School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Barrett Elementary School	43 69583 6118376	4/28/2026	6/11/2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Barrett Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Barrett Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 educational partner input. This needs assessment is further analyzed to determine the root causes that inform the actions laid out in this plan. Activities are monitored for effectiveness through various metrics, and plans are adjusted to ensure that actions demonstrate the desired outcome.

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

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students

- 1.1. Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

This School Plan for Student Achievement (SPSA) represents the school's allocation of resources towards unique school-level needs as determined by a review of student outcome data and educational partner input. For example, CAASPP data indicates attention is needed to address English Language Arts proficiency for students who fall in the California Dashboard subgroups of English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White. The needs assessment has been further analyzed to determine the root causes that inform the actions laid out in this plan.

Barrett will engage intensively with the Professional Learning Community model to help all students demonstrate proficiency in essential English Language Arts standards and math. These areas have been identified by the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) representatives as priority areas. The plan also addresses ways to promote family engagement by incorporating the cultural assets of families in curricular planning and school events. It will also continue strategies to increase student engagement though student centered instruction, especially in math. Additionally, the plan will address the school-level goal to reduce chronic absenteeism, especially for students experiencing homelessness and those with disabilities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This plan was created with input from parents/guardians, including members of the School Site Council, the English Learner Advisory Committee, and the Home, School, and Community Club. These groups met multiple times throughout the year, monthly from September through May. Participants review components of the site plan and solicit input from each group of educational partners. The Admin Team also met with teachers and staff to discuss the plan, particularly how staff will support learners at all levels to continue their growth to grade-level proficiency and beyond grade-level proficiency. Educational partner groups reviewed student data on academics and behavior to determine which practices had a positive impact on student learning and well-being and which did not.
Parent information was solicited through an online LCAP Family Survey, available to all parents

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Red Performance: English Learner Progress: 34.6% of English Learners are making progress toward English language proficiency.

Orange Performance: The school is currently in the Orange category for the following four areas:

- English Language Arts 64.8 points below standard
- Mathematics 83.2 points below standard
- Suspension Rate 2% of students suspended
- Science 38.5 science points

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Significant Gap: In Mathematics the following four student groups are in the Red: English Learners, Hispanic, Students, Socioeconomically Disadvantaged Students, Students with Disabilities.
English Language Arts (ELA) the following three student groups are in the Red: English Learners, Hispanic Students, Socioeconomically Disadvantaged Students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Positive behavior practices, student engagement, and family engagement opportunities promote an inclusive environment. Barrett will offer continued opportunities for students to receive additional services such as social skills lessons and counseling. We will also promote opportunities to engage with our community partners, such as the Morgan Hill Library, BookSmart Bookstore, Community Solutions, Discovery Counseling, the City of Morgan Hill, the Morgan Hill Police Department, Discovery Services, Community Solutions, and the YMCA. Each community partner provides 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.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Barrett Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	0.50%	0.80%	0.25%	2	3	1
African American	2.75%	2.94%	1.76%	11	11	7
Asian	3.75%	5.08%	6.03%	15	19	24
Filipino	1.50%	1.87%	1.26%	6	7	5
Hispanic/Latino	69.75%	68.18%	67.09%	279	255	267
Pacific Islander	0.75%	0.53%	0.50%	3	2	2
White	13.25%	12.83%	14.82%	53	48	59
Two or More Races	4.50%	4.28%	4.27%	18	16	17
Not Reported	3.25%	3.48%	4.02%	13	13	16
			Total Enrollment	400	374	398

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten		21	68
Kindergarten	49	55	43
Grade 1	57	54	57
Grade 2	63	57	54
Grade3	63	63	62
Grade 4	66	60	61
Grade 5	62	64	53
Total Enrollment	400	374	398

Conclusions based on this data:

1. Barrett has seen an increase in enrollment.
2. The kindergarten data includes transitional kindergarten students.

3. In the 2025-2026 school year, Barrett had two and a half additional TK classes. This may has had a positive effect on enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	110	101	91	27.5%	27.0%	22.9%
Fluent English Proficient (FEP)	17	13	12	4.3%	3.5%	3.0%

Conclusions based on this data:

1. Barrett has a steady population of students identified as English learners has remained relatively stable over the last few years, hovering between 26.4% and 27% since 2022.
2. Students identified as English Learners make up 27% of the student population at Barrett.
3. In a typical enrollment year of approximately 374–400 students, equates to roughly 100–108 students identified as EL.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	61	60	65	58	55	65	58	55	98.5	95.1	91.7
Grade 4	59	68	57	59	66	51	59	66	51	100.0	97.1	89.5
Grade 5	71	66	63	67	64	60	67	63	60	94.4	97	95.2
Grade 7	*			0			0			0.0		
Grade 8	*			0			0			0.0		
All Grades	198	195	180	191	188	166	191	187	166	96.5	96.4	92.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2370.	2353.	2358.	10.77	5.17	5.45	10.77	18.97	16.36	27.69	22.41	32.73	50.77	53.45	45.45
Grade 4	2444.	2401.	2414.	13.56	7.58	9.80	27.12	9.09	17.65	25.42	34.85	25.49	33.90	48.48	47.06
Grade 5	2477.	2474.	2447.	14.93	14.29	13.33	23.88	25.40	18.33	22.39	22.22	18.33	38.81	38.10	50.00
All Grades	N/A	N/A	N/A	13.09	9.09	9.64	20.42	17.65	17.47	25.13	26.74	25.30	41.36	46.52	47.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.31	6.90	1.82	56.92	50.00	61.82	30.77	43.10	36.36
Grade 4	13.56	3.03	11.76	57.63	65.15	58.82	28.81	31.82	29.41
Grade 5	11.94	19.05	13.33	62.69	57.14	48.33	25.37	23.81	38.33
All Grades	12.57	9.63	9.04	59.16	57.75	56.02	28.27	32.62	34.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.15	3.45	1.82	41.54	43.10	50.91	52.31	53.45	47.27
Grade 4	11.86	9.09	3.92	61.02	45.45	58.82	27.12	45.45	37.25
Grade 5	20.90	9.52	10.00	55.22	55.56	48.33	23.88	34.92	41.67
All Grades	13.09	7.49	5.42	52.36	48.13	52.41	34.55	44.39	42.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.62	1.72	1.82	70.77	70.69	65.45	24.62	27.59	32.73
Grade 4	5.08	0.00	0.00	77.97	63.64	68.63	16.95	36.36	31.37
Grade 5	0.00	12.70	6.67	82.09	68.25	75.00	17.91	19.05	18.33
All Grades	3.14	4.81	3.01	76.96	67.38	69.88	19.90	27.81	27.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.08	10.34	5.45	58.46	48.28	61.82	38.46	41.38	32.73
Grade 4	13.56	6.06	5.88	59.32	72.73	68.63	27.12	21.21	25.49
Grade 5	7.46	14.29	6.67	65.67	55.56	61.67	26.87	30.16	31.67
All Grades	7.85	10.16	6.02	61.26	59.36	63.86	30.89	30.48	30.12

Conclusions based on this data:

1. There is a consistent downward trend in the percentage of students meeting or exceeding standards. In the 22-23 school year, 33.51% of all students met or exceeded standards, which dropped to 26.74% in 23-24, and remained low at 27.11% in 24-25. This indicates that nearly three-quarters of the student population is currently not meeting grade-level standards in ELA.

2. The "Writing" claim area shows the most significant struggle for students. As of the 24-25 data, only 5.42% of all students performed "Above Standard" in writing, while 42.17% performed "Below Standard." Grade 3 is particularly impacted, with only 1.82% of students scoring above standard in this area, suggesting a need for targeted instructional intervention in producing clear and purposeful writing.

3. Compared to Reading and Writing, Listening is the strongest claim area for students. In the 24-25 results, 69.88% of all students scored "At or Near Standard," which is higher than the "At or Near" percentages for Reading (56.02%) and Writing (52.41%). This suggests that while students struggle with literacy tasks like decoding and composing text, their ability to process and communicate information orally is a relative strength that could be leveraged for learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	61	60	65	58	58	65	58	57	98.5	95.1	96.7
Grade 4	59	68	57	59	66	52	59	66	52	100.0	97.1	91.2
Grade 5	71	66	63	67	63	60	67	63	60	94.4	95.5	95.2
Grade 7	*			0			0			0.0		
Grade 8	*			0			0			0.0		
All Grades	198	195	180	191	187	170	191	187	169	96.5	95.9	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2364.	2371.	2365.	10.77	0.00	7.02	10.77	20.69	15.79	24.62	27.59	19.30	53.85	51.72	57.89
Grade 4	2444.	2405.	2420.	10.17	6.06	3.85	23.73	10.61	19.23	28.81	30.30	30.77	37.29	53.03	46.15
Grade 5	2466.	2480.	2421.	13.43	19.05	10.00	8.96	19.05	6.67	32.84	23.81	18.33	44.78	38.10	65.00
Grade 11															
All Grades	N/A	N/A	N/A	11.52	8.56	7.10	14.14	16.58	13.61	28.80	27.27	22.49	45.55	47.59	56.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.15	5.17	10.53	44.62	50.00	36.84	49.23	44.83	52.63
Grade 4	15.25	6.06	5.77	38.98	39.39	34.62	45.76	54.55	59.62
Grade 5	14.93	20.63	10.00	41.79	46.03	36.67	43.28	33.33	53.33
Grade 11									
All Grades	12.04	10.70	8.88	41.88	44.92	36.09	46.07	44.39	55.03

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.85	3.45	7.02	30.77	55.17	38.60	55.38	41.38	54.39
Grade 4	11.86	4.55	5.77	45.76	51.52	46.15	42.37	43.94	48.08
Grade 5	7.46	12.70	6.67	47.76	44.44	26.67	44.78	42.86	66.67
All Grades	10.99	6.95	6.51	41.36	50.27	36.69	47.64	42.78	56.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.77	3.45	7.02	60.00	50.00	59.65	29.23	46.55	33.33
Grade 4	18.64	4.55	13.46	54.24	51.52	53.85	27.12	43.94	32.69
Grade 5	13.43	9.52	8.33	56.72	60.32	41.67	29.85	30.16	50.00
All Grades	14.14	5.88	9.47	57.07	54.01	51.48	28.80	40.11	39.05

Conclusions based on this data:

1. There has been an increase in the "Standard Not Met" category over the last three years. In 22-23, 45.55% of all students were in this category. This rose to 47.59% in 23-24 and to 56.80% in 24-25. This data indicates that more than half of the student population is currently performing at the lowest achievement level in mathematics.
2. The data shows that Problem Solving & Modeling/Data Analysis is a major area of struggle, particularly in the most recent year. For the 24-25 school year, 56.80% of all students scored "Below Standard" in this claim area. Grade 5 was hit the hardest, with 66.67% (two-thirds) of students falling below standard, suggesting that as mathematical concepts become more complex and require multi-step reasoning, student performance declines.
3. While overall scores are low, students show more stability in their ability to support mathematical conclusions. In 24-25, 51.48% of all students scored "At or Near Standard" in Communicating Reasoning, which is significantly higher than the "At or Near" percentages for Concepts & Procedures (36.09%) and Problem Solving (36.69%). This suggests that students may have a better verbal or logical grasp of "why" math works, even if they struggle with the "how" (calculation) and the "application" (word problems).

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1420.7	1408.1	1397.7	1433.8	1423.6	1403.8	1390.0	1371.5	1383.1	20	18	13
1	1403.1	1384.8	1438.6	1436.8	1402.6	1443.5	1368.9	1366.7	1433.2	21	12	13
2	1450.4	1399.7	1422.7	1459.9	1440.0	1437.5	1440.5	1358.7	1407.4	17	22	11
3	1454.1	1481.8	1446.0	1448.3	1483.6	1445.0	1459.4	1479.7	1446.6	16	19	20
4	1516.2	1491.3	1471.5	1510.3	1482.8	1456.5	1521.8	1499.4	1486.1	18	21	17
5	1521.7	1505.4	1499.5	1510.9	1508.1	1498.5	1532.0	1502.4	1499.9	20	16	20
All Grades										112	108	94

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.00	11.11	7.69	45.00	27.78	30.77	25.00	44.44	30.77	20.00	16.67	30.77	20	18	13
1	4.76	0.00	15.38	19.05	33.33	23.08	28.57	25.00	23.08	47.62	41.67	38.46	21	12	13
2	0.00	0.00	0.00	29.41	22.73	36.36	47.06	22.73	36.36	23.53	54.55	27.27	17	22	11
3	0.00	10.53	10.00	25.00	31.58	15.00	37.50	21.05	25.00	37.50	36.84	50.00	16	19	20
4	22.22	0.00	5.88	44.44	57.14	35.29	22.22	9.52	23.53	11.11	33.33	35.29	18	21	17
5	25.00	6.25	15.00	20.00	56.25	25.00	45.00	25.00	30.00	10.00	12.50	30.00	20	16	20
All Grades	10.71	4.63	9.57	30.36	37.96	26.60	33.93	24.07	27.66	25.00	33.33	36.17	112	108	94

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.00	11.11	7.69	40.00	27.78	23.08	30.00	50.00	38.46	15.00	11.11	30.77	20	18	13
1	14.29	8.33	0.00	23.81	33.33	53.85	42.86	41.67	30.77	19.05	16.67	15.38	21	12	13
2	11.76	13.64	27.27	35.29	40.91	36.36	41.18	18.18	18.18	11.76	27.27	18.18	17	22	11
3	18.75	26.32	15.00	31.25	31.58	15.00	12.50	26.32	30.00	37.50	15.79	40.00	16	19	20
4	38.89	19.05	17.65	44.44	38.10	29.41	16.67	19.05	17.65	0.00	23.81	35.29	18	21	17
5	25.00	37.50	30.00	50.00	50.00	40.00	20.00	6.25	10.00	5.00	6.25	20.00	20	16	20
All Grades	20.54	19.44	17.02	37.50	37.04	31.91	27.68	25.93	23.40	14.29	17.59	27.66	112	108	94

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.75	11.11	15.38	18.75	27.78	7.69	43.75	38.89	46.15	18.75	22.22	30.77	16	18	13
1	7.69	0.00	15.38	30.77	25.00	15.38	30.77	16.67	23.08	30.77	58.33	46.15	13	12	13
2	6.25	0.00	0.00	25.00	18.18	18.18	37.50	22.73	36.36	31.25	59.09	45.45	16	22	11
3	4.55	10.53	5.00	18.18	5.26	10.00	45.45	42.11	20.00	31.82	42.11	65.00	22	19	20
4	8.33	0.00	0.00	25.00	38.10	5.88	33.33	23.81	52.94	33.33	38.10	41.18	12	21	17
5	17.86	0.00	0.00	10.71	18.75	30.00	32.14	68.75	25.00	39.29	12.50	45.00	28	16	20
All Grades	6.25	3.70	5.32	23.21	22.22	14.89	34.82	35.19	32.98	35.71	38.89	46.81	112	108	94

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.00	16.67	23.08	50.00	72.22	53.85	15.00	11.11	23.08	20	18	13
1	38.10	50.00	38.46	47.62	33.33	61.54	14.29	16.67	0.00	21	12	13
2	41.18	27.27	36.36	58.82	45.45	45.45	0.00	27.27	18.18	17	22	11
3	12.50	31.58	10.00	50.00	42.11	40.00	37.50	26.32	50.00	16	19	20
4	50.00	50.00	17.65	50.00	30.00	35.29	0.00	20.00	47.06	18	20	17
5	40.00	37.50	10.00	40.00	56.25	80.00	20.00	6.25	10.00	20	16	20
All Grades	36.61	34.58	20.21	49.11	46.73	53.19	14.29	18.69	26.60	112	107	94

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
K	10.00	5.56	7.69	75.00	72.22	46.15	15.00	22.22	46.15	20	18	13
1	4.76	0.00	0.00	47.62	66.67	84.62	47.62	33.33	15.38	21	12	13
2	5.88	4.55	9.09	58.82	68.18	72.73	35.29	27.27	18.18	17	22	11
3	18.75	26.32	25.00	43.75	42.11	40.00	37.50	31.58	35.00	16	19	20
4	38.89	14.29	17.65	50.00	47.62	47.06	11.11	38.10	35.29	18	21	17
5	40.00	37.50	55.00	55.00	50.00	20.00	5.00	12.50	25.00	20	16	20
All Grades	19.64	14.81	22.34	55.36	57.41	47.87	25.00	27.78	29.79	112	108	94

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
K	5.00	0.00	15.38	70.00	77.78	46.15	25.00	22.22	38.46	20	18	13
1	4.76	0.00	30.77	23.81	33.33	7.69	71.43	66.67	61.54	21	12	13
2	5.88	0.00	0.00	47.06	36.36	45.45	47.06	63.64	54.55	17	22	11
3	0.00	10.53	0.00	31.25	36.84	35.00	68.75	52.63	65.00	16	19	20
4	16.67	0.00	0.00	55.56	52.94	64.71	27.78	47.06	35.29	18	17	17
5	25.00	7.14	15.00	50.00	78.57	40.00	25.00	14.29	45.00	20	14	20
All Grades	9.82	2.94	9.57	46.43	51.96	40.43	43.75	45.10	50.00	112	102	94

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
K	30.00	27.78	38.46	40.00	33.33	30.77	30.00	38.89	30.77	20	18	13
1	4.76	0.00	15.38	47.62	58.33	38.46	47.62	41.67	46.15	21	12	13
2	5.88	4.55	9.09	58.82	45.45	54.55	35.29	50.00	36.36	17	22	11
3	0.00	10.53	5.00	62.50	63.16	60.00	37.50	26.32	35.00	16	19	20
4	27.78	19.05	0.00	61.11	66.67	64.71	11.11	14.29	35.29	18	21	17
5	20.00	13.33	0.00	65.00	73.33	70.00	15.00	13.33	30.00	20	15	20
All Grades	15.18	13.08	9.57	55.36	56.07	55.32	29.46	30.84	35.11	112	107	94

Conclusions based on this data:

1. Across all grades, there is a clear upward trend in the percentage of students scoring at Level 1 (Beginning). In 22-23, 25% of students were at Level 1; this rose to 33.33% in 23-24 and reached 36.17% in 24-25. This suggests an influx of "Newcomer" students or students with very limited English proficiency entering the school in recent years.
2. Students consistently struggle more with Written Language (Reading and Writing domains) than with Oral Language.

In 24-25, nearly half of all students (46.81%) scored at Level 1 in Written Language. By contrast, in Oral Language, only 27.66% of students are at Level 1. This indicates that while students are developing social and conversational English, they face significant hurdles in mastering the literacy skills required for grade-level academic success.

3. While the Oral Language domains (Listening and Speaking) show a majority of students performing in the "Somewhat/Moderately Developed" range (approx. 53% for Listening and 48% for Speaking), the Reading domain shows a decline in high-level performance. The percentage of students "Well Developed" in Reading dropped from 9.82% in 22-23 to 2.94% in 23-24, before a slight recovery to 9.57% in 24-25. This highlights Reading as a volatile area that requires consistent, targeted intervention.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
374	**67.9%**	**27%**	**0.3%**
Total Number of Students enrolled in Barrett Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	101	27%
Foster Youth	1	0.3%
Homeless	61	16.3%
Socioeconomically Disadvantaged	254	67.9%
Students with Disabilities	83	22.2%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	11	2.9%
American Indian	3	0.8%
Asian	19	5.1%
Filipino	7	1.9%
Hispanic	255	68.2%
Two or More Races	16	4.3%
Pacific Islander	2	0.5%
White	48	12.8%

Conclusions based on this data:

1. A significant majority of the student body, 67.9% (254 students), is identified as socioeconomically disadvantaged. This indicates that more than two-thirds of the population may require additional school-based resources—such as

subsidized meals, academic interventions, or community wrap-around services—to mitigate the impact of external economic factors on learning.

2. The school's largest ethnic group is Hispanic, accounting for 68.2% (255 students) of the total enrollment. This is followed by a White population of 12.8%. The fact that the Hispanic student percentage almost exactly mirrors the percentage of socioeconomically disadvantaged students (68.2% vs 67.9%) suggests a high level of intersectionality between these two groups that should be considered when planning culturally responsive instruction and outreach.

3. The data highlights a substantial need for specialized academic and language support. Nearly 30% (27%) of the students are English Learners, and 22.2% are Students with Disabilities. Additionally, 16.3% (61 students) are identified as Homeless. These figures indicate that nearly half of the student population belongs to at least one group requiring specific, mandated instructional accommodations or high-intensity social-emotional support.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The English Learner Progress indicator is currently in the Red category, which is the lowest performance level. This indicates that English Learners are not making sufficient year-over-year progress toward English language proficiency, representing the school's most urgent area for systemic intervention.
2. Both English Language Arts and Mathematics are currently in the Orange category. While this is one level above Red, it signifies that the general student population is still performing below state standards. The uniformity of the

Orange status across both subjects suggests a need for school-wide Tier 1 instructional improvements that target foundational skills in both literacy and numeracy.

3. There is a notable difference between student attendance and behavioral outcomes:
Chronic Absenteeism is in the Yellow category, reflecting a 10.8% decrease and showing that efforts to build relationships and provide attendance incentives are yielding positive results.
Suspension Rate, however, remains in the Orange category. This suggests that while more students are physically present in school, there are ongoing challenges with school climate or behavioral "Conditions & Climate" that require further restorative or social-emotional support.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
64.8 points below standard	89.2 points below standard	Fewer than 11 students - No Data for Privacy
Declined 5.5 points	Maintained -2.4 points	2 Students
166 Students	57 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	70.9 points below standard	83.7 points below standard
1 Student	Declined 28.9 points	Declined 4.3 points
	26 Students	118 Students

Students with Disabilities	African American	American Indian
Orange 136 points below standard Increased 6.7 points 52 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Red 79 points below standard Declined 7.3 points 114 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 16.1 points below standard Maintained -1.2 points 22 Students

Conclusions based on this data:

1. The Equity Report reveals a significant disparity in achievement, with 3 out of 4 student groups currently placed in the Red category (the lowest performance level). Only one group is in the Orange category, and zero groups achieved Yellow, Green, or Blue. This indicates that the vast majority of identified student populations at the school are performing well below state standards.

2. There is a clear performance gap between specific student groups and the "All Students" average:
All Students: 64.8 points below standard (Orange).
English Learners: 89.2 points below standard (Red).
Socioeconomically Disadvantaged: 83.7 points below standard (Red).
Hispanic Students: 79 points below standard (Red).
The "Red" status for these groups signifies that they are significantly further from proficiency than the general student body, requiring more intensive, targeted intervention.

3. While most groups showed a decline in performance, Students with Disabilities represent a notable exception. This group increased by 6.7 points, moving into the Orange category despite being 136 points below standard overall. This upward trend suggests that the specific instructional supports or interventions currently in place for this subgroup are yielding measurable progress compared to other populations that saw declines.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange 83.2 points below standard Declined 20.1 points 166 Students	Red 104.4 points below standard Declined 8.9 points 58 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 90.8 points below standard Declined 31.2 points 27 Students	Red 106.4 points below standard Declined 22.4 points 119 Students

Students with Disabilities

Red

154.8 points below standard

Declined 13.1 points

53 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Hispanic

Red

103.8 points below standard

Declined 29.6 points

115 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

No Performance Color

22.1 points below standard

Declined 13.4 points

22 Students

Conclusions based on this data:

1. Every single student group with sufficient data for a performance color—including the "All Students" group—showed a decline in mathematical proficiency. The "All Students" group declined by 20.1 points, while the Hispanic student group saw the steepest drop at 29.6 points. This indicates a school-wide trend where students are moving further away from meeting state standards rather than closing the gap.
2. While the school as a whole is in the Orange category, four specific student groups are in the Red category (the lowest possible level):
   English Learners: 104.4 points below standard.
   Socioeconomically Disadvantaged: 106.4 points below standard.
   Students with Disabilities: 154.8 points below standard.
   Hispanic Students: 103.8 points below standard.
   These groups are all more than 100 points below the standard, highlighting a significant equity gap that requires targeted, intensive intervention.
3. Although they do not have a performance color due to group size, the Homeless student population showed one of the most drastic single-year drops, declining by 31.2 points. This group is now 90.8 points below standard, suggesting that external socio-economic factors are heavily impacting academic consistency and performance in mathematics for the school's most vulnerable students.

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
38.5 science points	31.3 science points	Fewer than 11 students - No Data for Privacy
Declined 7.5 points	Declined 5.1 points	2 Students
59 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	34.2 science points
1 Student	8 Students	Declined 4.6 points
		42 Students

Students with Disabilities

No Performance Color

22.4 science points

Maintained 0.5 points

16 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Hispanic

Orange

36.7 science points

Declined 6.3 points

41 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Conclusions based on this data:

1. The "All Students" group is currently in the Orange category, performing 38.5 science points below the standard. This represents a decline of 7.5 points compared to the previous year. With only 59 students tested, this downward trend suggests that the current science curriculum or instructional delivery is not yet meeting the needs of the general student population.
2. The Socioeconomically Disadvantaged student group is the only group identified in the Red category (the lowest performance level). This group is 34.2 science points below standard and experienced a 4.6-point decline. While the point gap is numerically smaller than the "All Students" average, the "Red" status indicates that this subgroup is historically and consistently further from proficiency, requiring targeted equity-based interventions.
3. The Hispanic student group, which makes up the majority of the tested population (41 out of 59 students), is also in the Orange category. This group's performance declined by 6.3 points, landing at 36.7 science points below standard. Because this group's data so closely tracks with the "All Students" data, school-wide improvements in science instruction will likely be driven by strategies that specifically support Hispanic learners.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Red	No Performance Color
34.6 making progress.	making progress.
Number Students: 78 Students	Number Students: 2 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.1%	42.9%	0%	35.1%

Conclusions based on this data:

1. The English Learner Progress Indicator is in the Red category, which is the lowest performance level on the California School Dashboard. With only 34.6% of the 78 students tested making progress towards English language proficiency, this represents the school's most significant area of academic concern and a high priority for systemic intervention.
2. Data from the Student English Language Acquisition Results shows that a majority of students are not advancing in their proficiency levels. Combined, 65% of English Learners either failed to progress or saw a decline:
   42.9% maintained their previous ELPI level (stagnation).
   22.1% actually decreased by at least one ELPI level.
   This indicates that current Tier 1 instruction or designated ELD (English Language Development) time is not sufficiently moving students toward reclassification.
3. The report shows that 0% of students maintained ELPI Level 4 (the highest level of English proficiency). This suggests that even students who reach the threshold of proficiency are struggling to sustain it, highlighting a potential need for continued linguistic support and monitoring even after students demonstrate high levels of competence.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
24.9% Chronically Absent	12.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 4.3	Declined 14.1	2 Students
394 Students	103 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	30.7% Chronically Absent	28.3% Chronically Absent
4 Students	Declined 6.1	Declined 5.9
	75 Students	283 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
27.1% Chronically Absent	41.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 9.5	Increased 23.5	3 Students
96 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
21.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	26% Chronically Absent
Increased 2.3	7 Students	Declined 6
19 Students		265 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
26.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	13.5% Chronically Absent
Declined 6.9	2 Students	Declined 1.4
34 Students		52 Students

Conclusions based on this data:

1. The school-wide chronic absenteeism rate is currently 24.9%, which represents a 4.3% decline from the previous reporting period. This improvement has moved the "All Students" group into the Yellow category, indicating that the school's intervention strategies—such as increased outreach, attendance trophies, and the "March Madness" tournament—are successfully reducing the number of students missing 10% or more of the school year.
2. English Learners showed the most substantial improvement of any reported group, with a 14.1% decline in chronic absenteeism. Their current rate of 12.6% is significantly lower than the school-wide average of 24.9%. This suggests that targeted efforts to engage EL families and potentially the use of specialized transportation options have been particularly effective for this population.
3. Despite the overall downward trend, specific groups remain in the Orange category, indicating they still face significant barriers to regular attendance:
   Homeless Students: 30.7% chronically absent.
   Students with Disabilities: 27.1% chronically absent.
   Two or More Races: 26.5% chronically absent.
   While all three groups showed declines, their high absenteeism rates (particularly the 30.7% for Homeless students) suggest a continued need for intensive, individualized support and "District Care Team" involvement.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	2

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
2% suspended at least one day	1.9% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.7%	Increased 1.9%	2 Students
405 Students	108 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Blue	Orange
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	2.1% suspended at least one day
4 Students	Maintained 0%	Increased 1.7%
	77 Students	292 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
5.1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 5.1%	Maintained 0%	3 Students
99 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.6% suspended at least one day
Maintained 0%	7 Students	Increased 2.2%
21 Students		273 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.9% suspended at least one day
Maintained 0%	2 Students	Increased 1.9%
34 Students		53 Students

Conclusions based on this data:

1. While the overall suspension rate is relatively low at 2%, there was a school-wide increase of 1.7% from the previous year, moving the "All Students" group into the Orange category. This trend is most pronounced among Students with Disabilities, who saw a 5.1% increase, resulting in a 5.1% suspension rate. This suggests that current behavioral interventions may not be fully meeting the needs of students with specialized emotional or behavioral requirements.
2. The Equity Report shows that 5 student groups are in the Orange category, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students.
Hispanic Students: 2.6% suspended (2.2% increase).
Socioeconomically Disadvantaged: 2.1% suspended (1.7% increase).
The fact that these primary demographic groups are showing increased suspension rates indicates a need to review Tier 1 PBIS (Positive Behavioral Interventions and Supports) strategies to ensure they are culturally responsive and consistently applied.
3. In contrast to the overall trend, two student groups reached the Blue category (the highest performance level) by maintaining a 0% suspension rate:
Homeless Students (77 students).
Two or More Races (34 students).
Additionally, the African American and Asian groups maintained 0% suspensions (though they have "No Performance Color" due to smaller group sizes).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness By May 2027, Barrett Elementary will increase the percentage of students meeting their i-Ready Stretch Growth targets in Reading and Mathematics by at least 10% over the Spring 2026 baseline with a focus on students identified as English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students to accelerate progress toward grade-level proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K thru 12th grades

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2025 California School Dashboard, Barrett Elementary is in the Orange category for English Language Arts (ELA) and Math, with specific student groups—English Learners (EL, ELL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SPED) —performing in the Red category. Current data shows these groups are significantly below standard (ELA: 64.8 points below; Math: 83.2 points below). Furthermore, English Learner Progress is in the Red category with only 34.6% of students making progress. There is a critical need for accelerated 'Stretch Growth' to close these equity gaps and move students toward grade-level proficiency.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	The current California Assessment of Student Performance and Progress (CAASPP) data reveals a significant need for targeted academic intervention across all student groups at Barrett Elementary. Schoolwide, only 27.11% of students met or exceeded standards in English Language Arts (ELA). A critical challenge is the high percentage of students performing at Level 1 (Standard Not Met), which includes 47.59% of the total population in ELA. Equity Gap Analysis The data highlights a pronounced performance gap for Socioeconomically Disadvantaged (SED) students and English Learners (EL), reinforcing the necessity of Goal #1's focus on these student groups: SED: This group shows the highest need for support, with only 17.95% meeting or exceeding standards in ELA. ELs: While performing slightly higher than the SED group in proficiency, with 34.78% meeting or exceeding standards in ELA and 27.19% ELA who have not yet met the standard.	By the end of the 2026-2027 school year, Barrett Elementary anticipates the following measurable shifts based on our current CAASPP baseline: Proficiency Increase: A minimum 5-7% increase in the number of students meeting or exceeding standards in both ELA (from 27.11% to 34%).
i-Ready ELA	ELA Overall Analysis & Disaggregation by Student Group Overall Progress: The school's median percent progress towards Annual Typical Growth is 59%. Currently, 31% of students have met their Annual Typical Growth, and 9% have met their Annual Stretch Growth. Economically Disadvantaged Growth Grades 2 - 5 had a higher % of students with improved placement for SED than overall grade level improvement. Reduction in At-Risk Students: Across the school, there is a consistent, positive shift out of Tier 3 (At Risk) from Diagnostic 1 to Diagnostic 2 across all reported grade levels. Student Groups (English Learners): English Learners (ELs) are growing at a slower rate than Non-English Learners.	By the end of the 2026-2027 academic year, Barrett Elementary will achieve the following growth targets on the i-Ready ELA diagnostic: Schoolwide Growth: The percentage of students meeting their Annual Stretch Growth target will increase by 10% (from a baseline of 9% to 19%). Tier 3 Reduction: We will achieve a consistent reduction in students identified as 'At-Risk' (Tier 3), with a goal of moving at least 15% of Tier 3 students into Tier 2 or Tier 1 by the final diagnostic. Closing the Equity Gap (English Learners): To address the current growth lag, English Learners will meet or exceed the median progress toward Annual Typical Growth of their Non-EL peers (targeting a minimum of 55% median progress).

	In Kindergarten, ELs made 26% progress toward Typical Growth with 0% meeting the goal, and 0% of ELs improved their placement. In contrast, 25% of Non-EL Kindergartners improved their placement. In 1st Grade, ELs made 37% median progress towards typical growth (8% met), while Non-ELs made 53% median progress (12% met).	Special Education designations will improve by at least one placement level from their baseline diagnostic.
CAASPP Math	The current CAASPP data reveals a significant need for targeted academic intervention across all student groups at Barrett Elementary. Schoolwide, only 20.71% of students met or exceeded standards in Mathematics. A critical challenge is the high percentage of students performing at Level 1 (Standard Not Met), which includes 56.80% in Math. Equity Gap Analysis The data highlights a pronounced performance gap for Socioeconomically Disadvantaged (SED) students and English Learners (ELL), reinforcing the necessity of Goal #1's focus on these student groups: SED Students: This group shows the highest need for support, with only 12.82% meeting or exceeding standards in Math. Notably, 68.38% of SED students are currently at Level 1 in Mathematics. English Learners (ELL): While performing slightly higher than the SED group in proficiency—with 27.19% meeting or exceeding standards in Math—there remains a substantial portion of students (47.37% in Math) who have not yet met the standard.	By the end of the 2026-2027 school year, Barrett Elementary anticipates the following measurable shifts based on our current CAASPP baseline: Proficiency Increase: A minimum 5-7% increase in the number of students meeting or exceeding standards in Mathematics (from 20.71% to 27%).
i-Ready Math	Math Overall Analysis & Disaggregation by Student Group Overall Progress: The school's median percent progress towards Annual Typical Growth is 50%. Currently, 19% of students have met their Annual Typical Growth. Reduction in At-Risk Students: There is a significant and consistent reduction in the percentage of students At Risk for Tier 3 from Diagnostic 1 to Diagnostic 2 across all reported grades. For example, Grade 1 reduced its Tier 3 risk from 36% to 17% , Grade	By the end of the 2026-2027 academic year, Barrett Elementary will achieve the following growth targets on the i-Ready Mathematics diagnostic: Growth Targets: The percentage of students meeting their Annual Typical Growth target will increase by 10% (from a baseline of 19% to 29%). Tier 3 Reduction: Building on the success of Grades 1-3, we will maintain a reduction in 'At-Risk' students schoolwide, specifically targeting a 15% reduction in Tier 3

	2 reduced from 49% to 23% , and Grade 3 reduced from 41% to 26%. Student Groups (English Learners vs. Non-ELs): English Learners (ELs) in early grades are actually outpacing Non-ELs in progress toward Typical Growth. In Grade 1, ELs made 60% progress vs. 48% for Non-ELs ; in Grade 3, ELs made 54% progress vs. just 20% for Non-ELs. However, this trend flips in upper elementary, where Grade 5 ELs (43% progress) are lagging behind their Non-EL peers (60% progress). Student Groups (Economically Disadvantaged): Economically Disadvantaged (ED) students are demonstrating slower growth in early grades compared to the overall grade-level median (e.g., Grade 1 ED students made 40% progress compared to the 52% overall median).	students in Grades 4 and 5 by the final diagnostic. Closing the Equity Gap (Upper Elementary ELs): To correct the performance trend where 5th-grade ELs lag behind peers, we aim for English Learners in Grades 4 and 5 to achieve a median progress toward Typical Growth of at least 60%, matching or exceeding the Non-EL population. Socioeconomically Disadvantaged (SED) Support: Economically Disadvantaged students in early grades (Grade 1) will increase their median progress from 40% to 52% to align with the overall grade-level median. Special Education designations will improve by at least one placement level from their baseline diagnostic.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Barrett Elementary will implement a data-driven MTSS framework to move students toward Annual Stretch Growth targets. Teachers will conduct bi-weekly PLC data cycles, triangulating i-Ready Diagnostic results with Literably and phonics assessments to identify specific "Domain Gaps" (e.g., Phonics, Vocabulary). Tier 1 (Universal): Refine core instruction to include daily, explicit phonemic awareness and systematic phonics instruction for all students. Continue to fine-tune and utilize Universal Design for Learning (UDL) and Constructing Meaning strategies to provide ELs with the language "scaffolds" (such as sentence frames and specialized vocabulary maps) necessary to access complex texts. Tier 2 (Targeted): Design small-group sessions focused on accelerating English Learners (ELs) and Socioeconomically Disadvantaged (SED) students who are performing below the grade-level median. Fine-tune Constructing Meaning strategies for classroom use. Tier 3 (Intensive): MTSS Specialists will provide high-dosage tutoring for students in the "Red" (Tier 3) category, with a specific focus on moving these students up at least one placement level through reading intervention, wellness services, and individualized programs.	All Students with a focus on students identified as English Learners, Socioeconomically Disadvantaged, Special Education and Foster Youth	12500 LCFF Professional development for teachers with SEL to support UDL instruction, instructional materials, including equipment, resources, books, and reference materials, including paper support materials for core curriculum 35000 Title I Provide additional classroom support during instruction, utilizing classified staff and additional supplies and campus supervision (includes statutory benefits costs) 5000 LCFF Substitutes to release teachers for professional development, SSTs, and vacancies to visit classrooms for collaboration and alignment of PLC goals

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Support Staff: MTSS Reading Intervention Teacher, MTSS Classified staff, and other support staff will be deployed to provide additional phonics, oral reading fluency opportunities, and small-group support in Kindergarten and 1st grade, specifically targeting the EL growth gap identified in the baseline. To ensure the successful execution of these intensive interventions, Barrett will expand its instructional capacity by funding additional MTSS Paraprofessionals. These staff members are essential for maintaining the high-frequency, low-ratio small groups required for effective Tier 2 and Tier 3 'Safety Net' sessions. By deploying these paraprofessionals during core literacy and math blocks, the school will provide the immediate feedback and personalized coaching necessary to accelerate progress for English Learners and students with disabilities. This increased staffing ensures that our most 'at-promise' students receive the consistent, high-dosage support needed to reach their Annual Stretch Growth targets and move out of the Tier 3 category.		4000 Title I Substitutes to release teachers for professional development, SSTs, and vacancies to visit classrooms for collaboration and alignment of PLC goals 1500 Lottery Resources to support TK and kindergarten students, including the special day class, and to increase learning opportunities through centers that support all curricular subjects. This may include training, substitutes, materials, books, furniture, art supplies, and supplies to make the classroom more inclusive. Supplies for OT and students who need sensory input such as fidgets, therapy bands, cutting or writing supplies.
1.2	Barrett Elementary will implement student-centered instructional practices to increase conceptual understanding and algebraic reasoning, with a specific focus on closing the performance gap for upper elementary English Learners and early-grade SED students. Tier 1 (Universal): Teachers will facilitate Daily Number Talks (at least 3 days a week) to lower the affective filter for English Learners, providing a safe environment to practice academic language and mathematical discourse. Instruction will prioritize "low floor/high ceiling" tasks that encourage multiple strategies for solving complex problems. Tier 2 (Targeted Intervention): Using i-Ready data, teachers will provide small-group instruction. This support will specifically target 4th and 5th-grade English Learners to reverse the performance decline noted in the baseline and ensure they meet the 60% Typical Growth target. Data-Driven Planning: Grade-level teams will use PLC time to conduct "Item Analysis" on i-Ready and CAASPP-aligned assessments. This work will focus on improving computational fluency and spatial reasoning, which were identified as areas of need in the 2025-26 annual review.	To support all Students with a focus on students identified as English Learners, Socioeconomically Disadvantaged, Special Education and Foster Youth.	30000 Lottery Provide additional classroom support during instruction, utilizing classified staff, certificated hourly rate for afterschool program and campus supervision (includes statutory benefits costs) 1000 LCFF Additional math resources to support Tier 2 and Tier 3 math intervention

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Professional Development: Teachers will collaborate with the District TOSAs to refine UDL strategies, ELD strategies, numeracy routines and research tasks that privilege mathematical reasoning (spatial, algebraic, and statistical).		
1.3	Barrett will implement a targeted Tier 2 Academic Advocacy system designed to support students who are not meeting Typical Growth targets due to engagement or self-regulation barriers. This strategy bridges the gap between social-emotional health and academic performance. Targeted Academic Mentoring: Students identified via i-Ready and CAASPP data as "Standard Not Met" or "Tier 3" will be assigned an Academic Advocate. These staff members provide Check-In/Check-Out (CICO) support, focusing on daily academic goal-setting, organizing classroom tasks, and monitoring weekly progress toward completing i-Ready "My Path" lessons. Removal of Learning Barriers: The Wellness team and CARE Program will provide targeted, craft-based SEL activities specifically designed to lower the affective filter and increase school connectivity for English Learners and students with disabilities, directly supporting their ability to engage in Tier 1 and Tier 2 core instruction. Academic Incentives: Utilizing the PBIS framework, the school will provide tangible incentives and recognition for students who meet specific "Stretch Growth" milestones or show significant improvement in their i-Ready diagnostic placement levels. Coordination of Services: The Academic Advocates will participate in SST (Student Success Team) meetings to provide longitudinal data on student engagement and to ensure that Tier 2 supports are adjusted based on students' academic responses to intervention.	Students performing below grade level (Tier 2 and Tier 3) who require additional monitoring and engagement strategies to access core curriculum.	2275 Lottery Incentives for students who need support through PBIS or counseling, materials for crafts, and activities for students supported by the Wellness and CARE program
1.4	Barrett will maintain the instructional infrastructure necessary to implement Tier 1 and 2 interventions and conduct state/local assessments. This strategy ensures that the physical and digital learning environments are equipped to support the accelerated growth of all student groups. Assessment & Specialized Technology: Provide and maintain technology essential for i-Ready Diagnostic testing and daily interventions, including high-quality headphones with microphones to ensure accurate speech-to-text data and noise-canceling support for students with sensory needs. Intervention Material Production: Maintain copier leases and print supplies to produce supplemental	To support all Students with a focus on students identified as English Learners, Socioeconomically Disadvantaged, Special Education and Foster Youth.	500 Lottery 3790 Library Allocation (Lottery Restricted) 710 Lottery Maintenance and Repairs for Office machines

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Bridges Intervention packets, Number Talk visual aids, and specialized Tier 2 literacy materials (decodable texts, phonics workmats) that are not provided in the core digital curriculum. Instructional Supply Allotment: Provide a $500 teacher allotment for classroom-level supplemental supplies (e.g., chart paper for Math Talks, manipulative organizers, and reference materials) that directly support Goal 1 literacy and numeracy routines. Operational Support for Learning: Provide front-office and health supplies to ensure a safe, organized environment that minimizes instructional time lost to administrative or health-related interruptions, maintaining the high attendance levels required for academic growth.		1500 LCFF Technology replacement and repairs, headphones that support I-ready testing, and headphones for students who need noise-canceling support. Maintenance and Repairs for Office machines.

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Barrett's teachers and administration used i-Ready diagnostic data alongside Literably assessments to monitor student reading progress and identify specific domain gaps.

Literacy: Data analysis showed a consistent, positive shift out of Tier 3 (At-Risk). Notably, 31% of students met their Annual Typical Growth targets, while 9% achieved Stretch Growth. However, Literably and i-Ready data highlighted a persistent equity gap, specifically in Kindergarten, where English Learners (ELs) grew at a slower rate than their non-EL peers.

Mathematics: The implementation of strategies to foster mathematical curiosity and conceptual engagement proved effective, with data showing particular strengths in algebraic reasoning.

Tier 3 Reduction: Mathematics instruction successfully reduced the percentage of "At-Risk" students in early grades; for example, Grade 1 reduced its Tier 3 population from 36% to 17%.

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.

Based on the 2025-26 analysis, the following adjustments will be implemented to accelerate student growth and close identified equity gaps:

Refinement of Literacy Metrics: We will continue to use Literably in conjunction with i-Ready diagnostics to provide a more granular view of phonics, vocabulary and fluency gaps, particularly for EL students who showed slower growth rates. Ongoing coaching for Constructing Meaning strategies to provide ELs with the language "scaffolds" (such as sentence frames and specialized vocabulary maps) necessary to access complex texts.

Expansion of Math Discourse: To address the "performance flip" observed in Grade 5 and the slower growth of early-grade SED students, teachers will formalize Daily Number Talks (at least three days a week). This strategy is specifically designed to lower the affective filter for English Learners and improve computational fluency.

Targeted Tier 2 Interventions: Instruction will shift to include more "Item Analysis" during PLC cycles to better align Tier 2 small-group support with CAASPP-level rigor, focusing on algebraic reasoning and spatial sense.

Enhanced Academic Advocacy: We are strengthening the Tier 2 Academic Advocacy system (Strategy 1.3) to provide daily goal-setting and "Check-In/Check-Out" support for students in the "Red" (Tier 3) category.

Location of Changes in the SPSA:

Strategy 1.1: Updated to include bi-weekly triangulation of Literably and i-Ready data.

Strategy 1.2: Revised to mandate Number Talks and targeted 4th/5th-grade EL support.

Strategy 1.3: New focus on Academic Advocates and SEL-based engagement for "At-Promise" students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family/Guardian and Community Engagement
By June 2027, Barrett Elementary will increase the frequency and variety of on-campus family events—specifically student award assemblies, multicultural fall festival, Trunk or Treat, Parent Nights and community picnics—to foster a more welcoming environment. Additionally, the school will increase consistent parent representation in the Home and School Club (HSC), School Site Council (SSC), and ELAC (English Language Advisory Committee) by 20% to ensure collaborative decision-making that reflects the school's diverse population.

By June 2027, 80% of teachers will incorporate students' home cultures into classroom instruction at least once, as measured by lesson plan reviews, classroom observations, and teacher self-reflections.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2025 California School Dashboard, while Chronic Absenteeism has improved to Yellow (24.9%), our Suspension Rate and academic performance in ELA and Mathematics remain in the Orange category. Specifically, high-need subgroups such as English Learners and Students with Disabilities are in the Red category for academic progress. Data shows a direct correlation between family engagement and student outcomes; however, current parent participation in formal governance (SSC/ELAC) remains low at approximately 10%. To move our student groups out of Red and Orange, there is a critical need to build 'Relational Trust' by providing low-stakes, welcoming opportunities—such as award assemblies and family picnics—that bridge the gap between home and school, ultimately increasing diverse representation in decision-making bodies like the Home and School Club, SSC, and ELAC.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Develop a plan for teacher professional development addressing how to incorporate families' home culture into classroom instruction. (Strategy: Incorporating, Action 1)	Utilizing the UDL training for belonging into classroom practices.	Barrett will continue to work with the SCCOE or other trainers to support the professional development of UDL in the classrooms.
School Site Council (SSC) Agenda and Minutes	The SSC held meetings in August, September, October, December, January, March, April, and May. 2025-2026 baseline is 2-4 participants per meeting. Goal is to improve this number by at least 20% to 3 - 5 parents.	Throughout the year, the SSC will meet regularly and work together to develop and monitor the SPSA, including the school's goals. They will collaborate on a calendar of events to add a diversity of celebrations into the scheduled events with the goal of increased family participation.
English Learner Advisory Committee (ELAC) Agenda and Minutes	The ELAC held meetings in August, September, October, December,	Throughout the year, the ELAC will meet regularly to educate the

	January, February, March, April and May. These meetings are held in Spanish. 2025-2026 baseline is 2-4 participants per meeting. Goal is to improve this number by at least 20% to 3 - 5 parent.	parents/guardians on the programs offered at Barrett for their children. The members will also provide input on the programs offered and the needs of the students. They will collaborate on a calendar of events to add a diversity of celebrations into the scheduled events with the goal of increased family participation.
Home School & Community Club (HSCC) Agenda and Minutes	The HSCC met monthly from August to May.	Throughout the year, the HSCC will meet monthly to provide opportunities for parent involvement and encourage parent/guardian participation. They will collaborate on a calendar of events to nurture a positive sense of belonging to the school and help sponsor events that showcase the cultural assets of the students and a diversity of celebrations with the goal of increased family participation.
Parent Volunteers cleared through HR for volunteer badges.	44 Brand New volunteers 88 Returning Volunteers 132 TOTAL Approved Volunteers Goal is to increase the total approved volunteers to 158.	Next year, Barrett will offer up incentives and remove as many barriers as possible to help parent apply for their volunteer badge. Barrett will seek out a volunteer for grade-level classes and each special education class.
Calendar of Special Events	In the 2025-26 school year, Barrett hosted monthly events. Many of these events were primarily attended by our afterschool program. In the 2026 - 2027 school year. There will be monthly attendance of parents to honor their students in award ceremonies and an additional monthly event that will bring families together on campus.	A calendar of monthly events will be generated with the HSCC, SSC ad ELAC to add a diversity of celebrations into the scheduled events with the goal of increased family participation. The events calendar will be generated, advertised early and accessible for all families. The outcome will be more predictable and inclusive activities and events for families. Such as family dances, awards assemblies, educational nights.
ParentSquare enrollment & usage	Currently, 93% of parents have signed up to Parent Square using email and 91% signed up to receive messages via email 98% have phones and 13% use phone/text as their primary communication for Parent Square. 58% have signed up via the app and 44% have their notifications turned on for the App. 98.9% of Barrett families are contactable via Parent Square.	Next year, Barrett will be able to send reach 100% of parents/ guardians via text and/or email or the App through Parent Square.
Principal Chats - Coffee with the Principal	Principal held meetings in August, September, October, November, December, January, February, March, April, and May. 2025-2026 baseline is 2-10 participants per meeting. Goal is to improve this number by at least 20%	Next year students will be incentivized to have parents attend these meetings.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue to provide professional development within the UDL framework around how to incorporate families' home cultures into classroom instruction. (Strategy: Incorporating, Action1)	All Students	1500 LCFF Support teachers with time and materials they need to achieve this goal. This might include but not be limited attending a conference, buying resource material, consulting, substitutes to cover for teachers at PD, extra hours to attend other schools' professional development on the same topic.
2.2	Barrett families enjoy being with their children at school-sponsored events. To build a calendar of events that parents suggest, the principal will meet with the ELAC, SSC, HSCC, and SEAC governance groups to build the year's event calendar. These events will include opportunities for parents to share their cultural assets, their perspectives and priorities so these can be reflected in classroom instruction as well as family events. Additionally, Barrett will continue to invite its Santa Clara County school-linked services partners to these events so families can learn about and access communal resources and learn additional strategies for supporting their children. Barrett will also host fun events that celebrate the home/school relationship. Examples include but are not limited to Back to School Night, award ceremonies, family nights and our end-of-year celebration at Open House, class performances, and Loteria Night. Barrett will continue to use Parent Square to send information translated into various languages on school events and other opportunities throughout the community. Barrett will continue communicating with families by any means necessary to ensure participation.	All Students	500 Lottery Materials for Loteria night 3100 Title I Materials and books for Parent Engagement Nights. These might include but are not limited to SEL parent night, books for a reading support class event, materials for award ceremonies students, prizes for Parent Engagement Nights including Loteria, and babysitting.
2.3	Increase participation in Coffee with the Principal, HSC, SSC and ELAC committee meetings by 20% by offering childcare, snack, and virtual options.	All Students	500 Lottery The current HSC, SSC and ELAC participants and the Community Liaison will develop a plan to increase participation. Including but not limited to babysitting, materials for participants, snacks and materials

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Barrett successfully expanded its community engagement footprint by increasing the number of family-focused events from 19 to 25. This expansion was driven by a collaborative planning process involving the SSC, ELAC, and the Special Education Advisory Committee. The strategy of hosting grade-level plays proved highly effective, consistently engaging 80% to 90% of classroom families. Furthermore, the school established a strong communication foundation, reaching a 98.9% contactable rate via Parent Square, with 93% of parents successfully onboarded to the platform. These efforts have created a more welcoming environment and a "Yellow" status for Chronic Absenteeism, signaling that improved engagement is positively impacting student attendance.

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

Barrett did not hold the math nights as proposed. Budgetary allocations for materials were utilized for classroom materials that supported UDL realia with the goal of honoring student diversity and their family's cultural relevance.

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 is shifting focus from general attendance to a Tier 2 responsiveness. For the 2026-27 cycle, we are adding a specific metric for Professional Development (see Strategy 2.1) focused on incorporating UDL belonging practices into classroom instruction. Additionally, we are setting a formal 20% growth target for parent representation in SSC, ELAC, and HSCC meetings to ensure decision-making bodies reflect our diverse student population. We will also introduce incentives for student-led recruitment to "Principal Chats" to bridge the gap between high event attendance and formal governance participation. Barrett has budgeted money for professional development to create the plan for this goal in Activity/Strategy 2.1. Developing the plan for implementation will be the metric used to evaluate this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement, Social Emotional Learning
By June 2027, Barrett Elementary will increase the school-wide Average Daily Attendance (ADA) from 92% to 94% and reduce the suspension rate for Students with Disabilities to under 3%. This will be achieved through a multi-tiered system of support that integrates PBIS framework expectations with Soul Shoppe emotional-literacy tools, ensuring a consistent, positive, and predictable environment for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing, and Achievement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2025 Dashboard identifies an Orange status for Suspension Rates (2%) and a significant performance gap for Students with Disabilities (5.1%). Local climate surveys indicate a need for more consistent Tier 1 behavioral supports. By merging PBIS (the 'what'—expectations) with Soul Shoppe (the 'how'—language and conflict resolution skills), we address the need for a cohesive school-wide behavioral system that prioritizes restorative practices over exclusionary discipline.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YTD Attendance and the California Dashboard	Overall, Barrett reduced chronic absences by 10.8%. The YTD attendance was 92%. Student groups listed on the CA dashboard reduced their chronic absences: English Learners reduced chronic absences by 13.8%, Homeless students reduced chronic absences by 14.2%, Students with Disabilities reduced chronic absences by 8.8%, Hispanic students reduced chronic absences by 13.1%, Socioeconomically disadvantaged students reduced chronic absences by 12.3%, and White students decreased chronic absences by 15%.	Increase the YTD Attendance rate of 92% to 94%; increase the gains in attendance rates for the chronically absent student groups by another 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Barrett believes that students need diverse opportunities to enhance their learning and maintain high attendance. Achievement gaps are often driven by opportunity gaps; students who feel safe and emotionally supported are more likely to attend school consistently. To support this, Barrett will establish a school-wide culture of mutual respect by implementing a comprehensive system of emotional and language tools for conflict resolution. The Culture and Climate Team will lead the effort to integrate and weave specialized language and emotional tools into the school's daily PBIS expectations. This team will work to increase the efficacy of the current district-supported social-emotional learning curriculum by providing students and staff with a unified vocabulary—such as respectful "I-messages" and structured communication protocols—to articulate feelings and resolve disputes. Student leaders, serving as "Peace Ambassadors," will be trained to model these specific strategies, demonstrating tools like the "Peace Path" and social restoration "Cleanups" during unstructured times. These efforts will enhance the school climate by making it more predictable and inclusive. For students requiring more intensive support, these foundational tools will be reinforced through Tier 2 interventions, such as restorative circles and Check-In/Check-Out (CICO) plans, ensuring that our most vulnerable students feel safe and supported enough to attend school consistently.	To support all Students with a focus on students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth.	500 LCFF Student leadership activities supplies, materials to support behavior, such as, but not limited to, sports equipment, prizes, art supplies, and games, and materials for CARE team crafts and opportunities. These funds may also be used to support student events during recess or lunch, after school, or in the evening to support parent and student engagement events. 11194.15 LCFF Provide additional recess and lunch support utilizing classified and certificated staff 3372.11 Title I Yard duty support for recess and lunch including additional TK coverage. Support for activities, game days, and special events for students meeting attendance and behavior goals. These funds may also support student events after school or in the evening to support parent and student engagement events. 5000 Lottery Professional Development for teachers, staff and students to support PBIS, Tier 1, 2 and 3 SEL. 21300 LCFF Stipends for safety patrol staff support, leadership, lunch and after school tutoring and/or activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Barrett will provide targeted professional development and staffing, overseen by the Culture and Climate Team, to enhance and weave these restorative strategies across the entire campus. Certificated and classified staff will be trained to integrate a consistent set of restorative language tools with the district-supported SEL curriculum to facilitate circles and mediate student conflicts. This ensures that the transition from the classroom to the playground is seamless and linguistically consistent. To support the PBIS work of the Culture and Climate team additional staff may be necessary. This includes, but is not limited to paying teachers for additional hours and classified staff to run tutoring, enrichment, and social-emotional programs like lunch and recess clubs, activity rooms and quiet spaces. Staff will be specifically trained to facilitate restorative circles and mediate student conflicts ensuring a consistent language is used from the classroom to the playground. To increase the visibility of these tools, physical improvements will be made to the campus, including the installation of "Peace Path" stencils on the blacktop. Furthermore, enrichment programs—such as grade-level plays and character-building assemblies—will be utilized to enhance this shared vocabulary, building the relational trust necessary to foster a high-achieving and emotionally safe school community. Barrett will provide targeted professional development and staffing to deeply embed these emotional and language-based strategies across the entire campus. Certificated and classified staff will be trained to use a consistent set of restorative language tools to facilitate circles and mediate student conflicts, ensuring that the transition from the classroom to the playground is seamless and linguistically consistent. Furthermore, enrichment programs—such as grade-level plays and character-building assemblies—will be utilized to reinforce this shared vocabulary, building the relational trust necessary to foster a high-achieving and emotionally safe school community.	To support all Students with a focus on students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth.	4000 Title I Provide additional extended day support utilizing classified and certificated staff. Provide stipends for leadership teachers (includes estimate of statutory benefits) 250 LCFF Materials for lunchtime activities and clubs such as sports equipment, Legos, art supplies, sound equipment and sound system for plays, a site license for video games or coding, consultants such as the Toros soccer coaches, paint and stencils for the blacktop, Duolingo or Rosetta Stone site license for a language club, supplies for student gardens.

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of Goal 3 will establish a cohesive school-wide system by merging PBIS expectations with Soul Shoppe emotional-literacy tools. This approach will be particularly effective in strengthening Tier 2 restorative strategies. By providing staff with specialized training in restorative circles and conflict mediation, Barrett will create a consistent "how-to" language for students navigating social challenges. We anticipate that the rollout of Check-In/Check-Out (CICO) plans and the high-visibility use of "Peace Paths" will empower students to resolve playground disputes independently. These relational tools will provide a structured alternative to exclusionary discipline, directly addressing performance gaps for Students with Disabilities and fostering a safer, more predictable environment that will further reduce chronic absenteeism.

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

Budgeted expenditures will align with the shift toward proactive SEL support. Funds will be prioritized for the physical installation of Peace Path stencils on the blacktop and the procurement and training for Peace Ambassadors. A significant portion of the budget will also be dedicated to classified and certificated stipends to ensure that Tier 2 interventions, such as restorative circles and lunchtime activity rooms, are fully staffed. We will monitor expenditures closely to ensure that the "opportunity gaps" identified in our needs assessment are closed through the equitable distribution of these enrichment and support resources.

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.

To move student groups from "Orange/Red" to "Yellow/Green" status, Barrett will shift its primary focus to Relational Trust and Restorative Accountability. We will add a specific metric to track the frequency and success of Tier 2 restorative circles (found in Annual Measurable Outcomes). Additionally, Strategy 3.1 will be updated to include the "Peace Ambassador" program, ensuring that student leaders are the primary drivers of the school culture. These changes will ensure that our metrics move beyond simple attendance percentages to measure the actual health of our school climate and the effectiveness of our conflict-resolution training.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$148,991.26
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$49,472.11

Subtotal of additional federal funds included for this school: $49,472.11

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 ($)
LCFF	$54,744.15
Library Allocation (Lottery Restricted)	$3,790.00
Lottery	$40,985.00

Subtotal of state or local funds included for this school: $99,519.15

Total of federal, state, and/or local funds for this school: $148,991.26

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	54,744.15
Library Allocation (Lottery Restricted)	3,790.00
Lottery	40,985.00
Title I	49,472.11

Expenditures by Budget Reference

Budget Reference	Amount
	87,175.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	54,744.15
	Library Allocation (Lottery Restricted)	3,790.00
	Lottery	40,985.00
	Title I	49,472.11

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	97,775.00
Goal 2	5,600.00
Goal 3	45,616.26

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sheila Murphy	Principal
Diane Wilson	Classroom Teacher
Laura Hernandez	Classroom Teacher
Tracey Morris	Other School Staff
CJ Young	Other School Staff Parent or Community Member
Johanna Jurewitz	Parent or Community Member
Jenica Bozzo	Other School Staff
Cristina Mignosa	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Vanessa	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/28/26.

Attested:

SMM	Principal, Sheila Murphy on 4/28/26
Jo Jurewit	SSC Chairperson, Jo Jurewitz on 4/28/26

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
            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.
                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
                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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

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