opportunities for parent involvement. The goal is to make these opportunities convenient and available to all parents. All involvement opportunities are conducted in a language the parents can understand.

Meetings held during the year are: Back to School Night, Parent Conferences, Parent Conferences for students failing to meet academic standards, Title I Parent Meeting.

Activities in which parents may participate are as follows: Fundraising Activities, Volunteering Opportunities, Student of the

Trimester Awards, Lunch with Someone Special, Sports Family Night, Fall Carnival, Special Events, 5th grade promotion, Dad's Club, and PTO.

Training and workshops in which parents may participate are as follows: Parent to Parent Workshop, Parent Academy, School Smarts, Parenting Workshops through Safe Schools/Healthy Students Grant, Hispanic Outreach Taskforce Conference. Governance opportunities areas: School Site Council and the English Learner Advisory Committee.

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

Parents, staff, and community members participate in developing, implementing, and evaluating core and categorical programs. Parents and Staff participate via surveys and involvement in School Site Council.

The School Site Council is required to serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. Regarding the development, implementation, and monitoring of the SPSA, the School Site Council has the responsibility for the following duties:

- Analyzing and evaluating the academic achievement of all students in the school
- Recommending the school plan including related budget expenditures to the local governing board
- Providing ongoing monitoring of the implementation of the plan and budgets/expenditures
- Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed
- Annually evaluating the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students

## Funding

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

Services provided by categorical funds to enable an underperforming student to meet standards are as follows:

English Learner Literacy Support Class (ELLSC): These classes are scheduled to be funded by the district this year. English Learners will attend afterschool classes that meet twice weekly. Teachers also use supplementary standards-based English language arts materials.

Intervention and Enrichment Programs (Afterschool): After school tutorial provides small group instruction to identified students not meeting the standards. Tutoring is provided by a certificated teacher for identified students not meeting grade level standards for language arts and math.

College Tutors: Tutors provide additional support for students in the classroom by providing reinforcement in meeting the standards in small groups or on an individual basis during Language Arts and Math.

Field Trips: Field Trips provide activities to link classroom instruction to real-life experiences to motivate students to learn and engage in instruction.

Technology: Students have access to technology through the computer lab and classroom and library computers. Teachers use iPads, computers, LCD projectors, and visual presenters to effectively deliver curriculum to students. Technology integration provides students with opportunities that enhance 21st Century skills through the use of technology and digital activities. Some of the ways technology will be integrated are: online learning and blended classrooms, project-based activities, game-based learning and assessment, learning with various devices, web-based projects exploration and research, student created media, and collaborative online tools. Technology is purchased with categorical funds.

Student Assessment by IO Education: Teachers use Student Assessment as a tool to assess students. Assessments are aligned with pacing guides and state standards. Common assessments are given throughout the year and teachers review student data on an ongoing basis to modify instruction so that it meets the needs of students who are not meeting the standards.

Digital Learning Coach: Works to support teachers in the integration of technology into the curriculum. Facilitates and organizes professional development based on instructional and staff needs. Coordinates data analysis meetings and supports teachers to

modify instruction to meet needs of all students.

District Curriculum Councils: Our district provides our site with resources that support our teachers with training and staff development to enhance instruction, student engagement, and student achievement.

18. Fiscal support (EPC)

School site allocations include the following resources: Title I and Base Funds.

## Description of Barriers and Related School Goals

Teachers identified the following school, district, and community barriers to improvements in student achievement.

(Percentages represent the percent of teachers who identified these items as barriers).

### School Barriers:

Large class sizes (88%)

Student absences (65%)

High mobility of students in foster care system (65%)

### District Barriers:

Large class sizes (88%)

Lack of funding (76%)

Lack of consistent district leadership (65%)

Teacher turnover (65%)

### Community Barriers:

Lack of parental support in dealing with academic progress (71%)

Excessive student absences (70%)

Lack of parental support in dealing with student behavior (76%)

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	72	68	83	72	66	82	72	66	82	100.0	95.7	98.8
Grade 4	88	82	75	88	79	74	88	79	74	100.0	96.3	98.7
Grade 5	83	94	73	83	92	73	83	92	73	100.0	97.9	100
All Grades	243	244	231	243	237	229	243	237	229	100.0	96.7	99.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2406.8	2405.3	2405.5	13	20	13.41	26	18	21.95	32	30	34.15	29	32	30.49
Grade 4	2390.4	2412.2	2425.6	3	10	12.16	9	18	24.32	22	24	20.27	66	48	43.24
Grade 5	2424.9	2428.6	2476.6	5	3	10.96	12	16	35.62	24	25	15.07	59	55	38.36
All Grades	N/A	N/A	N/A	7	10	12.23	15	17	27.07	26	26	23.58	53	46	37.12

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	17	14	12.20	44	44	47.56	39	42	40.24	
Grade 4	3	8	10.81	33	42	50.00	64	51	39.19	
Grade 5	4	5	13.70	33	36	42.47	64	59	43.84	
All Grades	7	8	12.23	36	40	46.72	56	51	41.05	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	20	17.07	58	45	51.22	28	35	31.71
Grade 4	3	12	12.16	39	45	47.30	58	44	40.54
Grade 5	6	12	21.92	41	32	45.21	53	57	32.88
All Grades	7	14	17.03	45	40	48.03	47	46	34.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	12	19.51	71	64	57.32	24	24	23.17
Grade 4	6	9	9.46	56	71	59.46	39	20	31.08
Grade 5	2	1	10.96	55	61	63.01	42	38	26.03
All Grades	5	7	13.54	60	65	59.83	35	28	26.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	18	20.73	51	52	57.32	31	30	21.95
Grade 4	3	20	16.22	48	37	51.35	49	43	32.43
Grade 5	10	8	20.55	51	57	45.21	40	36	34.25
All Grades	10	15	19.21	50	49	51.53	40	37	29.26

**Conclusions based on this data:**

1. School-wide data demonstrates a 12% decrease, from 72% to 60% of students tested nearly meeting or not meeting grade level standards. Emphasis should continue to be placed on research based instructional strategies and intervention programs currently being implemented in order to continue to improve overall achievement.
2. Areas of Reading and Writing are areas of concern school-wide. The results point to the need for a stronger focus and effective instruction in these two areas.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	72	68	83	72	66	82	72	66	82	100.0	95.7	98.8
Grade 4	88	82	75	88	79	75	88	79	75	100.0	96.3	100
Grade 5	83	94	73	82	92	73	82	92	73	98.8	97.9	100
All Grades	243	244	231	242	237	230	242	237	230	99.6	96.7	99.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2407.7	2413.6	2401.1	8	15	6.10	31	26	29.27	26	36	24.39	35	23	40.24
Grade 4	2395.9	2423.7	2434.9	1	4	10.67	3	18	16.00	34	37	37.33	61	42	36.00
Grade 5	2417.2	2403.8	2450.8	2	1	8.22	4	1	9.59	20	21	24.66	74	77	57.53
All Grades	N/A	N/A	N/A	4	6	8.26	12	14	18.70	27	30	28.70	58	50	44.35

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	15	26	19.51	46	44	36.59	39	30	43.90	
Grade 4	1	10	17.33	19	25	28.00	80	65	54.67	
Grade 5	2	1	10.96	15	9	23.29	83	90	65.75	
All Grades	6	11	16.09	26	24	29.57	69	65	54.35	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	24	10.98	40	39	54.88	39	36	34.15
Grade 4	1	11	13.33	35	42	41.33	64	47	45.33
Grade 5	7	3	9.59	28	27	34.25	65	70	56.16
All Grades	9	12	11.30	34	35	43.91	57	53	44.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	18	12.20	57	59	59.76	32	23	28.05
Grade 4	1	8	12.00	32	35	45.33	67	57	42.67
Grade 5	1	1	6.85	30	28	34.25	68	71	58.90
All Grades	4	8	10.43	39	39	46.96	57	53	42.61

**Conclusions based on this data:**

1. School-wide data demonstrates a 7% decrease, from 80% to 73% of students tested nearly meeting or not meeting grade level standards. Emphasis should continue to be placed on research based instructional strategies and intervention programs currently being implemented in order to continue to improve overall achievement.
2. The Area of Concepts and Procedures is an area of concern school-wide. The results point to the need for a stronger focus and effective instruction in this area.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>			2		33	13	***	50	54	***	17	21			8
<b>1</b>		5	22	29	57	26	57	38	36	10		4	5		0
<b>2</b>	8	4	11	15	25	29	62	50	47	8	13	5	8	8	5
<b>3</b>		6	0	53	25	10	41	38	52	6	25	26		6	10
<b>4</b>		21	0	38	53	20	35	11	40	4	11	26	23	5	13
<b>5</b>	12	8	31	12	35	31	53	42	18	12	4	12	12	12	6
<b>Total</b>	3	8	10	30	38	22	48	38	43	8	10	16	10	6	7

#### Conclusions based on this data:

1. The majority of the EL population are at the Early Advanced and Intermediate levels. In order to achieve our goal of EL students meeting grade level standards, we must focus on this core group in order to move them to the Advanced level and eventually reclassification.
2. The data demonstrates a increase of 1%, from 6% to 7% at the Beginning level. Emphasis should continue to be placed on research based instructional strategies and intervention programs currently being implemented in order to continue to improve and move students to higher levels.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		3		3	8		26	29		35	32		35	29	
1		5		27	55		59	36		9	5		5		
2	8	4		15	25		62	50		8	13		8	8	
3		6		50	25		39	38		6	25		6	6	
4		20		38	50		35	10		4	10		23	10	
5	12	7		12	36		53	39		12	4		12	14	
<b>Total</b>	2	7		23	30		42	34		15	16		18	14	

#### Conclusions based on this data:

1. The majority of the EL population are at the Early Advanced and Intermediate levels based on the 2015-2016 CELDT data. In order to achieve our goal of EL students meeting grade level proficiency, we must focus on this core group in order to move them to the Advanced level and eventually reclassification.
2. Emphasis should continue addressing the needs of the EL population in order to achieve proficiency in all subject areas.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
<b>SCHOOL GOAL #1:</b>
To see overall achievement grow in English Language Arts/Literacy by 5% and reduce the percentage of students Not Meeting the standards by 5% as measured on the CAASPP.
<b>Data Used to Form this Goal:</b>
The group data that will be analyzed for individual and group advancement is the following: To measure academic gains for K-1st grade students are the results of District Assessments, the Houghton Mifflin Assessments and teacher created tests.  To measure academic gains for 2nd-5th grade students are the results of the District Assessments, EADMS Common Assessments, teacher created tests/assessments, Avenues, Accelerated Reader, and CAASPP results for 3rd-5th grade.
<b>Findings from the Analysis of this Data:</b>
The current overall achievement of students meeting or exceeding the standards school-wide in English Language Arts/Literacy, using 2016-2017 CAASPP data, is 39.2%. The same data by grade level demonstrates 3rd grade is at 35.36%, 4th grade is at 36.48%, and 5th grade is at 46.58%. In the areas of Reading and Writing the overall achievement shows that 23% and 37% of students are near or have met the standard respectively in these two areas, which is part of the goal for all students to meet the standards and demonstrate fluent literacy skills using both literary and informational texts. In order to achieve our desired goal, we must focus on English language arts overall achievement school-wide and in all subgroups. Given our current level of achievement in English language arts, the target is to see overall achievement grow in English Language Arts/Literacy by 5% and reduce the percentage of students Not Meeting the standards by 5% as measured on the CAASPP.
<b>How the School will Evaluate the Progress of this Goal:</b>
The following means will be utilized to evaluate progress towards meeting the goal: District Assessments, chapter and unit theme tests, teacher created tests/assessments, Student Assessment by IO Education common assessments, Avenues, Accelerated Reader and California Assessment of Student Performance and Progress (CAASPP) and Smarter- Balanced Assessment Consortium (SBAC) Interim Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Collaboration/Curriculum Planning - Teachers and other identified staff members will collaborate together to analyze data, lesson plan and discuss what strategies need to be implemented to support and increase student achievement.	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Curriculum Council Representatives TK-5th grade teachers	Substitute Expenses	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3713.00
Intervention After School Tutoring - Recruit/select staff Schedule location Notify students/parents by letter, automated phone system, announcements	8/16/2017 - 6/6/2018	Principal Tutoring Staff Clerical staff	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1338.00
Saturday School Intervention - Identify targeted students per established criteria Notify parents and students by letter, phone call, automated phone system Design curriculum according to student needs Select teachers by expertise and availability Schedule locations	8/16/2017 - 4/30/2018	Principal Council Site Representatives	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1548.00
College Tutor - Work with identified students not performing at grade level. Work with individual students and/or small groups following teacher directives.	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Teachers with College Tutor Support College Tutor	College Tutor	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2383.00
District Assistance and Curriculum Councils - Selected members of the teacher team will be site representatives and will disseminate information and train entire staff	8/16/2017 - 6/6/2018	Principal Council Site Representatives				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices - Ensure all teachers have the knowledge to implement instructional practices Provide training and materials as needed Provide release time for collaboration Monitor implementation of practices	8/16/2017 - 6/6/2018	Principal Instructional Coach				
Accelerated Reader - Test students participating in the program Schedule library time for classes Monitor program through participating English language arts teachers Create and analyze AR reports	8/16/2017 - 6/6/2018	1st-5th grade teachers Principal Librarian Digital Learning Coach				
Assess technology and technology training needs Acquire technology and provide training as needed	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Teachers	Technology Expenses	4000-4999: Books And Supplies	Title I Part A: Allocation	1112.00
Follow District common assessments schedule Assess student results through data analysis form Modify instruction/reteach/create triage Monitor modified instruction	8/16/2017 - 6/6/2018	Digital Learning Coach Principal TK-5th grade teachers				
Data Analysis - 1. Data analysis through Student Assessment program 2. Schedule in-service for each data analysis activity 3. In-service teachers in reading and interpreting data 4. Modify instruction based on data analysis findings 5. Monitor modifications to	8/16/2017 - 6/6/2018	Digital Learning Coach Principal TK-5th grade teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction						
Supplemental Materials - Assess need and alignment with school plan goals Determine cost Process purchasing paperwork	8/16/2017 - 6/6/2018	Principala Digital Learning Coach Clerical Staff	Supplemental Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	3075.00

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
<b>SCHOOL GOAL #2:</b>
To see overall achievement grow in Mathematics by 5% and reduce the percentage of students Not Meeting the standards by 5% as measured on the CAASPP.
<b>Data Used to Form this Goal:</b>
The group data that is needed to measure academic gains for K-1st grade students are the results of district adopted assessments, chapter tests/assessments and teacher created tests.
The data that is needed to measure academic gains for 2nd-5th grade students are the results of the District Assessments, EADMS Common Assessments, teacher created tests/assessments, and CAASPP results for 3rd-5th grade.
<b>Findings from the Analysis of this Data:</b>
The current overall achievement of students meeting or exceeding the standards school-wide in Mathematics, using 2016-2017 CAASPP data, is 27%. The same data by grade level demonstrates 3rd grade is at 35%, 4th grade is at 27%, and 5th grade is at 17%. In the areas of Concepts and Procedures and Problem Solving the overall achievement shows that 44.5% and 52.2% of students are near or have met the standard respectively in these two areas, which is part of the goal for all students to meet the standards and demonstrate the mathematical skills required to be an astute problem-solver. In order to achieve our desired goal, we must focus on Mathematics overall achievement school-wide and in all subgroups. Given our current level of achievement in mathematics, the target is to see overall achievement grow in Mathematics by 5% and reduce the percentage of students Not Meeting the standards by 5% as measured on the CAASPP.
<b>How the School will Evaluate the Progress of this Goal:</b>
The following means will be utilized to evaluate progress towards meeting the goal: District Assessments, Student Assessment by IO Education common assessments, chapter and unit tests, teacher created tests/assessments and California Assessment of Student Performance and Progress (CAASPP) and Smarter- Balanced Assessment Consortium (SBAC) Interim Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Collaboration/Curriculum Planning - Teachers and other identified staff members will	8/16/2017 - 6/6/2018	Principal Digital Learning Coach	Substitute Expenses	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3713.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
collaborate together to analyze data, lesson plan and discuss what strategies need to be implemented to support and increase student achievement.		Grade Level Representatives K-5th grade teachers				
Follow District common assessments schedule Assess student results through data analysis form Modify instruction/reteach/create triage Monitor modified instruction	8/16/2017 - 6/6/2018	Digital Learning Coach Principal TK-5th grade teachers				
District Assistance and Curriculum Councils - Selected members of the teacher team will be site representatives and will disseminate information and train entire staff.	8/16/2017 - 6/6/2018	Principal Council Site Representatives				
Intervention After School Tutoring - Recruit/select staff Schedule location Notify students/parents by letter, automated phone system, announcements	8/16/2017 - 6/6/2018	Principal Tutoring Staff Clerical staff	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1338.00
Saturday School Intervention - Identify targeted students per established criteria Notify parents and students by letter, phone call, automated phone system Design curriculum according to student needs Select teachers by expertise and availability Schedule locations	8/16/2017 - 4/30/2018	Principal Teaching Staff	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1548.00
College Tutor - Work with identified students not performing at grade level.	8/16/2017 - 6/6/2018	Principal Digital Learning Coach	College Tutor	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2383.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work with individual students and/or small groups following teacher directives.		Teachers with College Tutor Support College Tutor				
Instructional Practices - Ensure all teachers have the knowledge to implement instructional practices Provide training and materials as needed Provide release time for collaboration Monitor implementation of practices	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Curriculum Council representatives				
Assess technology and technology training needs Acquire technology and provide training as needed	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Teachers	Technology Expenses	4000-4999: Books And Supplies	Title I Part A: Allocation	1112.00
Data Analysis - 1. Data analysis through Student Assessment program 2. Schedule in-service for each data analysis activity 3. In-service teachers in reading and interpreting data 4. Modify instruction based on data analysis findings 5. Monitor modifications to instruction	8/16/2017 - 6/6/2018	Digital Learning Coach Principal TK-5th grade teachers				
Supplemental Materials - Assess need and alignment with school plan goals Determine cost Process purchasing paperwork	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Clerical Staff	Supplemental Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	3075.00

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
<b>SCHOOL GOAL #3:</b>
To see overall achievement growth of EL students in English Language Arts/Literacy by 5% and reduce the percentage of students Not Meeting the standards by 5% as measured on the CAASPP.
<b>Data Used to Form this Goal:</b>
The group data that is needed to measure academic gains for for 2nd-5th grade EL students are the CELDT scores, EADMS group reports of all identified EL students, and CAASPP results for 3rd-5th grade
<b>Findings from the Analysis of this Data:</b>
The current overall achievement of students meeting or exceeding the standards school-wide in English Language Arts/Literacy, using 2016-2017 CAASPP data, is 39.2%. The same data by grade level demonstrates 3rd grade is at 35.36%, 4th grade is at 36.48%, and 5th grade is at 46.58%. In the areas of Reading and Writing the overall achievement shows that 48% and 54% of students are near or have met the standard respectively in these two areas, which is part of the goal for EL students to meet the standards and demonstrate fluent literacy skills using both literary and informational texts. In order to achieve our desired goal, we must focus on English language arts overall achievement in the EL subgroup. Given our current level of achievement in English language arts for EL students, the target is to see overall achievement grow of EL students in English Language Arts/Literacy by 5% and reduce the percentage of students Not Meeting the standards by 5% as measured on the CAASPP.
<b>How the School will Evaluate the Progress of this Goal:</b>
To measure progress toward achieving this goal, we will utilize the following measures: site assessments, district assessments, CELDT scores, Avenues unit scores, English Learner Reclassification Rate, and California Assessment of Student Performance and Progress (CAASPP) and Smarter- Balanced Assessment Consortium (SBAC) Interim Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention After School Tutoring - Recruit/select staff Schedule location Notify students/parents by letter, automated phone system, announcements	8/16/2017 - 6/6/2018	Principal Tutoring Staff Clerical staff	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1474.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Saturday School Intervention - Identify targeted students per established criteria Notify parents and students by letter, phone call, automated phone system Design curriculum according to student needs Select teachers by expertise and availability Schedule locations	8/16/2017 - 4/30/2018	Principal Teaching Staff	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1685.00
College Tutor - Work with identified students not performing at grade level. Work with individual students and/or small groups following teacher directives.	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Teachers with College Tutor Support College Tutor	College Tutor	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2383.00
English Learner Literacy Support Class - Recruit/select staff Submit names to District EL Program Resource Teacher Select students Set schedule and location of classes Notify students/parents by letter, phone calls, automated phone system Prepare curricular materials	8/16/2017- 6/6/2018	Principal Site EL Program Contact Teacher Site ELLSC teachers District EL Program Resource Teacher				
Reclassification Committee - Monitor student progress toward meeting reclassification criteria Prepare reclassification forms Schedule meeting Review student progress toward reclassification	8/16/2017 - 6/6/2018	Principal EL Program Contact Teacher Reclassification committee ELD teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Notify parent (if not in attendance) and student about reclassification						
Teacher Collaboration/Curriculum Planning - Teachers and other identified staff members will collaborate together to analyze data, lesson plan and discuss what strategies need to be implemented to support and increase student achievement.	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Curriculum Council Representatives K-5th grade teachers	Substitute Expenses	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3712.00
Instructional Practices - Ensure all teachers have the knowledge to implement instructional practices Provide training and materials as needed Provide release time for collaboration Monitor implementation of practices	8/16/2017 - 6/6/2018	Principal Digital Learning Coach				
Data Analysis - 1. Data analysis through Student Assessment program 2. Schedule in-service for each data analysis activity 3. In-service teachers in reading and interpreting data 4. Modify instruction based on data analysis findings 5. Monitor modifications to instruction	8/16/2017 - 6/6/2018	Digital Learning Coach Principal TK-5th grade teachers				
Follow District common assessments schedule Assess student results through data analysis form Modify instruction/reteach/create triage Monitor modified instruction	8/16/2017 - 6/6/2018	Digital Learning Coach Principal TK-5th grade teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assess technology and technology training needs Acquire technology and provide training as needed	8/17/2017 - 6/7/2018	Principal Digital Learning Coach	Technology Expenses	4000-4999: Books And Supplies	Title I Part A: Allocation	1112.00
Follow Up Committee - Monitor reclassified students' progress every six months Prepare follow-up forms Schedule meeting Review student progress Schedule interventions, if needed	8/17/2016 - 6/6/2017	Principal ELD teachers Bilingual Contact Teacher Committee				
Supplemental Materials - Assess need and alignment with school plan goals Determine cost Process purchasing paperwork	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Clerical Staff	Supplemental Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	2935.00

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Healthy and Safe School Environment</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
<b>SCHOOL GOAL #4:</b>
To improve student daily attendance, so that overall monthly average daily attendance increases from 95.5 to 97.0%.
<b>Data Used to Form this Goal:</b>
The group data that will be analyzed for individual and group advancement is the following: monthly attendance data and behavior documentation.
<b>Findings from the Analysis of this Data:</b>
The goal is to promote healthy and safe school environment where students and staff work together to increase daily attendance, promote character development and where students can develop and strengthen social skills to promote positive peer relationships and self esteem. To provide students with the opportunity of extending knowledge outside the classroom and provide real world experiences. Different strategies will be used to improve student daily attendance, so that overall monthly average daily attendance increases from 95.5 to 97.0%.
<b>How the School will Evaluate the Progress of this Goal:</b>
The following means will be utilized to evaluate progress towards meeting the goal: attendance records, Healthy Kids Survey (CHKS), school climate survey, behavior documentation such as Student Behavior Referrals to the office, after-school intervention/detention, and suspensions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Advisors - To support character development, leadership, and social skills	8/16/2017 - 6/6/2018	Student Advisor Teacher				
Assemblies and Field Trips - To provide students to have a real-world experiences outside the classroom by illustrating and enhancing information taught by the curriculum.	8/16/2017 - 6/6/2018	TK-5th grade teachers Principal				
All teachers will support character	8/16/2017 -	All TK-5th grade				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
development education and the PBIS for all students and create a safer school environment for students.	6/6/2018	teachers Support Personnel Principal				
Ruffs Tickets and ClassDojo Points - to support PBIS and character development	8/16/2017 - 6/6/2018	All TK-5th grade teachers Support Personnel Principal				

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: Parental Involvement</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
<b>SCHOOL GOAL #5:</b>
To gain a 5% increase in the number of parents who participate in parent education and involvement opportunities.
<b>Data Used to Form this Goal:</b>
The group data that is needed to measure parental involvement and participation are the following: * Sign in sheets from school functions and activities * Parent Survey feedback
<b>Findings from the Analysis of this Data:</b>
Parent involvement is a crucial part in student achievement and will be enhanced and supported school-wide at Birney Tech Academy. Our goal is to raise student achievement in all curricular areas. Therefore, we need to increase the level of parent involvement in order to impact student achievement positively. The expected performance gain is 5% increase in the number of parents who participate in parent education and involvement opportunities.
<b>How the School will Evaluate the Progress of this Goal:</b>
Parent Education and Involvement will be observed and measured by the sign in sheets from parent educational and involvement opportunities, and parent surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education - Contact and schedule workshop providers Set schedule and location Notify parents through automated phone system, marquee, flyers Recruit any necessary staff Prepare on-site presentations and get materials ready, if applicable	8/16/2017 - 6/6/2018	Principal Instructional Coach Teachers presenting workshop Outside workshop providers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School/Home Communication - Provide services to enhance parent communication, such as parent portal, Loop, school website, social media. Train teachers in the use of services. Inform parents at Back to School Night and School Site Council	8/16/2017 - 6/6/2018	Principal				
Parent Survey - Review and revise based on Title I SWP guidance Translate into a language parents understand Make survey accessible to parents on-line Disseminate survey information to parents Evaluate survey results Implement changes as needed based on survey results	8/16/2017 - 6/6/2018	Principal				
School Smarts Program - Parent engagement program Set schedule and location Notify parents through automated phone system, marquee, flyers Recruit any necessary staff and lead parent Prepare on-site presentations and get materials ready, if applicable	11/1/2017 6/6/2018	Principal Teacher Coordinator Lead Parent				
Parent Education - Contact and schedule workshop providers Set schedule and location Notify parents through automated phone system, marquee, flyers Recruit any necessary staff Prepare on-site presentations and get materials ready, if applicable	8/16/2017 - 6/6/2018	Principal Instructional Digital Coach Teachers presenting workshops Outside workshops providers	Teacher Extra Duty/Outside Providers	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1063.00

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

## Planned Improvements in Student Performance

### School Goal #6

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

<b>SUBJECT: Learning Options Beyond the Core Program</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will provide differentiated learning options for students above and beyond the core program.
<b>SCHOOL GOAL #6:</b>
To see overall achievement grow in English Language Arts/Literacy and Mathematics by 5% and reduce the percentage of students Not Meeting the standards by 5% as measured on the CAASPP.
<b>Data Used to Form this Goal:</b>
The group data that will be analyzed for individual and group advancement is the following: To measure academic gains for K-1st grade students are the results of District Assessments, chapter tests/assessments and teacher created tests.  To measure academic gains for 2nd-5th grade students are the results of the District Assessments, EADMS Common Assessments, teacher created tests/assessments, Avenues, Accelerated Reader, and CAASPP results for 3rd-5th grade.
<b>Findings from the Analysis of this Data:</b>
The current overall achievement of students meeting or exceeding the standards school-wide using 2016-2017 CAASPP data is 39.2% in English Language Arts/Literacy and 26.9% in Mathematics. Our goal is for all students to meet the standards in all subject areas. In order to achieve our desired goal, we must focus on the overall achievement in the different subject areas and integration school-wide and in all subgroups.
<b>How the School will Evaluate the Progress of this Goal:</b>
The following means will be utilized to evaluate progress towards meeting the goal: District Assessments, chapter and unit theme tests, teacher created tests/assessments, EADMS common assessments, Avenues, Accelerated Reader, CELDT scores, English Learner Reclassification Rate and California Assessment of Student Performance and Progress (CAASPP) and Smarter- Balanced Assessment Consortium (SBAC) Interim Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Collaboration - Teachers and other identified staff members will collaborate together to analyze data, lesson plan and discuss what	8/16/2017 - 6/6/2018	Principal Digital Learning Coach Curriculum Council	Substitute Expenses	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3712.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies need to be implemented to support and increase student achievement.		Representatives K-5th grade teachers				
Instructional Practices - Ensure all teachers have the knowledge to implement instructional practices Provide training and materials as needed Provide release time for collaboration Monitor implementation of practices	8/16/2017 - 6/6/2018	Principal Digital Learning Coach				
District Assistance and Curriculum Councils - Selected members of the teacher team will be site representatives and will disseminate information and train entire staff	8/16/2017 - 6/6/2018	Principal Council Site Representatives				
Intervention After School Tutoring - Recruit/select staff Schedule location Notify students/parents by letter, automated phone system, announcements	8/17/2016 - 6/6/2017	Principal Tutoring Staff Clerical staff	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1475.00
Saturday School Intervention - Identify targeted students per established criteria Notify parents and students by letter, phone call, automated phone system Design curriculum according to student needs Select teachers by expertise and availability Schedule locations	8/17/2016 - 4/30/2017	Principal Teaching Staff	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1685.00
Project Base Learning (PBL) - Training, professional development, and collaboration	8/17/2016 - 6/6/2017	Principal Digital Learning Coach PBL Site Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Teaching staff				
Supplemental Materials - Assess need and alignment with school plan goals Determine cost Process purchasing paperwork	8/17/2016 - 6/6/2017	Principal Digital Learning Coach Clerical Staff	Supplemental Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1389.00



## El Rancho Unified School District

### Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the Birney Tech Academy School Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
X	1. <b>Scientifically-based research:</b> Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	8,10-13, 22-23, 25-27, 28-31, 38
X	2. <b>Successful Policies &amp; Practices:</b> Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	8,10-13
X	3. <b>Professional Development (PD):</b>	6
X	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	22-23, 26-27, 29-30, 38
X	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	22-23, 26-27, 29-30, 38
X	Meets the requirement for professional development activities under section 1119	22-23, 26-27, 29-30, 38
X	Is provided in a manner that affords increased opportunity for participating in that professional development	22-23, 26-27, 29-30, 38
X	4. <b>10% Title I Reservation:</b> Specify how the funds described above in (3) will be used to remove the school from school improvement status.	22-23, 26-27, 29-30, 38
X	5. <b>Specific Annual, Measurable Objectives:</b> Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	22-23, 26-27, 29-30, 38
X	6. <b>Parent Notification:</b> Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	8
X	7. <b>Shared Responsibility for Improvement:</b> Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	8
X	8. <b>Parent Involvement:</b> Include strategies to promote effective parental involvement in the school.	12

X	9. <b>Extended Learning:</b> Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	10-12,22,26,28-31,38
X	10. <b>Incorporation of a teacher mentoring program:</b> Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	3,6,12



## El Rancho Unified School District

### Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the Birney Tech Academy School Single Plan for Student Achievement as indicated below.

Required SWP Plan Components		SPSA Reference Page(s)
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	14-20
X	2. Schoolwide reform strategies that: <ul style="list-style-type: none"> <li>▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement</li> <li>▪ use effective methods and instructional strategies that are based on scientifically based research that –               <ol style="list-style-type: none"> <li>1. strengthen the core academic program;</li> <li>2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day;</li> <li>3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students)</li> </ol> </li> <li>▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children</li> </ul>	8,10-11,13,22, 26,28-29,38
X	3. Instruction by highly qualified teachers	3,6
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	6,22, 26, 29
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	3,6
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	12,34-35
X	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	3, 6
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	22, 23, 25, 27, 30-31, 37-38
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	22, 26, 28-29
X	10. Coordination and integration of federal, state, and local services and programs	3

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	47,900	0.00
Title I Part A: Parent Involvement	1,063	0.00
LCFF - Base	65,284	65,284.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	47,900.00
Title I Part A: Parent Involvement	1,063.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	28,004.00
2000-2999: Classified Personnel Salaries	7,149.00
4000-4999: Books And Supplies	13,810.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	26,941.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	7,149.00
4000-4999: Books And Supplies	Title I Part A: Allocation	13,810.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,063.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	13,169.00
<b>Goal 2</b>	13,169.00
<b>Goal 3</b>	13,301.00
<b>Goal 5</b>	1,063.00
<b>Goal 6</b>	8,261.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lisa Salas		X			
Christine Saavedra				X	
Kendall Goyenaga	X				
Monica Rosete				X	
Olivia Oliver		X			
Rita Lopez		X			
Jennifer Bustillos				X	
Enedina Aston-Figueroa				X	
Sonia Lopez				X	
Virginia Tovar			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

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

\_\_\_\_\_

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/05/2017.

Attested:

Kendall Goyenaga

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

Kendall Goyenaga

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/05/2017.

Attested:

Kendall Goyenaga

\_\_\_\_\_  
Typed Name of School Principal

*Kendall Goyenaga*  
Signature of School Principal

10/5/17  
Date

Kendall Goyenaga

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

*Kendall Goyenaga*  
Signature of SSC Chairperson

10/5/17  
Date

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Room: \_\_\_\_\_

## **Birney Tech Academy School-Parent Compact**

Student achievement is a responsibility shared by parents, teachers, and students and is reflected in the following mission statement of Birney Tech Academy:

*To insure that teachers, classified employees, administrators, families, and community work together as responsible partners in educating our students in a safe and trusting atmosphere; that through our partnership we will instill in our students a passion for lifelong learning, an appreciation and tolerance of the diversity of others, and provide an opportunity to become productive and responsible citizens.*

By completing a written compact, or agreement, outlining each person's responsibility, the first step has been taken toward achievement of this mission. Please complete the section below pertaining to you.

### **Parents/Guardians: Choose a minimum of 3 items from the following list you agree to do:**

- \_\_\_\_\_ Supervise your child to make sure homework is complete
- \_\_\_\_\_ Support PBIS School Expectations as detailed in the behavior matrix
- \_\_\_\_\_ Attend parent conferences as needed
- \_\_\_\_\_ Attend at least two school functions
- \_\_\_\_\_ Help in one school activity (My contact information: \_\_\_\_\_)
- \_\_\_\_\_ Attend at least one School Site Council meeting
- \_\_\_\_\_ Write your own suggestion(s) for participation: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Students: Please sign that you agree to do the following:**

- Turn in all homework completed and on time
- Follow PBIS School Expectations as detailed in the behavior matrix
- Complete classwork to the best of your ability
- Respect others

Student's Name (*print*): \_\_\_\_\_ Date: \_\_\_\_\_

### **Birney Tech Academy teachers agree to do the following:**

- Take each student's individual abilities into consideration
- Follow PBIS School Expectations as detailed in the behavior matrix
- Follow the course outline
- Use various strategies to meet the needs of all students
- Attend school functions
- Regularly inform parents of their child's progress
- Assist parents in helping their child at home
- Create a safe learning environment where the student takes responsibility for his/her behavior and learning

## **ACADEMIA BIRNEY TECH**

### **POLIZA DE PARTICIPACION PARA PADRES**

La escuela Birney se compromete a proveer a los estudiantes con la oportunidad de llegar a sus metas educativas. Para llegar a estas metas, es necesario que haya una buena relación con los padres y guardianes para que sean una parte integral de la experiencia educativa de su hijo/a. Haci es que, es la póliza de la escuela envolver a los padres en las siguientes maneras:

#### **Comunicación y Participación**

- Comunicarse con los padres las veces que sean necesarias a través de diferentes medios
- Mandar a casa reportes de progreso regularmente y volantes de información
- Invitar a los padres para que visiten los salones
- Ofrecer a los padres la oportunidad de ser voluntario en el salón, y con actividades especiales
- Invitar a los padres para que asistan a la Noche de Regreso a la Escuela, Conferencias de Padres, Asambleas de Reconocimiento, Junta de Información para Padres, Juntas de Organizaciones de Padres
- Tener una reunión anual para todos los padres en un momento conveniente para informarles de la política, los derechos reconocidos en el Título I, y como pueden participar en la planificación, revisión, y mejoramiento de programas de Título I en la escuela
- Asegurar que la información / reportes se envían / ofrezcan a los padres en un formato / idioma que los padres entiendan
- Prestar apoyo a las actividades de participación de los padres como los padres lo solicitan
- Proporcionar oportunidades para la participación de los padres con dominio limitado de idioma Ingles, los padres con discapacidades, y los padres migratorios

#### **Educación**

- Proporcionar a los padres información oportuna sobre los planes de estudios, evaluaciones y niveles de competencia esperados para el logro del estudiante
- Asistir a los padres para entender temas como los estándares de contenido y el logro, evaluaciones locales del estado, requisitos del Título I, la forma de monitorear el progreso de sus hijos, y trabajar con los educadores para mejorar el rendimiento de su hijo
- Proporcionar materiales, capacitación, y recursos para ayudar a los padres a trabajar con sus hijos
- Educar al personal, con la asistencia de los padres, sobre como llegar a comunicarse y trabajar con los padres como socios iguales
- Ofrecer talleres para los padres

#### **Gobierno**

- Animar a los padres a convertirse en miembros de Consejo Escolar y el Comité Asesor de Estudiantes de Ingles para que puedan tener una voz en las decisiones relativas a los programas escolares y los presupuestos
- Involucrar a los padres en la planificación, revisión, y mejoramiento de los programas
- El desarrollo conjunto del pacto entre la escuela y los padres que describe las responsabilidades de la escuela y los padres para apoyar el logro académico de los estudiantes

## **BIRNEY TECH ACADEMY PARENT INVOLVEMENT POLICY**

Birney Tech Academy is committed to providing students with every opportunity to reach their educational goals. To achieve these goals, it is necessary that a strong partnership be established with parents and guardians so that they will become an integral part of their children's learning experience. Therefore, it is the policy of the school to involve parents in the following ways:

### **Communication and Participation**

- Use various means of communication to communicate with parents as often as necessary
- Sending home regularly scheduled progress reports and informational flyers
- Welcoming parents to visit classrooms
- Offering parents opportunities to volunteer in the classroom and with special activities
- Encouraging parents to attend Back to School night, Parent Conferences, Award Assemblies, Parent Information Meetings, and Parent Organization Meetings
- Holding an annual meeting for all parents at a convenient time to inform them of the policy, their rights under Title I, and how they can be involved in the planning, review, and improvement of Title I programs in the school
- Ensuring that information/reports are sent/provided to parents in a format/language that parents understand
- Providing support for parental involvement activities as parents' request
- Providing opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory parents

### **Education**

- Providing parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement
- Assisting parents to understand topics such as content and achievement standards, state local assessments, Title I requirements, how to monitor their child's progress, and work with educators to improve the achievement of their child
- Provide materials, training, and resources to help parents work with their children
- Educating staff, with the assistance of parents, on how to reach out to, communicate with, and work with parents as equal partners
- Offering workshops for parents

### **Governance**

- Urging parents to become members of the School Site Council and English Learners Advisory Committee so they may have a voice in decisions regarding school programs and budgets
- Involving parents in the planning, review, and improvement of programs
- Joint development of the school-parent compact that describes the school's and parents' responsibilities to support student academic achievement