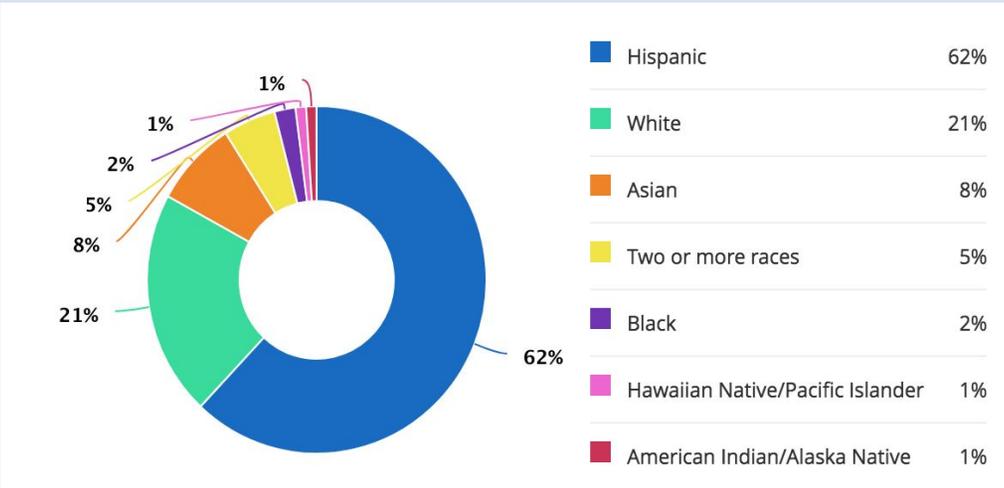


# School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date	
<b>Barrett Elementary</b> Principal Mary Alice Callahan	43695836118376	5/21/19		

## Plan Summary:

**Barrett Elementary:**



Hispanic	62%
White	21%
Asian	8%
Two or more races	5%
Black	2%
Hawaiian Native/Pacific Islander	1%
American Indian/Alaska Native	1%

Barrett is an exceptional place for learning where staff, parents, volunteers, and businesses work together for academic excellence. Bengal pride abounds daily, but is also evident at whole-school assemblies and school events where we share school spirit, honor student learning, provide opportunities for students to perform and celebrate our diverse community and all of its assets. Barrett fosters a climate of acceptance and inclusiveness that allows all students to succeed.

Barrett Elementary is a transitional kindergarten through fifth grade school with 453 students. 26.9% are English Learners and the 60% of the students are eligible for free or reduced lunch. Barrett is a School Linked Services Community Collaborative School and partners with Public Health, Rebekkah’s Children’s Services, Discovery Counseling, Prevention Early Intervention (PEI) Counseling Services, the Morgan Hill Public Library, the Morgan Hill Police Department and the YMCA to provide students and families with school-based services to foster and support the health and well-being of families through engagement with our community partners. These partnerships enhance the opportunities for all Barrett families to access the rich community assets that surround this neighborhood school and to take an active role in the school through through

Project Cornerstone, ABC Readers, and Los Dichos con La Casa. Barrett hosts numerous after-school and evening events with our community partners in order to provide multiple opportunities for families to connect to Barrett as a place of academic and social learning. Barrett believes that students who feel connected personally with their school thrive in that environment. Many of our events focus on family fun to build connections and resiliency. **We believe that students who view the school as a hub of social and intellectual activities will be more successful in academically.** If it takes a village to develop vibrant and knowledgeable children, then Barrett Elementary serves as the village square where all of these community assets can gather to learn and play together.

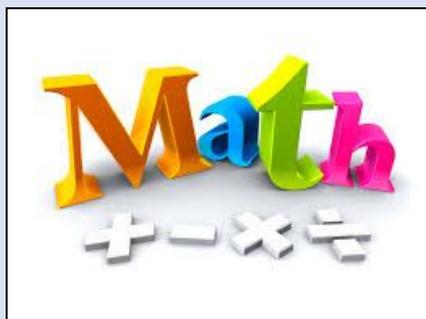
Barrett teachers and staff work daily to serve the educational needs and social emotional development of each child. Instruction focuses on developing each student's academic fluencies through small group instruction that privileges the children's background knowledge and engages their natural curiosity. All teachers participate in weekly collaboration where our focus is on best instructional practices such as guided reading and readers' workshop, writers' workshop and the habits which foster mathematical reasoning. Student data is analyzed to inform all of our instructional strategies. We examine data from state tests and district benchmark assessments as well as formal and informal classroom assessments. Teachers examine test results and share instructional ideas in teams to come up with the best strategies to meet student needs. Teachers also participate in professional development activities and share that information through collaboration meetings, modeled classroom lessons and grade level team lessons in the Teacher Learning Lab. Best practices adopted include Guided Language Acquisition Design (GLAD) strategies, Constructing Meaning (CM) strategies and instructional techniques that support differentiation such as guided reading and writer's' workshop, growth mindsets and mathematical mindsets. We believe strongly in providing intellectual stimulation and rigorous academic standards every minute of the day. Our curriculum emphasizes real-world experiences, visual and performing arts, and the development of leadership through student involvement in numerous community service activities and projects. Barrett's strength is in the commitment of home, school, and community working together towards the common goal of ensuring a nurturing and engaging educational experience for all.

Barrett is proud of the work that we do that extends and enriches our student's curriculum beyond the classroom. We have two after school YMCA programs, after-school tutoring groups to assist struggling students as well as an enrichment group for advanced students. We have a music teacher with a professional degree in music who teaches singing in grades K-5 and offers a choir class after school for 4th and 5th graders. We hold frequent Spirit Days and school assemblies as well as provide opportunities for students to attend field trips that enrich their learning experiences. Our student leadership clubs assess student needs and desires and generate options for addressing them.

**Students are served** through district wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).
3. **Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).



Additional School level goals and priorities include a focus on three areas: increasing language arts proficiency, increasing math proficiency and increasing parent involvement. Additionally, Barrett will enter its third year of Positive Behavioral Interventions and Supports (PBIS) training. Our school behavior standards empower students to develop lifelong social skills: Barrett students will show respect, make good decisions, solve problems and be kind and brave. We introduce each of these concepts through student-led assemblies each year. Student leadership clubs take an active role in promoting activities that develop an understanding of the standards for all students.

Two theories of action guide the instruction and culture of Barrett Elementary and the development of the SPSA. First, research clearly shows that increasing the pedagogic capacity of teachers improves learning in students. Barrett has developed a Teacher Learning Lab and will continue to offer professional development throughout the year. In prior years, teachers have studied guided reading, writers' workshop, Guided Language Acquisition Design (GLAD) and Constructing Meaning (CM) strategies. The latter two programs focus on strategies that facilitate English Learners' ability to access the academic language in their classes. In 2018-19, a group of Barrett teacher began studying instructional strategies and learning environments that support mathematical reasoning and the mathematical habits that foster deep mathematical understanding. All of these strategies remain important in how teachers work with students at Barrett. For the 2019-20 year, the teachers have chosen to deepen their studies in teaching writing and teaching math. All teachers and staff will participate in a collaborative cohort of professional development honing their teaching skills in one of these two areas. They will meet regularly to discuss practices, write units of study, discuss professional readings and work with consultants who will help them reflect on and deepen their classroom practices. By improving their own knowledge and practices, they will help students improve their abilities in these areas.

The second theory of action that informs instruction at Barrett is that students need to be at the center of the lesson--sharing their thinking with their teacher and their peers. Traditional models of education focus on teacher led instruction in which students try to understand what the teacher is thinking and doing in order to learn how to model it and reproduce it consistently. Constructivist education posits that the greatest gains in learning happen when students are allowed to create their own deep understanding of content. In this model, the students are the architects of knowledge and the teacher works to understand their thinking and understanding of the concepts and then uses their thinking to lead them to new learning.

This can only happen if the teacher creates lessons that foster authentic experiences with the content, and then guide student understanding through inquiry and reflection of student produced outcomes. Teaching students in flexible small groups encourages student talk with each other and with the teacher. The collective wisdom of the group is shared and valued. Students learn that there is often more than one way to think about concepts and they develop mental flexibility. Student talk is necessary for knowledge creation and for developing the memory cues for retention. This is especially important for students who are reluctant to share their knowledge in whole class settings either due to personality, confidence issues, language facility or the time allotted for discussion.

Practices such as guided reading, writers' workshop, math instruction that privileges conceptual understanding over speed and rules, and lessons rich in GLAD and CM strategies foster student voice, deepen conceptual understanding and engage students in knowledge creation. These practices are not only engaging for students but develop in them skills they will use for the rest of their lives as learners. It is not uncommon to hear from guests who work with Barrett students what a pleasure it is to have them in class. One recent example came from a docent at the Machado School Heritage Society. "I just want to share how much we enjoyed your fourth grade students. There were enthusiastic and asked great questions. I was a pleasure to have them participate in our activities. Also, the teachers and parents who volunteered were wonderful." (email to the principal, May 3, 2019, 2 pm) During the Federal Program Monitoring audit in the 2017-18 school year, Barrett was praised for its school climate which has a low affective filter--meaning that all students are clearly willing and able to contribute their own ideas during instruction and while working with the teacher and each other. Fostering this level of engagement in students is a top priority at Barrett.

## Greatest Progress:

Barrett continues to make progress toward reaching state levels of proficiency in English and Math. Though not at standard, Barrett continues to improve at a rate faster than the state average rate of growth. Currently below standard by 31.6 points in English Language Arts, students grew on average by 7.1 points while the average student in the state grew by 2.2 points. Barrett students also made great progress in English Language Arts though the data is seemingly contradictory. Overall, our English learners and Hispanic students declined by 4 and 5.8 points respectively. Analysis of this data showed that the decline was due to changing demographics of the testing group. Barrett RFEP students moved 43.2 points closer to proficiency--a significant amount of progress! At the same time, the number of English Learners taking the test significantly increased (due to the prior year 5th graders exiting Barrett's testing pool and incoming third graders entering the testing pool). While these students actually scored higher in ELA, the averaging of the scores from the two groups resulted in the aggregate number showing a decline. (See the table to the right).

	DFS 2016-17	n 16-17	Total 16-17	
English Learners Only	-107.1	39	-4176.9	
RFEP	-2.8	46	-128.8	
Total		85	-4305.7	
16-17 average				$-4305.7/85 = -50.7$
	DFS 2017-18	n 17-18	Total 17-18	
English Learners Only	-95	51	-4845	
RFEP	+43.2	21	+907.2	
Total		72	-3937.8	
17-18 average				$-3937.8/72 = -54.7$
Difference between 17-18 and 16-17				
				$-54.7 - -50.7 = -4$

Barrett CAASPP English Language Arts Data:

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method
All Students	Yellow	Low	Increased	-31.6	7.1	214	*	231	*	-38.6	*	*	*	*
English Learners	Orange	Low	Declined	-54.7	-4	72	*	85	*	-50.7	*	*	*	*
Homeless	None	Low	*	-39.9	*	11	*	5	*	*	*	*	*	*
Socioeconomically Disadvantaged	Yellow	Low	Increased	-55.2	13.6	119	*	121	*	-68.8	*	*	*	*
Students with Disabilities	Orange	Very Low	Increased	-72	8.3	52	46	39	36	-80.2	*	*	*	*
African American	None	*	*	*	*	2	*	3	*	*	*	*	*	*
Asian	None	High	Increased Significantly	20.2	27	14	*	14	*	-6.8	*	*	*	*
Filipino	None	*	*	*	*	4	*	5	*	*	*	*	*	*
Hispanic	Orange	Low	Declined	-58.3	-5.8	130	*	142	*	-52.5	*	*	*	*
White	Green	Medium	Increased	-2.9	11.3	51	*	53	*	-14.2	*	*	*	*
Two or More Races	None	*	*	*	*	9	*	10	*	*	*	*	*	*

Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

Data analysis requires thoughtful understanding of what is measured and how it is reported. As noted in the discussion above, it would seem Barrett is doing worse than last year but it is not true. Barrett students are growing toward proficiency in ELA and in math. If you skim the charts it might also seem that we are doing better in math than we are in language arts but that is also not true. Looking just at the change level chart, Barrett increased or stayed the same for all student groups in math. But Barrett students--like all students across the state--are on average further from proficiency in math than they are in English. Thus, if your goal is meeting state level proficiency then Barrett students are closer in ELA than in math. Barrett students are also growing toward proficiency at a faster rate than is typical for the average student in the state in both ELA and math..

Barrett CAASPP Math Data

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method
All Students	Yellow	Low	Increased	-38.2	10.3	214	*	231	*	-48.5	*	*	*	*
English Learners	Orange	Low	Maintained	-62.9	1	72	*	86	*	-63.9	*	*	*	*
Homeless	None	Low	*	-51.5	*	11	*	5	*	*	*	*	*	*
Socioeconomically Disadvantaged	Yellow	Low	Increased	-62.5	13.5	119	*	122	*	-76	*	*	*	*
Students with Disabilities	Yellow	Low	Increased	-87.1	3.7	52	45	39	35	-90.8	*	*	*	*
African American	None	*	*	*	*	2	*	3	*	*	*	*	*	*
Asian	None	High	Increased Significantly	25.1	23.6	14	*	14	*	1.4	*	*	*	*
Filipino	None	*	*	*	*	4	*	4	*	*	*	*	*	*
Hispanic	Yellow	Low	Increased	-65	4.4	130	*	143	*	-69.4	*	*	*	*
White	Green	Medium	Increased	-10.6	4.3	51	*	53	*	-14.9	*	*	*	*
Two or More Races	None	*	*	*	*	9	*	10	*	*	*	*	*	*

Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

Barrett students are 38.2 points below standard overall. Barrett students moved 10.3 points closer to proficiency on the state test. Every subgroup in the school increased or maintained their proficiency in math. Hispanic, English learners and Students with Disabilities are the furthest from standard. The site plan will address these needs in its plan for both ELA and math.

Another powerful success for Barrett's 2018-19 school year was in professional development. A group of teachers at Barrett won a grant to study their mathematical teaching practices. The change to common core already is showing advances in mathematical proficiency across all subgroups. One should

expect this regression toward the mean simply because common core math is grounded in contextual learning which triggers student background knowledge. This will naturally allow more access to the content and result in more correct answers. But national data also shows that the anticipated growth of this change has been slower than hoped for by researchers. Barrett teachers discussed this trend and the fact that teachers have generally not learned how to teach common core math in new ways that match the design of the curriculum. The traditional method of instruction uses teacher driven models for students to learn and master. Students have to understand how the teacher is thinking about the math and then imitate the teacher's method until the rules become automatic in their own practice. But common core math privileges student thinking, moving the teacher into the role of presenting problems for exploration and then working with the students to debrief and understand the underlying math concepts together. Teachers take on the role of noticing and understanding how their students think about the math and assessing where they are in conceptual understanding of the key ideas of the problem. Next the teacher must introduce more problems that extend and further this reasoning. This is work in uncharted territory for most teachers in math. They themselves most often learned math the way they were traditionally teaching it. Barrett began to examine what it would take to change our teaching to support and extend the design of common core math. Utilizing Jo Boaler's mathematical mindset work at Stanford, the teachers read research on math instruction, implemented "low floor and high ceiling" math problems, and have worked with a consultant on math instruction over the course of this year to significantly change their instruction in math. It has been an exciting and productive year. Students are eagerly engaged in math instruction. Their mathematical discourse is increasing and their collective understanding is developing and deepening. We hope to see even greater measurable growth in their math scores next year.

## Purpose and Description

**Plan Description:** As we analyze the CAASPP data, we see tremendous success but also note that we have a distance to go to reach proficiency in ELA and in math. The site plan will address the need to continue our successes in growing toward proficiency in both ELA and math. We will be focusing explicitly on teaching strategies in reading, writing with English Language Development strategies, and math. Barrett's site plan will utilize the MTSS model to address both general support and improvement in ELA and math proficiency for all students. In addition Title 1 monies will provide for instructional supports for students who struggle whether they are low SES or English Learners. These targeted interventions will include small reading group instruction, additional support reading groups, professional development in English Language Development strategies, targeted writing instruction strategies and the expansion of our math professional development.

**The purpose** of this plan is to address areas of need as revealed by our needs assessment as follows:

### **Needs Assessment Findings:**

**California Public School Dashboard Indicator Needs:** Barrett has no red area on the dashboard. In the orange band for attendance: Low SES, White and Two or more races for attendance; In the orange band for ELA: English Learners, Students with Disabilities and Hispanic students; In the orange band in math: English Learners

**California Public School Dashboard Gaps:** The only gap on the dashboard is for students with disabilities which is yellow and two levels below the all student rating of blue in the area of suspension rates. Although the dashboard is signaling a gap for SWD suspension, there was only one total suspension in the school which happened to be a student with a disability, causing a volatile overreaction of the dashboard due to extremely small sample size.

## Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Blue	None	None	Yellow	Yellow
English Learners	Yellow	Blue	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Blue	None	None	Yellow	Yellow
Students with Disabilities	Yellow	Yellow	None	None	Orange	Yellow
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Blue	None	None	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Blue	None	None	Green	Green
Two or More Races	Orange	Blue	None	None	None	None

**Local Assessment Data:** Analysis of the site's reading growth, reveals a potential correlation between students who succeed in reading growth with those whose attendance is consistent. Likewise, students whose attendance is less consistent show less progress in their reading levels. As a result, the school will incorporate elements of the PBIS plan to encourage attendance.

**Stakeholder Identified Needs:** Barrett will continue to focus its site plan on improving student proficiency in English language arts and math. In addition, the school will work to educate families about the importance of consistent attendance and will focus on strategies that engage students to want to be in school. Barrett will also focus on writing strategies to improve students' ability to communicate what they know on tests such as ELPAC, CAASPP, and district benchmark exams. These goals were developed in discussions with the instructional staff, the ELAC committee and the SSC while examining state and local data.

## Addressing ESSA and LCAP Alignment

ELA and Math: Barrett staff and site plans have focused deeply on helping all students become fluent readers and writers. English learners and students of poverty often struggle in reading due to less academic language acquisition and an experience gap that inhibits language acquisition. By supporting struggling readers and promoting early literacy, Barrett students will continue to show significant progress toward language fluency which allows them full access to the rich curricular content of their education. Second, Barrett will continue its focus on professional development for math instruction. Changing math practices will give students greater access to key concepts and develop their mathematical fluency. Focusing on a growth mindset will teach all students that they have innate math skills and developing small group instruction will give all students greater opportunities to demonstrate their learning and to learn from each other. Small group instruction also lowers the affective filter for English learners, low-income students and foster youth who might otherwise feel intimidated by speaking in class and sharing their own knowledge. Continuing this practice in literacy and developing it in math will expand their opportunities to engage deeply with the core curriculum. Barrett teachers will also focus on writing strategies. This will serve students in several ways. First, writing in the content areas is positively correlated with memory retention. Writing reflections in math lessons, for example, will help students cement the ideas explored in the lessons and give them an elevated starting point when they return to the concepts throughout the course of the year. Second, writing is required in testing to demonstrate understanding of key concepts. Many students actually know far more than they feel comfortable saying through the tip of a pen or pencil or keyboard. By deepening students' ability to write, especially English learners, we will unmask student talents and allow their true assets shine. Barrett teachers will review professional development strategies and augment them in consultation with GLAD professional development and Constructing Meaning professional development. These practices specifically target students with language development needs. English learners and low SES students often have far fewer words in their vocabulary. Supporting their development of language in speaking, listening, reading and writing will increase their ability to understand academic content and to bring their own unique contributions to the collective wisdom of the classroom.

Attendance and Suspension Rates: PBIS practices, student engagement and family engagement opportunities promote an inclusive environment. Barrett is a School-linked Community Collaborative school and offers many opportunities for students to receive additional services such as social skills and counseling as well as fun opportunities to engage with out community partners such as the Morgan Hill Public Library, the Morgan Hill Police Department, Discovery Services, Rebekah's Community Services, the YMCA and Public Health. Each of these partners provide valuable opportunities for students to feel connected to and supported by the school and the community. These relationships have a positive impact on all of our students.

Barrett also fosters inclusion and engagement by offering students the opportunity to lead. All PBIS lessons are taught initially by the students themselves. Teachers work with their classes on the standards and students lead assemblies to teach the standards to the rest of the school. In 2018-19, Barrett students will be important ambassadors for teaching the importance of being in school every day. They will lead our Friday AttenDANCE celebrations after the morning announcement to celebrate students who have been to school every day that week and to celebrate students who have improved their attendance from week to week.

## Stakeholder Involvement

The principal holds monthly meetings with the ELAC, School Site Council and the Home and School Club. At each of these meetings, the principal discusses an area of the site plan and updates the parents on progress toward goals. Additionally, the principal works with the staff through the staff meetings to report on

progress toward SPSA goals and to seek input on needs that can affect student learning. Additionally, the principal hosts an annual tour of programs for these groups each February so that the members can see the actions of the goals in practice in the school and can give input into the next year's SPSA.

The principal met with the Home, School and Community Club on May 16th to discuss the proposed goals of the site plan. She met with the ELAC committee on May 17, 2019 to present the R-30 report and to discuss the school's 2018 CAASPP data. The ELAC committee recommended that the goals of the site plan continue to focus on reading and math. They also approved adding in the foci of writing and attendance. Next fall, the ELAC parents will also determine topics for their own learning needs. This was a recommendation from DELAC that they wanted to take up next year. Finally, the principal met with the School Site Council on May 21, 2019 to review the site plan and to hear the recommendation of the ELAC parents for the site plan. The SSC approved the site plan with the inclusion of the ELAC recommendations.

[Link to SSC Agendas and Minutes](#)

[Link to ELAC Agendas and Minutes](#)

## Resource Inequities

The ELAC committee recommendations were accepted by the School Site Council and the actions of the 2018-19 SPSA were continued in the 2019-20 SPSA. Both the SSC and the ELAC recommended keeping the reading supports and continuing the emphasis on mathematics instruction. The Home and School and Community Club recommended that we continue calendaring the after school opportunities as early as possible to facilitate advertising of the events. The ELAC parents assessing parents for desired educational opportunities. These learning opportunities will be calendared into the ELAC meeting agendas. For example, ELAC parents had an opportunity to learn about mental health issues and community resources for addressing them at their April 2019 meeting. Teachers are also interested in keeping the reading programs in order to continue to provide differentiated guided reading in their Tier 1 instruction and supplemental reading supports to struggling readers and early readers in our Tier 2 programs. Additionally, each staff member will join either a writing or math professional development cohort. Together they will study instructional strategies that facilitate student learning and address the needs of English learners and low SES students. All of these concerns are reflected in the goals of the SPSA for 2018-19.

# Goals, Strategies, Expenditures, & Annual Review

## Goal 1

**College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

### Identified Need

To increase English language proficiency in reading and writing for all students, to increase math proficiency for all students; and to meet the needs of Hispanic and English Learners by making academic content more accessible through GLAD and Constructing Meaning strategies of instruction

### Annual Measurable Outcomes

#### EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 1: College and Career Readiness:				Link to <a href="#">metric instructions</a>
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
<b>CAASPP (<a href="#">Dashboard</a>)</b>	<b>CAASPP (<a href="#">Dashboard</a>)</b>	<b>CAASPP (<a href="#">Dashboard</a>)</b>		
<b>ELA status/change</b>	<b>Status only, gain scores n/a</b>	<b>Status only, gain scores n/a</b>		
<b>ELA status/change</b>	<b>ELA status/change</b>	<b>ELA status/change</b>		
--All student	--All student 36.8 below level 3	--All student 31.6 below level 3		
Grade 3	Grade 3 2407.7	Grade 3 2403.9		
Grade 4	Grade 4 2403.1	Grade 4 2414.5		
Grade 5	Grade 5 2473.0	Grade 5 2493.0		
--Low SES	--Low SES 68.8 below level 3	--Low SES 55.2 below level 3	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
Grade 3	Grade 3 2370.9	Grade 3 2386.4		
Grade 4	Grade 4 2375.2	Grade 4 2385.7		
Grade 5	Grade 5 2443.7	Grade 5 2472.2		
--SWD	--SWD 80.2 below level 3	--SWD 72 below level 3		
Grade 3	Grade 3 2363.4	Grade 3 2346.5		
Grade 4	Grade 4 2359.6	Grade 4 2373.4		
Grade 5	Grade 5 ***	Grade 5 ***		
--EL	--EL 50.7 below level 3	--EL 54.7 below level 3		
Grade 3	Grade 3 2345.4	Grade 3 2364.6		
Grade 4	Grade 4 2342.3	Grade 4 2351.5		
Grade 5	Grade 5 ****	Grade 5 2407.8		

<p><b>Math status/change</b>  --All student  Grade 3  Grade 4  Grade 5  --Low SES  Grade 3  Grade 4  Grade 5  --SWD  Grade 3  Grade 4  Grade 5  --EL  Grade 3  Grade 4  Grade 5  <b>Science status/change</b>  Grade 5 only  --All student  --Low SES  --SWD  --EL</p>	<p><b>Math status/change</b>  --All student 48.5 below level 3  Grade 3 2398.9  Grade 4 2435.0  Grade 5 2462.9  --Low SES 76 below level 3  Grade 3 2369.6  Grade 4 2404.3  Grade 5 2441.1  --SWD 90.8 below level 3  Grade 3 2346.6  Grade 4 2372.6  Grade 5 ***  --EL 63.9 below level 3  Grade 3 2345.6  Grade 4 2378.9  Grade 5 ***  <b>Science status/change</b>  Grade 5 only  --All student <b>no score, pilot yr</b>  --Low SES  --SWD  --EL</p>	<p><b>Math status/change</b>  --All student 38.2 below level 3  Grade 3 2409.9  Grade 4 2430.3  Grade 5 2493.3  --Low SES 62.5 below level 3  Grade 3 2390.8  Grade 4 2408.2  Grade 5 2464.9  --SWD 87.1 below level 3  Grade 3 2364.5  Grade 4 2384.0  Grade 5 ***  --EL 62.9 below level 3  Grade 3 2363.5  Grade 4 2392.9  Grade 5 2404.3  <b>Science status/change</b>  Grade 5 only  --All student <b>no score, pilot yr</b>  --Low SES  --SWD  --EL</p>		
<p><b>NWEA MAP Assessment</b>  <b>Fall to Winter</b> Growth:  <b>ELA</b>  --Grade K optional  --Grade 1 optional  --Grade 2  --Grade 3  --Grade 4  --Grade 5  <b>Math</b>  --Grade K optional  --Grade 1 optional  --Grade 2  --Grade 3  --Grade 4  --Grade 5  <b>Science--Optional</b>  --Grade 2  --Grade 3  --Grade 4  --Grade 5</p>	<p><b>NWEA MAP</b>  <b>Fall to Winter</b> School Growth:  <b>ELA</b> School National  --Grade K optional  --Grade 1 optional  --Grade 2 did not test midyr  --Grade 3 7.3 5.2  --Grade 4 6.9 3.9  --Grade 5 10.1 3.0  <b>Math</b>  --Grade K optional  --Grade 1 optional  --Grade 2 did not test midyr  --Grade 3 7.3 5.6  --Grade 4 5.7 4.4  --Grade 5 8.5 3.7  <b>Science</b>  --Grade 2 optional  --Grade 3 optional  --Grade 4 optional  --Grade 5 optional</p>	<p><b>NWEA MAP</b>  <b>Fall to Winter</b> School Growth:  <b>ELA</b> School National  --Grade K optional  --Grade 1 optional  --Grade 2 did not test midyr  --Grade 3 0.9 7.2  --Grade 4 1.4 5.5  --Grade 5 3.4 4.2  <b>Math</b>  --Grade K optional  --Grade 1 optional  --Grade 2 did not test midyr  --Grade 3 2.7 7.7  --Grade 4 3.0 6.3  --Grade 5 5.3 5.0  <b>Science</b>  --Grade 2 optional  --Grade 3 optional  --Grade 4 optional  --Grade 5 optional</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>

<p><b>Dashboard Academic Indicator</b> Groups in Red/Orange:</p>	<p><b>Dashboard Academic Indicator</b>  <b>Red:</b> SWD in ELA <b>Orange:</b> All other student groups in ELA SWD in Suspension</p>	<p><b>Dashboard Academic Indicator</b>  <b>Red:</b> no red indicators <b>Orange:</b> <b>Chronic Abs:</b> SED, White <b>Suspension:</b> None <b>ELA:</b> EL, SWD, HISP <b>Math:</b> None</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p>
<p><b>Biliteracy</b> --EL Progress --EL status &amp; change --EL Reclass Rate</p>	<p><b>Biliteracy</b> --EL Progress: <b>Medium</b> (yellow) --status &amp; change: 67.7%, -1.3% --Reclass Rate: <b>18.4%</b></p>	<p><b>Biliteracy</b> With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure.. --Reclass Rate: = 0%</p>	<p>Maintain high status or positive growth in all categories</p>	<p>Maintain high status or positive growth in all categories</p>
<p><b>Special Education</b> --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:</p>	<p><b>Special Education</b> non SLP --# Referrals: <b>20</b> --# Qualified: <b>11</b> --# Exited: <b>0</b> --% Non EL: <b>55%</b> --% EL: <b>45%</b> <b>Speech:</b> --# Referrals: <b>20</b> --# Qualified: <b>10</b> --# Exited: <b>3</b> --% Non EL: <b>75%</b> --% EL: <b>25%</b></p>	<p><b>Special Education</b> non SLP --# Referrals: 13 --# Qualified: 5 for SPED services;, 3 qualified for 504 accommodations, 4 are pending, 1 student did not qualify due to academic performance correlating to low IQ. --# Exited: 1 --% Non EL: 69.2% --% EL: 30.8 % <b>Speech:</b> --# Referrals: 7 --# Qualified: 5 --# Exited: 5 --% Non EL: 79 % --% EL: 21%</p>	<p>Continue to hold SST meetings and look for the least restrictive environment that will support student success in moving toward grade level proficiency</p>	<p>Continue to hold SST meetings and look for the least restrictive environment that will support student success in moving toward grade level proficiency</p>
<p><b>Implementation Status:</b> <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --Assessment Plan --MTSS Supports --PLC</p>	<p><b>Implementation Status:</b> <i>Scores on 5 point rubric survey</i> --Mathematics: <b>3.7</b> --ELA/ELD: <b>3.2</b> --History: <b>1.29</b> --Science: <b>1.88</b> --MTSS Academic: <b>3.1</b> --MTSS Soc Emot: <b>2.8</b> --PLC: <b>3.2</b></p>	<p><b>Implementation Status:</b> <i>Scores on 5 point rubric survey</i> --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 --PBIS 3.5</p>	<p>Fully implement NGSS adopted materials</p>	

<p><b>Literacy Measure: F&amp;P</b>  --Avg K reading level Fall  --Avg K reading level Mar.  --% at grade level Mar.</p> <p>--Avg 1 reading level Fall  --Avg 1 reading level Mar  --% at grade level Mar.</p> <p>--Avg 2 reading level Fall  --Avg 2 reading level Mar  --% at grade level Mar.</p> <p>--Avg 3 reading level Fall  --Avg 3 reading level Mar  --% at grade level Mar.</p> <p>--Avg 4 reading level Fal  --Avg 4 reading level Mar  --% at grade level Mar.</p> <p>--Avg 5 reading level Fall  --Avg 5 reading level Mar  --% at grade level Mar.</p>	<p><b>Fountas &amp; Pinnell (F&amp;P) by grade</b>  --Avg K Fall:  --Avg K Mar: 0.8  --At level Mar: 83%</p> <p>--Avg 1 Fall: 1.0  --Avg 1 Mar: 1.7  --At level Mar: 60%</p> <p>--Avg 2 Fall: 2.3  --Avg 2 Mar: 2.6  --At level Mar: 65%</p> <p>--Avg 3 Fall: 2.9  --Avg 3 Mar: 3.3  --At level Mar: 49%</p> <p>--Avg 4 Fall: 3.9  --Avg 4 Mar: 4.1  --At level Mar: 43%</p> <p>--Avg 5 Fall: 4.8  --Avg 5 Mar: 5.0  --At level Mar: 31%</p>	<p><b>Fountas &amp; Pinnell (F&amp;P) by grade</b>  --Avg K Fall: 0.1  --Avg K Mar: 0.4  --At level Mar: 28%</p> <p>--Avg 1 Fall: 1.0  --Avg 1 Mar: 1.3  --At level Mar: 30%</p> <p>--Avg 2 Fall: 2.0  --Avg 2 Mar: 2.3  --At level Mar: 48%</p> <p>--Avg 3 Fall: 3.0  --Avg 3 Mar: 3.4  --At level Mar: 55%</p> <p>--Avg 4 Fall: 3.8  --Avg 4 Mar: 4.2  --At level Mar: 50%</p> <p>--Avg 5 Fall: 4.3  --Avg 5 Mar: 4.9  --At level Mar: 42%.</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p>
<p><b>MTSS Support Usage</b>  --Ext. day participants  --Accessing Read 180  --Accessing System 44  --Accessing LLI  --Accessing Lexia  --Accessing Study Island</p>	<p><b>Usage Monitoring</b>  --Extended Day: <b>106 students</b>  --Blended System 44/Read 180, <b>21 students</b>  --LLI: <b>53 students</b>  --Lexia: <b>29% use</b>, 40% at/above  --Study Island: NA</p>	<p><b>Usage Monitoring</b>  --Extended Day: <b>106 students</b>  --Read 180, <b>18 students</b>  --LLI: <b>24 students</b>  --Guided reading groups with the reading TOSA: <b>42 students</b>  --Lexia: <b>21% use</b>, 30% at/above  --SI: 396 sessions, 4050 question at 59% correct</p>	<p>Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through Read 180, LLI</p>	<p>Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through Read 180, LLI</p>
<p><b>Other Site Specific metrics:</b>  <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc.</i></p>	<p>Barrett teaches reading in small leveled groups to meet the needs of all our readers. Additionally Barrett funds 2 reading specialists to work with students whose levels are 2 or more years behind proficiency.</p>	<p>--In addition to the practice of individualizing reading instruction, Barrett has allocated money to train the resource teacher and the paraprofessionals in LLI, an intensive reading program for students who are struggling to learn to read. In 2018-19, there have been 21 students receiving LLI instruction through the resource program and 8 students receiving phonics instruction with Reading Mastery and Horizons.</p>	<p>Continue to support primary and upper elementary students who have not yet reached target proficiency levels</p>	<p>Continue to support primary and upper elementary students who have not yet reached target proficiency levels</p>

		All 12 students in the SDC receive LLI instruction.		
--	--	---	--	--

# Goal 1 Action 1: Tier 1 Staff

## Students to be Served by this Strategy/Activity

All Students

## Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. Stipends for Safety Patrol (1.0), Technology facilitator (1.0), Student Leadership (1.0),  $\$1640 \times 3 = \$4920$
2. Stipends for 6 teachers on the Project Light Grant  $\$3000$
3. Yard duty supervisors (3 hrs x 3 x 180 x \$11 + .27.587% statutory benefits) = \$22,736
4. Additional yard duty supervision (8 hrs x \$11 x 180 + .27.587% statutory benefits) = \$20,210

## Proposed Expenditures for this Strategy/Activity

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Stipends for Safety Patrol (1.0), Technology facilitator (1.0), Student Leadership	\$4920	Unrestricted Lottery
Stipend for 6 teachers on Project Light Grant	\$3000	Project Light Grant
Yard Duty supervision	\$22,736	District Allocation for campus supervision
Additional Yard Duty supervision	\$20,210	Unrestricted Lottery

## Goal 1 Action 2: Tier 2-3 Staff

### Students to be Served by this Strategy/Activity

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities

### Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. Hire substitute teachers (estimated for up to 180 days) and hourly supervisors to work with teachers  $\$150 \times 180 + 19.567\%$  statutory benefits = \$32,283
2. Hire extra supervisory help to support TK students (estimated at 540 hours)  $\$5940 + \$1639 = \$7579$
3. Additional PBIS Check In Support focusing on low SES and at-risk students using an hourly employee  $(4 \text{ hrs} \times 180 + .27.587\%$  statutory benefits) = \$10,105
4. Extra supervisor help to support Read 180 and PBIS check in  $(2 \times \$11 \times 180 + .27.587\%$  statutory benefits) = \$5052
5. SST coordinator stipend \$1640
6. Personnel: 0.6 FTE Reading Teacher
7. Read 180 reading teacher

**Proposed Expenditures for this Strategy/Activity**

<b>Goal 1 Action 2 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Classroom support through sub release or sub vacancy days for core content instruction	\$28365	Live Oak Grant
TK and Kinder support	\$7579	LCFF
Additional PBIS Check In Support focusing on low SES and at-risk students	\$10,551	Title 1
Read 180 support and PBIS check in	\$5052	Title 1
SST coordinator	\$1640	Title 1
0.6 FTE reading teacher	\$50,913	Title 1
Read 180 reading teacher	\$20,676 (Title 1) + \$3649 (LCFF)	Title 1 and LCFF

## Goal 1 Action 3: Professional Development

### Students to be Served by this Strategy/Activity

All Students

### Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include professional development for:

1. PBIS for yard duty (5 x \$11 + statutory benefits) = \$70 x 4 days. These trainings primarily address the needs of low SES and at risk learners.
2. PBIS training 4 days x \$132 + statutory benefits) = \$632 (one teacher) These trainings primarily address the needs of low SES and at risk learners.
3. Core Content Instruction using small group instruction, differentiation and GLAD/Constructing Meaning Strategies. Teachers will work within a math or ELA professional development cohort. This will require planning days to work with the consultants and to plan units to implement in their classes. 1 day for Project Light Grant teachers \$1104 + (43 additional subs for math PD \$6787 Live Oak Grant). 4 release days total for each teacher in the ELA cohort. \$10,101 LCFF
4. Math consultant \$2300 LCFF + \$2300 Project Light
- 5 GLAD consultants \$5200 including travel expenses and hotel and 4 sub release day for 2 district GLAD trainers
6. Conference registration and Travel expenses for teachers and the principal. Asilomar for math \$3100 project light grant; Elementary Math Lab Conference, Ann Arbor, Michigan \$3210 Live Oak Grant, LLI \$1000, Mathematical Mindset Workshop \$3000
7. Developing instructional strategies in any of the core content areas of the school. \$1000 Books and \$2000 for classroom materials

**Proposed Expenditures for this Strategy/Activity**

<b>Goal 1 Action 3 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
PBIS for yard duty	\$280	LCFF
PBIS substitute release	\$632	LCFF
Sub release for PD cohort work	\$1600 Project Light Grant, \$6787 LCFF, \$10,101 LCFF	Project Light Grant, LCFF,, LCFF
Math Consultant	\$2300 LCFF, \$2300 Project Light	LCFF, Project Light
GLAD consultants and sub release	\$5000 Title 1, \$631 Title 1	Title 1
Conferences--Asilomar and EML, Ann Arbor Michigan, travel and expenses	\$3100 Project Light Grant, ( \$3112 LCFF, \$210 Live Oak Grant), \$4000 Title 1	Project Light Grant, Live Oak Grant, Title 1
Books and materials	\$1000 books, \$2000 materials	LCFF

## Goal 1 Action 4: Tier 1 Instructional Program

### Students to be Served by this Strategy/Activity

All Students

### Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Provisions for classroom supplies:  $400 \times 17 = \$6800$  for individual teacher discretion
2. Grade book and site licenses \$100
3. Additional books and materials aligned to math and ELA professional development--Books \$1000, materials \$1000
4. PE equipment \$1000
5. Paper and printer ink, workroom supplies
6. Site license for BrainPOP--an animated Educational Site for Kids--Science, Social Studies, English, Math, Arts & Music, Health and Technology

### Proposed Expenditures for this Strategy/Activity

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
1. Classroom supplies	\$6800	Unrestricted Lottery
2. Gradebook and site licenses	\$100	Unrestricted Lottery
3. Math and ELA books and materials	\$1000 books, \$1000 materials	Unrestricted Lottery
4. PE equipment	\$1000	Unrestricted Lottery
5. Paper, printer ink, workroom supplies	\$5000	Unrestricted Lottery
6. Site License BrainPOP	\$2300	LCFF

## Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports

### Students to be Served by this Strategy/Activity

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

### Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. Barrett's reading TOSAs will work with the principal to provide a second tier of reading support for kindergarten and TK students and any struggling readers in first through fifth grades.
2. Additional reading materials for the LLI, Read 180 and Guided Reading groups. \$500 books and \$100 materials
3. The student study team will meet with families to support struggling students. \$2526 for 8 Sub release days for SSTs x 2 (roving sub and resource teacher sub)

### Proposed Expenditures for this Strategy/Activity

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Reading specialist	1 FTE	Centrally funded through LCAP
Books and materials for the reading program	\$500 books and \$100 materials	Title 1
Substitutes for SSTs	\$2526	Title 1

## Goal 1 Action 6: Development of the School Plan

### Students to be Served by this Strategy/Activity

All Students

### Strategy/Activity

Centralized links available in the District Level LCAP for reference include:

1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

1. Meetings with all stakeholder groups to present the current site plan, seek suggestions for modification, update the groups on progress toward goals
2. Formal development and approval of the site plan by the SSC
3. Monthly meetings with the SSC and ELAC members including a monthly update on goals in the SPSA and reports on local and state metrics on progress
4. Annual Title 1 meeting
5. Annual presentation of the R-30 report and progress on goals for English Learners. ELAC members develop its recommendations to the SSC for modifications to the next year's site plan
6. Annual update of the site safety plan
7. Annual tour of programs for stakeholders to see the actions of the site plan as they are manifest in the classrooms

### Proposed Expenditures for this Strategy/Activity

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
-----------------------------------	-----------	-----------

There are no proposed expenditures for developing and monitoring the site plan.		
---	--	--

## **Goal 1 Action 7: Basic Services and Supplies**

### **Students to be Served by this Strategy/Activity**

All Students

### **Strategy/Activity**

Centralized funding for basic services provided through the District Level LCAP for reference include:

1. Facility maintenance and improvement projects
2. Transportation
3. Food Service
4. Maintenance and custodial costs
5. Furniture and Fixtures
6. Technology equipment

Programs and services funded in this School Plan include:

1. Health Office supplies for universal safety precautions \$500
2. Bathroom supplies and sanitary products \$100
3. Supplies for front office, paper and ink and other supplies for the teacher workroom
4. Maintenance and Repair for office machines \$3000
5. Revolving fund \$300
6. Office printing \$330
7. Technology replacement and repairs

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<b>Goal 1 Action 7 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Health Office supplies	\$500	Unrestricted Lottery
Bathroom supplies	\$100	Unrestricted Lottery
Office supplies	\$6132	Unrestricted Lottery
Maintenance and Repairs for Office machines	\$3000	Unrestricted Lottery
Revolving fund (petty cash)	\$300	Unrestricted Lottery
Office printing	\$330	Unrestricted Lottery
Technology replacement and repairs	\$800	Unrestricted Lottery

# Goal 1: Annual Review

## SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

In the 2018-19 year, Barrett continued its practice of teaching reading in small groups and provided Tier 2 supports of reading for all students not at their expected proficiency level. One change we made in our current year from the 2017-2018 year was to scale back our use of the Horizons and Reading Mastery programs. These were programs Barrett started using about 6 years ago because the reading curriculum had little to no direct phonics instruction in the primary grades. These programs addressed that gap. Since adopting the district's current reading program, teachers noticed that students no longer needed that additional phonics instruction because it was present in the newly adopted materials. For the 2018-19 year, we have focused our support on more guided reading groups with the youngest learners. This is possible in part due to the addition of the MTSS aide that is funded for every site by the LCAP. With the addition of a district funded reading teacher for each site in 2019-20, Barrett will use the F&P data to assess how we will deploy these resources to meet the learning needs of our students. With respect to math, Barrett began to study new brain research about how children learn math by doing a book study of Mathematical Mindsets by Jo Boaler. Teachers found the research compelling and a small cohort of teachers agreed to dive into redesigning math lessons to foster "low floor, high ceiling" math tasks. In these problems, all students will be able to work on solving the problems but the complexity of the problems also lends itself to those students who want to go beyond the initial solutions that can be found. In our current year, this work has been incredibly exciting and inspiring. Students are actively engaging in math task and find math fun to do. The locus of conversation is primarily between the students rather than emanating from the teacher. The teachers in this first cohort will lead more Barrett teachers to explore this work in 2019-20. While all students are gaining in math proficiency, it will be interesting to examine our data next year, to see what effects these initial changes have made for student understanding.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

In 2019-20, the focus on professional development in math and in English Language Arts will deepen. Each teacher has chosen to join a cohort of teachers committed to studying math or ELA practices and will work with their team to learn or deepen teaching strategies that support growth mindset for all students and teaching strategies that support and create academic content language for English Learners. The ELA cohort, in particular will study GLAD and Constructing Meaning strategies. They will also revisit writer's workshop models to find ways to increase students' ability to demonstrate their understanding of content by writing about what they have learned. Each cohort will work with the principal to design a year-long plan for professional development. This will include book studies, conferences, work with consultants and collaborative planning time. Each cohort will also regularly present their work on Wednesdays at the collaborative meetings after school on Wednesdays.

# Goal 2

**Parent Engagement** All parents are valued as partners in their child’s education and are empowered to support their child’s preparation for college or career readiness.

## Identified Need

Continue active and targeted outreach to parents to connect them to Barrett as the hub or academic and social emotional support in service to their children, their families and their community.

## Annual Measurable Outcomes

### EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to <a href="#">metric instructions</a>
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
SSC Agenda and Minutes	<a href="#">Link to SSC Agendas and Minutes</a>	<a href="#">Link to SSC Agendas and Minutes</a>	<a href="#">Link to SSC Agendas and Minutes</a>	<a href="#">Link to SSC Agendas and Minutes</a>
ELAC Agenda and minutes	<a href="#">Link to ELAC Agendas and Minutes</a>	<a href="#">Link to ELAC Agendas and Minutes</a>	<a href="#">Link to ELAC Agendas and Minutes</a>	<a href="#">Link to ELAC Agendas and Minutes</a>
Home & School Club Agenda and Minutes	<a href="#">Link to Barrett HSCC</a>	<a href="#">Link to Barrett HSCC</a>	<a href="#">Link to Barrett HSCC</a>	<a href="#">Link to Barrett HSCC</a>
Parent Volunteers cleared through HR.	<b>Parent Volunteers</b> # cleared through HR: 43 new badges this year	<b>Parent Volunteers</b> # cleared through HR: 30 new badges this year. 172 total badges issued to current families.	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	<b>Fundraising</b> Total Raised: \$29,400 spent: \$29,400	Total Raised: \$27,258 Anticipated expenditures \$39450. The difference will be taken out of the \$50,000 reserve which the Board decided was too high to continue to carry over.	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	<b>Mass Phone</b> completion rate: <b>84%</b>	<b>Mass Phone</b> completion rate: <b>82%</b>	Close gap to 100%	Close gap to 100%

		Of the 18% of unsuccessful attempts (73 calls), 34 calls went through but the recipient hung up, 12 parties have opted to not receive calls a 19 were numbers no longer in use and 8 did not answer and had no means of retrieving a message.		
<b>Mass email completion rates</b>	<b>Mass email</b> completion rate: <b>97%</b>	completion rate: 99% 353/358 with 5 opt outs	Close gap to 100%	Close gap to 100%
<b>Parent monitoring percent (Aeries)</b>	<b>Parent monitoring</b> percent accessing Aeries: <b>62%</b> Avg number visits per student: <b>49</b>	<b>Parent monitoring</b> percent accessing Aeries: <b>96.2%</b> Avg number visits per student: <b>53</b>	Send out communications throughout the year to parents of students whose teachers post homework in aeries	Send out communications throughout the year to parents of students whose teachers post homework in aeries
<b>Parent Education program completers</b>	Parent Education program completers: 21 families who took the Power of Positive Parenting class--a ten week series on parenting strategies.	Parent Education program completers: 8 families (24 individuals total) who took the Strengthening Families Parenting class--a ten week series on parenting strategies.	Monitor in conjunction with parent needs. Maintain consistent service	Monitor in conjunction with parent needs. Maintain consistent service.
<b>Parent Survey Results:</b> English and Spanish	<b>5 point rubric scores on key questions from parent surveys</b>			
Our school encourages parent participation in decision making:	<b>4.2</b>	<b>4.4</b>	Improve score on parent rubric,	Improve score on parent rubric,
Our school encourages parent volunteers in a variety of roles:	<b>4.15</b>	<b>4.7</b>	Improve score on parent rubric,	Improve score on parent rubric,
Our school makes parents feel like valued partners in education	<b>4.2</b>	<b>4.5</b>	Improve score on parent rubric,	Improve score on parent rubric,
Parents are satisfied with level of 2-way communication	<b>4.21</b>	<b>4.4</b>	Improve score on parent rubric,	Improve score on parent rubric,
Our school provides adequate monitoring info for grades & attendance	<b>4.4</b>	<b>4.4</b>	Improve score on parent rubric,	Improve score on parent rubric,

Our school is physically safe:	<b>4.05</b>	<b>4.6</b>	Improve score on parent rubric,	Improve score on parent rubric,
Ours school meets social emotional needs:	<b>4.3</b>	<b>4.4</b>	Improve score on parent rubric,	Improve score on parent rubric,
Our school values diversity:	<b>4.3</b>	<b>4.5</b>	Improve score on parent rubric,	Improve score on parent rubric,
Parents satisfied with learning environment	<b>4.25</b>	<b>4.6</b>	Improve score on parent rubric,	Improve score on parent rubric,
Our school has a challenging curriculum	<b>4.0</b>	<b>4.6</b>	Improve score on parent rubric,	Improve score on parent rubric,
Parents encourage after school participation	<b>4.5</b>	<b>4.6</b>	Improve score on parent rubric,	Improve score on parent rubric,
Parents have a high knowledge of support and extended programs	<b>3.8</b>	<b>4.3</b>	Improve score on parent rubric,	Improve score on parent rubric,
Our school has a high variety of extended programs available.	<b>3.6</b>	<b>3.7</b>	Improve score on parent rubric,	Improve score on parent rubric,
My child likes school:	<b>4.45</b>	<b>4.3</b>	Improve score on parent rubric,	Improve score on parent rubric,
My child feels safe at school:	<b>4.35</b>	<b>4.4</b>	Improve score on parent rubric,	Improve score on parent rubric,

## Goal 2 Action 1: Tier 1 Parent Engagement Strategies

### Students to be Served by this Strategy/Activity

All Students

### Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:

1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Barrett is a school-linked services community collaborative school. Barrett will continue to provide support to parents through a wide variety of community events and in conjunction with our community partners. Some of the events will target parent education directly such as our Game Night, others will help foster a connection to the school that demonstrates to children the importance of school and pride in student work. [Barrett Calendar of Events](#)

Programs and services funded in this School Plan include:

1. Support parent volunteering in the school--budgeting for 50 new badges for parent engagement
2. Offer a full calendar of events that are welcoming and inclusive for parents to promote their connection to the school
3. Communicate with the Barrett families about events and opportunities through phone calls, text messages, and flyers
4. Communicate in Spanish with Spanish speaking families about events and opportunities through phone calls, text messages, and flyers
5. Showcase student work at Open House to celebrate the hard work of students but especially EL students who will demonstrate their growth in writing (an ELAC initiative) and to increase connections to school through parent engagement. This opportunity allows ELs to practice communication skills and to develop confidence in writing skills and speaking skills which are required in order to be reclassified as English proficient.
6. Barrett holds Pizza with the Principal nights by grade level and the principal models simple ideas for supporting children at home with games that foster reading and/or math skills and growth mindset.
7. Barrett hosts its own college night for 5th grade parents.
8. Barrett hosts two nights at the Morgan Hill Public Library so that all students can have access to the books and know the services that are freely available to all

## Proposed Expenditures for this Strategy/Activity

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Blackboard connect	\$1007--\$574 Title 1, \$433 Unrestricted Lottery	57% Title 1 (parent engagement) , 43% Unrestricted Lottery
Fingerprinting for parents to access campus and participate in the classroom, on field trips, and at science camp	\$1750	\$1000 Title 1 (parent engagement), \$750 Unrestricted Lottery
Postage	\$1487	Title 1 (parent engagement)
White books for	\$1200	Title 1 (parent engagement)
Materials and games for parent nights such as Loteria night and Game Night	\$1000	Title 1 (parent engagement)
Pizza with the Principal	\$0	funded by the Home, School and Community Club
College Night	\$0	funded by HSCC
Barrett Night at the Public Library	\$0	funded by HSCC

## Goal 2 Action 2: Tier 2 Parent Engagement Strategies

### Students to be Served by this Strategy/Activity

All students

### Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:

1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

1. Provide support to families for fostering better reading and math skills through games and homework support at home
2. Provide Volunteer Badges to support student engagement and parent engagement activities (See action 1)
3. Offer support to families with non-academic needs by connecting them to the services of our community partners
4. Provide opportunities for families to get library cards and to become frequent users of the Morgan Hill Public Library

Barrett budgets more than the required 1% of the Title 1 budget in order to provide opportunities for parents to engage with the classroom and the school community. These allocations are included in Goal 2, Action 1 because they are viewed as Tier 1 supports. We offer additional services and support through our student study teams, our services provided through our community partners including counseling services, parent classes, food distribution, Cecelia's Closet and the Boss Prado Foundation.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<b>Goal 2 Action 2 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Materials, games and resources for parent learning opportunities at after school and evening events	\$853	Title 1

## Goal 2: Annual Review

### SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Barrett enjoys partnering with its families and community partners to provide a robust set of daytime and evening activities that allow the students and families to see school as a place where we learn and play together. The goal is to be inclusive and to offer a wide array of opportunities for families to connect with the school and for students to have opportunities to shine. Our yearly school calendar is reviewed each year by the ELAC, SSC and HSCC for suggestions of things to add, modify or drop. We keep records of attendance at our events and use those numbers to help us know which events are most popular and which could be replaced or modified.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Barrett will continue to use stakeholder input to define the program of activities and opportunities for engaging parents. The principal will meet with the president of the HSCC during the summer to modify the upcoming calendar. The principal and the HSCC president will regularly post upcoming opportunities on the Barrett Facebook page, and through Blackboard Connect and weekly emails sent to all families. We will also continue to send home information in Friday folders to ensure that all families have access to the opportunities and news from school. Barrett has a number of homeless and foster youth students and we want to provide them with the same level of access as all other students receive.

# Goal 3:

**Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

## Identified Need

Reduce chronic absenteeism and improve student connected to school as measured by feelings of safety, having a staff connection, and participation in school activities

## Annual Measurable Outcomes

### EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to <a href="#">metric instructions</a>
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
<b>Attendance Rate:</b> 96.5%	Month 11 ( <a href="#">website</a> ) 95.24%	Month 8: 94.57%	Increase by >0.2 per year	Increase by >0.2 per year
<b>Chronic Absenteeism Rates:</b> Overall: SWD SED Foster Homeless EL White Latino	<b>Chronic Absenteeism Rates:</b> ( <a href="#">Dashboard</a> ) Overall: 12.7% SWD 15.9% SED 13% Foster N/A Homeless 28% EL 9.1% White 11.1% Latino 14.7%	<b>Chronic Absenteeism Rates:</b> ( <a href="#">Dashboard</a> ) Overall: 12.5% SWD 12.8% SED 15% Foster N/A Homeless 37% EL 9.8% White 13% Latino 13.9%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
<b>SARB Compliance:</b> --# First SARB Notice --# 2nd SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	<b>SARB Compliance:</b> --# First Notice: 155 tardy 143 Abs --# Second Notice: 72 tardy 81 Abs --# Third Notice: 46 tardy 46 Abs --# Conferences: 46 --# Hearings: 0	<b>SARB Compliance:</b> --# First Notice: 117 tardy 218 Abs --# 2nd Notice: 125 tardy 122 Abs --# Third Notice: 60 tardy 98 Abs --# Conferences: 9	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

<b>Suspension Rates:</b>	<b>Suspension Rates <a href="#">Dashboard</a></b>	<b>Suspension Rates <a href="#">Dashboard</a></b>				
Overall:	Overall: 0.4%	Overall: 0.2%				
SWD	SWD 1.2%	SWD ---				
SED	SED 0.7%	SED ---	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third		
Foster	Foster ---	Foster ---				
Homeless	Homeless ---	Homeless ---				
EL	EL 0.8%	EL ---				
White	White 0.9%	White 0%				
Latino	Latino 0.3%	Latino 0.3%				
<b>Susp. Offenses:</b>	<b>Offenses (<a href="#">DataQuest</a>):</b>	<b>Offenses (<a href="#">DataQuest</a>):</b>				
Controlled Substance	Controlled Substance: 0	Controlled Substance: 0			Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Violence	Violence/fighting 3	Violence/fighting 1				
Weapons	Weapons: 0	Weapons: 0				
Behavior/Bullying	Behavior/Bullying: 0	Behavior/Bullying: 0				
<b>Student Expulsion Rate (<a href="#">DataQuest</a>):</b>	<b>Expulsion Rate: 0%</b>	Maintain low rate: 0%	Maintain low rate	Maintain low rate		
<b>Drop Out Rate (<a href="#">DataQuest</a>):</b>	<b>Drop Out Rate: 0%</b>	Maintain below state rate: 0%	Maintain below state rate	Maintain below state rate		
<b>Local Student Survey</b>	<b>Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined</b>					
I feel safe at school	<b>3.3</b>	<b>3.3</b>				
I feel safe at home	<b>3.7</b>	<b>3.7</b>				
I have a safe staff connection to talk to.	<b>3.4</b>	<b>3.4</b>				
I participate in school activities	<b>3.0</b>	<b>2.8</b>				
I am happy at school	<b>3.2</b>	<b>3.1</b>				
I am proud of my school	<b>3.2</b>	<b>3.3</b>				
My school is an outstanding school	<b>3.2</b>	<b>3.3</b>				

<b>Students attending Extended Day:</b>	# Attending Ext. Day:	<table border="1"> <thead> <tr> <th>Program</th> <th>Total Enrolled</th> <th>Drop Ins</th> </tr> </thead> <tbody> <tr> <td>Choir</td> <td>28</td> <td></td> </tr> <tr> <td>DeHaro - Tutoring</td> <td>30</td> <td></td> </tr> <tr> <td>Lammers - Tutoring</td> <td>10</td> <td></td> </tr> <tr> <td>Myers, Tutoring</td> <td>27</td> <td></td> </tr> <tr> <td>GATE</td> <td>33</td> <td></td> </tr> <tr> <td>Chappell -Tutoring</td> <td>18</td> <td>8</td> </tr> <tr> <td>Keener - Tutoring</td> <td>14</td> <td></td> </tr> <tr> <td></td> <td>160</td> <td>8</td> </tr> </tbody> </table>	Program	Total Enrolled	Drop Ins	Choir	28		DeHaro - Tutoring	30		Lammers - Tutoring	10		Myers, Tutoring	27		GATE	33		Chappell -Tutoring	18	8	Keener - Tutoring	14			160	8	Continue to offer a diverse set of after school opportunities for students.	Continue to offer a diverse set of after school opportunities for students.
Program	Total Enrolled	Drop Ins																													
Choir	28																														
DeHaro - Tutoring	30																														
Lammers - Tutoring	10																														
Myers, Tutoring	27																														
GATE	33																														
Chappell -Tutoring	18	8																													
Keener - Tutoring	14																														
	160	8																													
<b>Students participating Extracurricular sports:</b>	Female: NA Male: NA Barrett does not offer extracurricular sports.	Female: NA Male: NA Barrett does not offer extracurricular sports but is considering adding a program in 2019-20.	NA	NA																											
<b>Staff Survey PBIS Implementation:</b>	Expectations Defined: 86% Expectations Taught: 82% Reward System: 82% Violations System: 50% Monitoring: 34% Management: 40% District Support: 60% Implementation Average: 52% Based on data collected prior to first year of PBIS training	Expectations Defined: 100% Expectations Taught: 95% Reward System: 82% Violations System: 53% Monitoring: 55% Management: 55% District Support: 68% Implementation Average: 63%	Finish implementing PBIS system in year 3 of training	Continue to refine and fully implement the PBIS practices																											
<b>Support Referrals</b> --To CBO counseling	60 students individual counseling	57 students individual counseling																													

<p>--To SLS (food/clothes)</p> <p>--Group Programs</p>	<p>31 students in the YMCA summer enrichment program</p>	<p>Barrett's community liaison sends out reminders to Barrett families attends the Walsh food distribution days to encourage Barrett family participation. She also works with families to choose clothes from Cecilia's Closet and distributes gift cards for shoes. 23 families made appointments and received clothing. Six families attend the monthly food distribution.</p> <p>Healthier Kids Foundation: 4 Strengthening Families: 8 families, 24 individuals</p> <p>11 students currently enrolled in the YMCA summer program, more registrations pending.</p>		
<p><b>Additional site specific:</b> <i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i></p>	<p>We are in the first year of PBIS training and will determine what data we want to collect and our site reward system next year</p>	<p>First, Second and Third grade students all completed a skills streaming series of classes with Rebekkah's Children's Services and with Community Solutions. TK-3rd students received monthly nutrition lessons from the Public Health Department and the third through fifth graders participate in a Student Nutrition Advisory Committee at lunch on a monthly basis.</p> <p>Year 2 training of PBIS. Implement our check in/ check out system for academics, social emotional health, and attendance</p>	<p>Continue to refine the PBIS actions through year 3 training</p>	<p>Fully implement PBIS policies and practices</p>

## Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Develop and implement a K-12 service learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites.
3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone.
5. Develop and implement strategies to increase student attendance.
6. Support the development and renewal of school safety plans.
7. Implement program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social emotional learning opportunities to support healthy life choices.
9. Conduct standardized campus climate surveys at all schools.
10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

1. Barrett will work on the school climate through further development of its PBIS plan. We will address chronic truancy and chronic tardies through the check in/check out component of the PBIS plan. Costs for substitutes for staff and teachers attending are accounted for in the Professional Development Action.
2. We will work to keep a low suspension rate through a positive school climate and social emotional training for solving student conflicts.
3. Barrett will create opportunities for student leadership through a 4th/5th grade student leadership club and a 3rd grade student leadership club. \$1000 for materials and supplies for leadership activities
4. Each grade level class will plan and perform a curricular or behaviorally themed program for the school and for their families in the evening
5. Barrett students will continue to develop and present the behavior standards for the rest of the school.
6. Third and fourth grade students will have the opportunity to join a Student Nutrition Advisory Club and work with our Santa Clara County Public Health partners to learn more about nutrition and healthy eating and drinking choices.
7. Barrett fourth and fifth graders will provide safety support at the beginning of the day drop-off points and at the end of the day pick-ups.
  1. **Costs** for substitutes for staff and teachers attending are accounted for in the Professional Development Action.
  2. There are no costs associated with keeping suspensions low.
  3. \$1000 for materials and supplies for student leadership activities.
  4. If there are additional VAPA grant dollars in 2019-20, we will apply for them to fund any costs in this activity. Otherwise we will address any needs through the purchases made in 2018-19 with VAPA grant expenditures.
  5. There are no costs associated with this activity.
  6. There are no costs associated with this activity.
  7. \$3200 Stipend for Student leadership and Safety Patrol facilitators

**Proposed Expenditures for this Strategy/Activity**

<b>Goal 3 Action 1 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Student leadership activities	\$1000	LCFF
Stipends for Student Leadership and Safety Patrol facilitators	\$3200	LCFF

## Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate

### Students to be Served by this Strategy/Activity

All students

### Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Provide after school activity bus for disadvantaged students
2. Provide college and career awareness through Cal-SOAP and AVID.
3. Provide Naviance at grades 6-12.
4. Support AVID at middle grades .
5. Provide social emotional support and services through community based organizations.
6. Assist sites with attendance accounting compliance and intervention for chronic absentees.
7. Provide ADVENT program for foster youth
8. Provide CARE team services to Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension.
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

1. Continue the Barrett After School Program with specific outreach for participation by high need students. Hire teachers and staff to develop and run the programs which include tutoring, enrichment, choir, sports and materials and resources related to these programs.

### Proposed Expenditures for this Strategy/Activity

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
After school program	\$31,900	Extended Day Program
Cal Soap	\$500	Extended Day Program
Stipend for enrichment program facilitator	\$1600	Extended Day Program
Materials and Equipment	\$1000	Extended Day Program

## Goal 3: Annual Review

**SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Barrett is a student-centered school both in its academic teaching strategies and its development of student leadership opportunities. We believe that students are more engaged when they have the opportunity to shape and promote the school standards and activities available to them in their classes and during their free time. Our leadership team, which includes students, taught the PBIS standards. Each grade level takes a standard and teaches about it in skits presented to the whole school in assemblies scheduled throughout the school year. Barrett continued to develop its PBIS plan and worked with our community partners to provide skills streaming classes, individual therapy sessions and opportunities to learn about nutrition. Barrett believes it is critical to educate the whole child and to teach students whose behavior fails to meet the school standards how to solve their student conflicts through positive and productive alternative behaviors. Barrett also developed an after school program that included tutoring, choir and enrichment activities. In the 2019-20 year, Barrett will investigate offering some additional sports oriented activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA Barrett spent all its monies as intended.

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.

Barrett will continue to focus on building and nurturing a positive climate through our PBIS standards and by engaging students to lead key initiatives for student engagement.

## Budget Summary:

	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day Program	Live Oak Foundation	Project Light Grant
<b>Allocated</b>	<b>\$52,375</b>	<b>\$43,940</b>	<b>\$107,703</b>	<b>\$35,000</b>	<b>\$28,575</b>	<b>\$20,000 (Yr. 1)</b>
<b>Budgeted*</b>	<b>\$52,375</b>	<b>\$43,940</b>	<b>\$107,703</b>	<b>\$35,000</b>	<b>\$14,288 (yr 1)</b>	<b>\$20,006</b>
<b>Spent YTD</b>						
<b>Encumbered</b>					<b>\$14,287 (yr 2)</b>	<b>\$10,000 (Yr. 2)</b>
<b>Available</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>SPSA budget by action</b>	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day Program	Live Oak Foundation	Project Light Grant
Action 1.1	25,130				14078	3000
Action 1.2		11,228	88,832			
Action 1.3		26,212	9631		210	7000
Action 1.4	14,900	2300				
Action 1.5			3126			
Action 1.6						
Action 1.7	11,162					
Action 2.1	1183		5261			
Action 2.2			853			
Action 3.1		4200				
Action 3.2				35,000		

**Budget Summary** Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement.

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 107,703
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 263,305

**Other Federal, State, and Local Funds**

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$107,703
Subtotal of additional federal funds included for this school:	\$107,703

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Unrestricted Lottery	\$52,375
LCFF Supplemental	\$78,940
Live Oak Foundation Grant year 2	\$14,287
Project Light Math Grant year 2	\$10,000
Subtotal of state or local funds included for this school:	\$155,602

**Total of federal, state, and/or local funds for this school: \$263,305**

## School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Mary Alice Callahan	Principal	<a href="mailto:callahanm@mhusd.org">callahanm@mhusd.org</a>	5/21/19
2. Noreen Kakalec	Teacher	<a href="mailto:kakelecn@mhusd.org">kakelecn@mhusd.org</a>	5/23/19
3. Jen Myers	Teacher	<a href="mailto:myersj@mhusd.org">myersj@mhusd.org</a>	5/21/19
4. Diane Wilson	Teacher	<a href="mailto:wilsondi@mhusd.org">wilsondi@mhusd.org</a>	5/21/19
5. Sabri Berisha	Parent	<a href="mailto:sabri@cluecentral.net">sabri@cluecentral.net</a>	5/23/19
6. Julie Duran	Parent	<a href="mailto:duranj@mhusd.org">duranj@mhusd.org</a>	5/21/19
7. Maren McEuen	Parent	<a href="mailto:maren.mceuen@gmail.com">maren.mceuen@gmail.com</a>	5/21/19
8. Nohemi Quintero	Parent/ELAC rep	<a href="mailto:memeq77@yahoo.com">memeq77@yahoo.com</a>	5/23/19
9. Ari Sufiati	Parent	<a href="mailto:ari.morganhill@gmail.com">ari.morganhill@gmail.com</a>	
10. Norma Padilla	Classified	<a href="mailto:padillan@mhusd.org">padillan@mhusd.org</a>	5/21/19

### Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	NA

## 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:

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:
  - Parent Stakeholder Groups
    - Home and School Community Club
    - English Language Advisory Committee
  - Student Stakeholder Groups
    - NA
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 here in 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:

Attested:

\_\_Mary Alice Callahan\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_4/25/18\_\_\_\_\_  
Date

\_\_Julie Duran\_\_\_\_\_  
Typed name of SSC Official

\_\_\_\_\_  
Signature of SSC Official

\_\_\_\_4/25/18\_\_\_\_\_  
Date

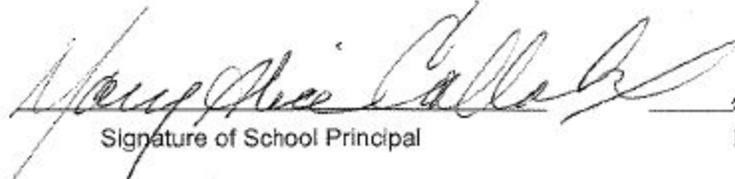
## Recommendations and Assurances

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:

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:
  - Parent Stakeholder Groups
    - Home and School Community Club
    - English Language Advisory Committee
  - Student Stakeholder Groups
    - NA
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 here in 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:

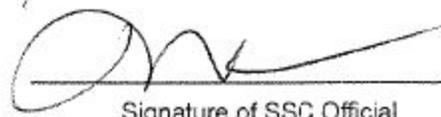
Attested:

\_\_\_\_\_  
Mary Alice Callahan  
Typed name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

5/21/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Julie Duran  
Typed name of SSC Official

  
\_\_\_\_\_  
Signature of SSC Official

5/21/19  
\_\_\_\_\_  
Date

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## **Goals, Strategies, Expenditures, & Annual Review**

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

# Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

# 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 make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## 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.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

### **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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## **Budget Summary**

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## **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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    - 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 children including each of the subgroups of students to meet the challenging state academic standards
      - b. use methods and instructional strategies that:
        - i. strengthen the academic program in the school,
        - ii. increase the amount and quality of learning time, and
        - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        - 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.

- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. 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).
- F. 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
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceeusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019