School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Birch Lane Elementary School
Address	1600 Birch Lane Davis, CA 95616
County-District-School (CDS) Code	57 72678 6056246
Principal	Jim Knight, Principal
District Name	Davis Joint Unified School District
SPSA Revision Date	December 14, 2021
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

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School Vision and Mission

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

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

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

School Profile

Birch Lane has served the Davis community for 58 years. We have a long tradition of keeping the needs of children foremost in our actions, and for connecting nature and learning. Our Outdoor Science Arboretum was built in the 1960's and our Outdoor Science Orchard and Garden was dedicated in 2016. Birch Lane serves the Davis community with two programs, our neighborhood program (60% of students) and a Montessori Program (40% of students). We have approximately 80 students who speak a language other than English as a primary language, and we have over 30 languages spoken at our school. We are a Title 1 school and received a Distinguished School Award in 2014. A new multi-purpose room will be completed in spring of 2022.
Birch Lane is supported by a wonderful PTA who supports the school by funding school safety, a garden program that is exemplary, art lessons for all students, field trips, outdoor education, and more! The PTA sponsors school events like School Picnic, Scarecrow Breakfast, Carnival, Picture Book Month, and more.
As a school, we are committed to serving the Social-Emotional Learning of all students. Our PBIS Program creates a structure for student success and our full time counselor provides lessons in Kelso's Choices and Zones of Regulation to every class along with working with small groups of students and individual students to build problem solving skills. In our Single Plan for Student Achievement we support an outstanding reading support program, math support, EL support and after school intervention through MTSS.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Birch Lane School Site Council approved a Single Site Plan for Student Student Achievement on May 2, 2022 and forwarded it to the DJUSD School Board for approval in June 2022.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	89	81	66
Grade 1	62	90	69
Grade 2	81	68	81
Grade3	85	89	64
Grade 4	96	89	79
Grade 5	81	95	87
Grade 6	89	80	92
Total Enrollment	583	592	538

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	91	80	50	15.6%	13.5%	9.3%
Fluent English Proficient (FEP)	34	40	36	5.8%	6.8%	6.7%
Reclassified Fluent English Proficient (RFEP)	2	11	13	2.3%	12.1%	16.3%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	91	85	68	88	79	0	88	77	0	96.7	92.9	0.0
Grade 4	81	92	81	75	88	0	75	88	0	92.6	95.7	0.0
Grade 5	79	81	89	74	76	0	74	76	0	93.7	93.8	0.0
Grade 6	93	89	92	91	85	0	91	85	0	97.8	95.5	0.0
All Grades	344	347	330	328	328	0	328	326	0	95.3	94.5	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2430.	2450.		29.55	44.16		27.27	16.88		17.05	19.48		26.14	19.48	
Grade 4	2508.	2472.		46.67	29.55		20.00	26.14		17.33	12.50		16.00	31.82	
Grade 5	2544.	2546.		37.84	43.42		29.73	26.32		14.86	11.84		17.57	18.42	
Grade 6	2562.	2549.		31.87	29.41		35.16	35.29		15.38	17.65		17.58	17.65	
All Grades	N/A	N/A	N/A	35.98	36.20		28.35	26.38		16.16	15.34		19.51	22.09	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.36	44.74		43.18	38.16		20.45	17.11	
Grade 4	46.67	32.95		40.00	40.91		13.33	26.14	
Grade 5	45.95	44.74		35.14	43.42		18.92	11.84	
Grade 6	41.11	30.95		42.22	48.81		16.67	20.24	
All Grades	42.20	37.96		40.37	42.90		17.43	19.14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.14	22.37		37.50	51.32		36.36	26.32	
Grade 4	33.33	23.86		46.67	52.27		20.00	23.86	
Grade 5	47.30	40.00		33.78	48.00		18.92	12.00	
Grade 6	38.89	35.71		41.11	41.67		20.00	22.62	
All Grades	36.09	30.34		39.76	48.30		24.16	21.36	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.27	31.58		56.82	53.95		15.91	14.47	
Grade 4	33.33	22.73		58.67	56.82		8.00	20.45	
Grade 5	27.03	30.26		63.51	48.68		9.46	21.05	
Grade 6	35.56	28.57		60.00	57.14		4.44	14.29	
All Grades	30.89	28.09		59.63	54.32		9.48	17.59	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.09	32.89		39.77	47.37		26.14	19.74	
Grade 4	40.00	20.45		45.33	52.27		14.67	27.27	
Grade 5	47.30	44.74		35.14	36.84		17.57	18.42	
Grade 6	41.11	40.48		47.78	42.86		11.11	16.67	
All Grades	40.37	34.26		42.20	45.06		17.43	20.68	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

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

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	91	85	68	87	81	0	85	81	0	95.6	95.3	0.0
Grade 4	81	92	81	77	88	0	77	88	0	95.1	95.7	0.0
Grade 5	79	81	89	75	77	0	75	77	0	94.9	95.1	0.0
Grade 6	93	89	92	91	86	0	91	85	0	97.8	96.6	0.0
All Grades	344	347	330	330	332	0	328	331	0	95.9	95.7	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2427.	2436.		16.47	28.40		31.76	32.10		23.53	14.81		28.24	24.69	
Grade 4	2509.	2475.		32.47	20.45		35.06	22.73		19.48	32.95		12.99	23.86	
Grade 5	2535.	2529.		34.67	37.66		21.33	22.08		20.00	18.18		24.00	22.08	
Grade 6	2569.	2562.		36.26	32.94		24.18	22.35		25.27	27.06		14.29	17.65	
All Grades	N/A	N/A	N/A	29.88	29.61		28.05	24.77		22.26	23.56		19.82	22.05	

Overall Achievement for All Students (table title above)

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	31.76	39.51		32.94	28.40		35.29	32.10	
Grade 4	48.05	26.14		29.87	35.23		22.08	38.64	
Grade 5	36.00	44.00		33.33	29.33		30.67	26.67	
Grade 6	42.22	35.29		33.33	34.12		24.44	30.59	
All Grades	39.45	35.87		32.42	31.91		28.13	32.22	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.94	30.86		38.82	44.44		28.24	24.69	
Grade 4	38.96	26.14		42.86	45.45		18.18	28.41	
Grade 5	40.00	40.79		36.00	34.21		24.00	25.00	
Grade 6	32.97	34.12		50.55	44.71		16.48	21.18	
All Grades	35.98	32.73		42.38	42.42		21.65	24.85	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.88	37.50		51.76	40.00		22.35	22.50	
Grade 4	40.26	25.29		42.86	43.68		16.88	31.03	
Grade 5	36.00	33.33		41.33	46.67		22.67	20.00	
Grade 6	38.46	41.18		41.76	37.65		19.78	21.18	
All Grades	35.06	34.25		44.51	41.90		20.43	23.85	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

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

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

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		1441.0	*		1444.1	*		1433.5	*		11	7
1		*	*		*	*		*	*		9	6
2	1537.1	1441.0	*	1535.3	1436.7	*	1538.3	1444.8	*	12	13	5
3	1533.1	1410.0	*	1541.6	1417.0	*	1523.8	1402.5	*	17	11	7
4	*	1543.7	*	*	1550.0	*	*	1536.9	*	*	17	10
5	*	*	1495.5	*	*	1503.3	*	*	1487.2	*	10	11
6	*	*	1510.3	*	*	1523.0	*	*	1496.8	*	10	12
All Grades										54	81	58

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		27.27	*		0.00	*		63.64	*		9.09	*		11	*
1		*	*		*	*		*	*		*	*		*	*
2	*	7.69	*	*	46.15	*		15.38	*		30.77	*	12	13	*
3	*	27.27	*	*	36.36	*	*	0.00	*	*	36.36	*	17	11	*
4	*	47.06	*	*	23.53	*		29.41	*	*	0.00	*	*	17	*
5	*	*	36.36	*	*	18.18	*	*	9.09		*	36.36	*	*	11
6	*	*	8.33	*	*	50.00		*	16.67		*	25.00	*	*	12
All Grades	48.15	29.63	25.86	31.48	28.40	24.14	*	24.69	12.07	*	17.28	37.93	54	81	58

Overall Language — Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Oral Language — Percentage of Students at Each Performance Level for All Students															
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		18.18	*		9.09	*		45.45	*		27.27	*		11	*
1		*	*		*	*		*	*		*	*		*	*
2	*	15.38	*	*	38.46	*		15.38	*		30.77	*	12	13	*
3	*	54.55	*	*	9.09	*	*	0.00	*		36.36	*	17	11	*
4	*	58.82	*	*	23.53	*		17.65	*	*	0.00	*	*	17	*
5	*	*	45.45	*	*	18.18	*	*	0.00	*	*	36.36	*	*	11
6	*	*	25.00	*	*	58.33		*	8.33		*	8.33	*	*	12
All Grades	59.26	41.98	36.21	24.07	24.69	25.86	*	16.05	10.34	*	17.28	27.59	54	81	58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Written Language — Percentage of Students at Each Performance Level for All Students															
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		18.18	*		18.18	*		54.55	*		9.09	*		11	*
1		*	*		*	*		*	*		*	*		*	*
2	*	0.00	*	*	46.15	*		15.38	*		38.46	*	12	13	*
3	*	9.09	*	*	36.36	*	*	18.18	*	*	36.36	*	17	11	*
4	*	29.41	*	*	23.53	*	*	29.41	*	*	17.65	*	*	17	*
5	*	*	18.18	*	*	18.18	*	*	27.27		*	36.36	*	*	11
6	*	*	8.33	*	*	8.33	*	*	50.00		*	33.33	*	*	12
All Grades	40.74	17.28	13.79	27.78	28.40	17.24	20.37	32.10	24.14	*	22.22	44.83	54	81	58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		18.18	*		72.73	*		9.09	*		11	*
1		*	*		*	*		*	*		*	*
2	*	7.69	*	*	69.23	*		23.08	*	12	13	*
3	*	27.27	*	*	36.36	*		36.36	*	17	11	*
4	*	58.82	*	*	35.29	*	*	5.88	*	*	17	*
5	*	*	45.45	*	*	27.27	*	*	27.27	*	*	11
6	*	*	8.33	*	*	75.00		*	16.67	*	*	12
All Grades	53.70	35.80	32.76	38.89	46.91	39.66	*	17.28	27.59	54	81	58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		18.18	*		45.45	*		36.36	*		11	*
1		*	*		*	*		*	*		*	*
2	91.67	23.08	*	*	53.85	*		23.08	*	12	13	*
3	70.59	54.55	*	*	9.09	*		36.36	*	17	11	*
4	*	58.82	*		41.18	*	*	0.00	*	*	17	*
5	*	*	63.64	*	*	0.00		*	36.36	*	*	11
6	*	*	75.00	*	*	16.67		*	8.33	*	*	12
All Grades	77.78	43.21	50.00	*	38.27	18.97	*	18.52	31.03	54	81	58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		18.18	*		81.82	*		0.00	*		11	*
1		*	*		*	*		*	*		*	*
2	*	15.38	*	*	46.15	*		38.46	*	12	13	*
3	*	9.09	*	*	45.45	*	*	45.45	*	17	11	*
4	*	29.41	*	*	23.53	*	*	47.06	*	*	17	*
5	*	*	27.27	*	*	45.45		*	27.27	*	*	11
6	*	*	8.33	*	*	25.00	*	*	66.67	*	*	12
All Grades	38.89	22.22	20.69	40.74	41.98	31.03	20.37	35.80	48.28	54	81	58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		27.27	*		63.64	*		9.09	*		11	*
1		*	*		*	*		*	*		*	*
2	*	15.38	*	*	53.85	*		30.77	*	12	13	*
3	*	18.18	*	64.71	45.45	*	*	36.36	*	17	11	*
4	*	29.41	*	*	64.71	*	*	5.88	*	*	17	*
5	*	*	9.09	*	*	54.55		*	36.36	*	*	11
6		*	16.67	*	*	58.33		*	25.00	*	*	12
All Grades	37.04	27.16	12.07	59.26	55.56	48.28	*	17.28	39.66	54	81	58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
538	**20.6**	**9.3**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	50	9.3
Foster Youth	3	0.6
Homeless	1	0.2
Socioeconomically Disadvantaged	111	20.6
Students with Disabilities	86	16.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.5
American Indian or Alaska Native	3	0.6
Asian	77	14.3
Filipino	7	1.3
Hispanic	87	16.2
Two or More Races	43	8.0
Native Hawaiian or Pacific Islander		
White	309	57.4

Conclusions based on this data:

1.

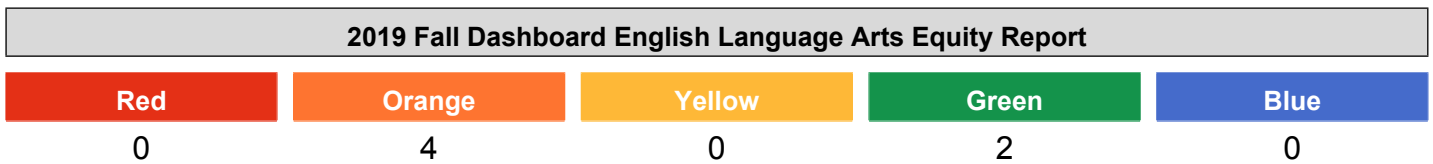# School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Green		

Conclusions based on this data:

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

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

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	2	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
16.4 points above standard	48.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.6 points	Declined Significantly -24.5 points	
327	63	4

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0 Students	36.7 points below standard	34.2 points below standard
	Declined -12.2 points	Declined -10 points
	96	62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	27 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	Maintained -1.8 points	8
		39	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
63.5 points below standard	58.3 points above standard	0 Students	27.1 points above standard
Declined Significantly -16.4 points	Increased Significantly ++18 points		Declined -13.5 points
50	28		197

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.6 points below standard	47.2 points above standard	29 points above standard
Declined Significantly -19.8 points	Declined Significantly -40.9 points	Declined -6.5 points
43	20	256

Conclusions based on this data:

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

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

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

School and Student Performance Data

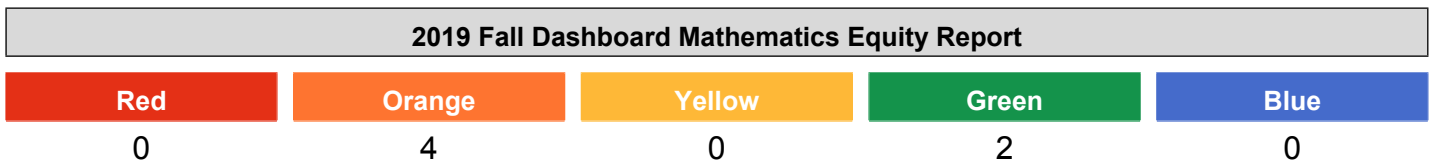## Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
0.4 points above standard	40.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.5 points	Declined Significantly -32.2 points	
		4
328	63	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Orange	Orange
	45 points below standard	46.5 points below standard
	Declined -9.5 points	Maintained -2.7 points
	96	62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	34.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	Maintained -1.8 points	8
		39	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Green
71.8 points below standard	33.6 points above standard		6.3 points above standard
Declined -8 points	Increased ++10.3 points		Declined -12.2 points
50	28		198

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.9 points below standard	38.4 points above standard	7.8 points above standard
Declined Significantly -30.2 points	Declined Significantly -41.4 points	Declined -3.9 points
43	20	257

Conclusions based on this data:

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

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

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

# School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
61.5 making progress towards English language proficiency
Number of EL Students: 39
Performance Level: High
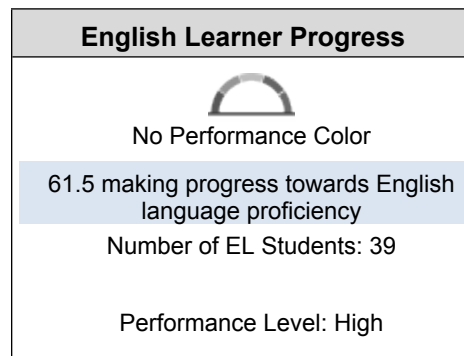
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.6	30.7	17.9	43.5

Conclusions based on this data:

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

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

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
6.9	8.4	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Declined -1	
605	95	8
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.1	13.1
	Increased +1.2	Increased +4.1
3	162	99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
10	6	Declined -4.8	10
		86	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Yellow
16.1	10.9	Less than 11 Students - Data Not Displayed for Privacy	6.3
Increased +2.3	Increased +7.6	0	Maintained -0.2
87	55		351

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

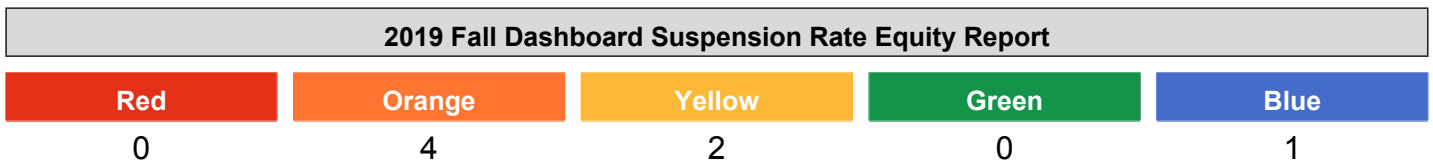## Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	2	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3.3	2.9	Less than 11 Students - Data Not 9
Increased +0.5	Increased +2.9	
615	102	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not 5	6	5
	Maintained +0.1	Declined -4.7
	166	100

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 10	No Performance Color Less than 11 Students - Data 6	Blue 0 Maintained 0 91	No Performance Color Less than 11 Students - Data 10
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 5.6 Increased +3.5 90	Yellow 3.6 Declined -1.4 55		Orange 3.4 Increased +0.8 353

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.8	3.3

Conclusions based on this data:

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

2. Our PBIS data in 2020 indicates more that 90% of our students receive 0-1 behavior referrals which indicates our school-wide explicit instruction regarding behavior expectations is successful. Or data also indicates a lower than anticipated percentage of students needing Tier 2 and Tier 3 supports.

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

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Learning

Goal Statement

Students at Birch Lane will have access to technology and 21st century learning practices.

LCAP Goal

All students will engage in 21st Century Learning and make at least a year's progress toward meeting Common Core State Standards.

Basis for this Goal

CAASPP data, iReady data, Report card scores, formative and summative assessments in reading, writing, and math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data, iReady data, formative and summative assessments	Due to COVID 19 there is no CAASPP data for the 2019-20 or 2020-21 or 2021-22 school years. Report card data and iReady scores, as well as classroom assessments are used for baseline data. .	All students will score at least a 3 on Standards based report cards.

Planned Strategies/Activities

Strategy/Activity 1

Increase use of technology to increase learning including use of Canvas, Zoom, iReay. Each class has an LCD projector and a document camera. All teachers use Canvas to support student learning. All teachers are using iReady and we gathered baseline data in the 2020-2021 school year. All students are provided internet technology safety lessons and explicit instruction in the proper use of technology tools. Birch Lane does not invest funding in technology as it is provided by the district.

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-22 School year

Person(s) Responsible

Principal, Internet Technology Support (ITS), Teacher Librarian, Staff, DJUSD

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Source	None Specified

Description	Provide collaboration time during the school day for staff to build skills and lessons using technology.

Source	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Source	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Source	None Specified

Source	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Source	None Specified
Source	None Specified
Description	Targeted intervention in ELA and Math

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject
Close The Opportunity Gap

Goal Statement
Birch Lane will support students who are performing in the Opportunity Gap through effective first instruction and targeted intervention in academics an Social Emotional Learning

LCAP Goal
Birch Lane will support students who are performing in the Opportunity Gap through effective first instruction and targeted intervention in academics and Social Emotional Learning

Basis for this Goal
DJUSD, LCAP, review of formative and summative assessments, iReady data and report cards

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Trimester report cards with a score of at least 3 or at least a C grade. Formative and summative assessments with at least a 70% , iReady data, Report card data	Standards based report cards based on formative and summative assessments and iReady data for the 2020-2021 school year, Due to COVID 19 end of year and CAASPP data is unavailable for the 2019-20 nor 2020-2021 or 2021-22 school years.	All students will make progress toward scoring at least a 3 or a C on standards based report cards.

Planned Strategies/Activities

Strategy/Activity 1
MTSS interventions supporting underperforming students

Students to be Served by this Strategy/Activity
All students

Timeline
2022-2023 School year

Person(s) Responsible
EL Para-educator, EL Specialist .2 FTE,

Proposed Expenditures for this Strategy/Activity

Amount	14915
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	English language leaner support. EL para educator 19 hours per week

Amount	12000
Source	LCFF - Supplemental
Description	EL specialist .2 FTE

Strategy/Activity 2

Reading Room support

Students to be Served by this Strategy/Activity

All students are tested with district assessments and the lowest 20-30% are supported through the reading room intervention.

Timeline

2021-2022 school year

Person(s) Responsible

Principal,

Proposed Expenditures for this Strategy/Activity

Amount	47500
Source	Title I Part A: Allocation
Description	reading support for underperforming readers. 55 hours of weekly para support through reading room.

Amount	10234
Source	Title I Part A: Allocation
Description	Math intervention para support

Amount	5087
Source	LCFF - Base
Description	Math intervention para support
Source	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

2021-2022 School year

Person(s) Responsible

EL specialist, EL para educator, principal,

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified
Source	None Specified

Strategy/Activity 4

Multi-Tiered Systems of Support (MTSS)

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive and Safe Environment

Goal Statement

All students at Birch Lane will experience a safe and inclusive learning environment and be provided emotional support.

LCAP Goal

Classrooms and school communities will be safe and inclusive environments.

Basis for this Goal

Youth Truth Surveys, attendance data and PBIS data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PBIS Data, Youth Truth Data, Discipline Data	PBIS data showed a reduction in behavior referrals and suspensions for th 2021-22 from pre-pandemic data. . Youth Truth survey showed favorable outcomes for teacher connection with students and a need to continue work on student safety and inclusiveness and connecting homework to learning.	Continued reduction in the number of behavior referrals and suspension, and increased favorable outcomes surrounding student safety and connecting homework to learning.

Planned Strategies/Activities

Strategy/Activity 1

All teachers provide explicit instruction using PBIS as a framework. All students receive lessons on SEL from the counselor, Positive climate support paraeducators provides support to students identified through PBIS data.

Students to be Served by this Strategy/Activity

All students

Timeline

2022-23 school year

Person(s) Responsible

Principal, counselor classroom teachers, positive climate paraeducator (PBIS)

Proposed Expenditures for this Strategy/Activity

Amount	13760
Source	LCFF - Base
Description	PBIS climate paraeducator Supporting SEL for students through PBIS, Recess Club 3.5 hours per day
Source	District Funded
Description	PBIS climate paraeducator 37 hours per week
Source	None Specified

Strategy/Activity 2

All teachers provide explicit instruction using PBIS as a framework. All students receive lessons on SEL from the counselor, Positive climate support paraeducators provides support to students identified through PBIS data.

Students to be Served by this Strategy/Activity

All students

Timeline

2021-2022 School yfear

Person(s) Responsible

Counselor, MTSS lead teacher, principal

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Source	None Specified

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

Students at Birch Lane will have access to technology and 21st century learning practices.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Data, iReady data, formative and summative assessments	All classes will have access to technology and assessments and be able to access data to plan instruction.	All classes have access to technology and assessments and are able to access data to plan instruction.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Increase use of technology to increase learning including use of Canvas, Zoom, iReay. Each class has an LCD projector and a document camera. All teachers use Canvas to support student learning. All teachers are using iReady and we gathered baseline data in the 2020-2021 school year. All students are provided internet technology safety lessons and explicit instruction in the proper use of technology tools.	Increase use of technology to increase learning including use of Canvas, Zoom, iReay. Each class has an LCD projector and a document camera. All teachers use Canvas to support student learning. All teachers are using iReady and we gathered baseline data in the 2020-2021 school year. All students are provided internet technology safety lessons and explicit instruction in the proper use of technology tools.	None Specified Provide collaboration time during the school day for staff to build skills and lessons using technology.during staff and MTSS meetings None Specified None Specified	None Specified MTSS teams met 6 times last year with-in hthework day to examine data and plan instructional strategies. None Specified
		None Specified None Specified	
		None Specified None Specified None Specified	
		None Specified None Specified	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Targeted intervention in ELA and Math None Specified	
		None Specified	
		None Specified	

Analysis

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

All classes have an LCD projector and internet technology.

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

All classes can use appropriate technology.

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

na

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

na

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Birch Lane will support students who are performing in the Opportunity Gap through effective first instruction and targeted intervention in academics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Trimester report cards with a score of at least 3 or at least a C grade. Formative and summative assessments with at least a 70% , iReady data, Report card data	All students will make progress toward scoring at least a 3 or a C on standards based report cards.	Students receiving support services (REading Room, EL, and math intervention) made progress toward reaching grade level.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified	
		None Specified	
Reading Room support for underperforming students.All students are assessed for grade level reading standards. The lowest 20% are provided reading room instruction either push-in or pull-out.	Reading Room support for underperforming students.All students are assessed for grade level reading standards. The lowest 20% are provided reading room instruction either push-in or pull-out.	reading support for underperforming readers. Title I Part A: Allocation 47500	
		None Specified	
		None Specified	
		None Specified	
English Learner (EL) support. The EL specialist and EL para educator provide support for EL students who are not proficient through push-in or pull-out services.	English Learner (EL) support. The EL specialist and EL para educator provide support for EL students who are not proficient through push-in or pull-out services.	EL Specialist overseeing assessments, EL instruction and EL interventions .2 FTE LCFF - Supplemental 12000	
		EL para support, 19 hours per week LCFF - Supplemental 14915	
		None Specified	
Math intervention is provided to underperforming students in math.	Math intervention is provided to underperforming students in math.	math intervention para support LCFF - Base 5087	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		math intervention para Title I Part A: Allocation 10234	

Analysis

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

Reading room served over 100 students k-6. The EL program supports students not fluent in EL in push in and pull out support. Math para support used data to support underperforming students.

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

Student reading scores and math scores rose.

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

ELO funded several support positions in the 2021-22 school year.

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

Hours for reading room para support are reduced to 55 hours per week. EL para will be 19 hours per week and math intervention para 20 hours per week.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

All students at Birch Lane will experience a safe and inclusive learning environment and be provided emotional support.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PBIS Data, outh Truth Data, suspension data	Continued reduction in the number of behavior referrals and suspension, and increased favorable outcomes surrounding student safety and connecting homework to learning.	in 2021/22 we had a reduction of about 10% in school wide referrals compared to 2018 (the last full year without interruption). . There were fewer suspension than 2018. in 2021/22. The recess club run by a climate para had

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
climate para support 3.5 hours per day	climate para support	PBIS climate paraeducator Supporting SEL for students through PBIS, recess and student support LCFF - Base 13969	PBIS climate paraeducator Supporting SEL for students through PBIS, recess and student support LCFF - Base
		District Funded	
		None Specified	
		None Specified	
		None Specified	

Analysis

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

Climate para running recess club. 76% (415) of all students participated in recess club,

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

86% of all students received 0-1 behavior referral, 7% had 2-5 and 7% had 6+. Classroom referrals were reduced by 30% this year. .

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

n/a

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

next year there will be a 3.5 our per day climate para for recess club.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,496.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	57734	0.00
Title I Backfill – Supplemental	0	0.00
LCFF - Base	18847	0.00
LCFF - Supplemental	26915	0.00
District Funded	0	0.00
Parent-Teacher Association (PTA/O)		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	18,847.00
LCFF - Supplemental	26,915.00
Title I Part A: Allocation	57,734.00

Expenditures by Budget Reference

Budget Reference	Amount
	61,260.00
None Specified	14,915.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	5,087.00
	LCFF - Base	13,760.00
	LCFF - Supplemental	12,000.00
None Specified	LCFF - Supplemental	14,915.00
	Title I Part A: Allocation	10,234.00
	Title I Part A: Allocation	47,500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jim Knight	Principal
Ken Nason	Parent or Community Member
Jeff Lee	Parent or Community Member
Lisa Mayfield	Other School Staff
Rennie Saltzman	Parent or Community Member
Theresa Costa	Parent or Community Member
Eliana Kaimowitz	Classroom Teacher Parent or Community Member
Robin White	Classroom Teacher
Katheryn Dixon	Classroom Teacher Parent or Community Member
Michael Monticello	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 2, 2022.

Attested:

	Principal, Jim Knight, Principal on May 2, 2022
	SSC Chairperson, Ken Nason on May 2 2022

Addendum

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

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

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

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

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

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

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

Appendix B: Select State and Federal Programs

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

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