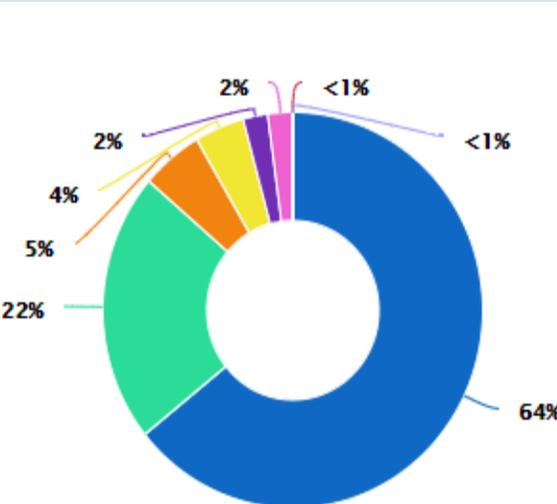


School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date	
Barrett Elementary Principal Mary Alice Callahan	43695836118376	5/19/20	8/4/20	

Plan Summary:

Barrett Elementary:



Hispanic	64%
White	22%
Asian	5%
Two or more races	4%
Filipino	2%
Black	2%
American Indian/Alaska Native	<1%
Pacific Islander	<1%

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

Barrett Elementary is a transitional kindergarten through fifth grade school with 427 students. 29.6% are English Learners and 54.7% of the students are eligible for free or reduced lunch. Barrett is a School Linked Services Community Collaborative School and partners with Public Health, Rebekkah's Children's Services, Discovery Counseling, Prevention Early Intervention (PEI) Counseling Services, the Morgan Hill Public Library, the Morgan Hill Police Department and the YMCA to provide students and families

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

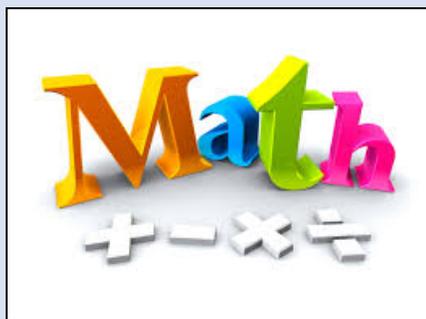
Barrett teachers and staff work daily to serve the educational needs and social emotional development of each child. Instruction focuses on developing each student's academic fluencies through small group instruction that privileges the children's background knowledge and engages their natural curiosity.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

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

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

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

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



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

Two theories of action guide the instruction and culture of Barrett Elementary and the development of the SPSA. First, research clearly shows that increasing the pedagogic capacity of teachers improves learning in students. Barrett has developed a Teacher Learning Lab and will continue to offer professional development throughout the year. In prior years, teachers have studied guided reading, writers' workshop, Guided Language Acquisition Design (GLAD) and Constructing Meaning (CM) strategies. The latter two programs focus on strategies that facilitate English Learners' ability to access the academic language in their classes. Starting in the 2018-19 school year, a small cadre of Barrett teachers began studying instructional strategies and learning environments that support mathematical reasoning and the mathematical habits that foster deep mathematical understanding. All of these strategies remain important in how teachers work with students at Barrett. In the 2019-20 year, teachers selected a focus on either mathematical mindset work or deepening writing strategies. This work will expand in the 2020-21 school year. We will continue to delve deeply in the pedagogy of mathematical instruction. Using the principles of "mathematical mindset" and "growth mindset" we will examine how to engage the natural curiosity of learners through "low floor-high ceiling" math problems and activities. We will also train staff, both certificated and classified, as well as parent and community volunteers to support the development and implementation of small group instruction in language arts. We will use student artifacts to study formative assessments in math and language arts to gauge the progress of

learners and to inform our teaching practices. All teachers and staff will participate in a collaborative cohort of professional development honing their teaching skills and assessing these areas. They will meet regularly to discuss practices, write units of study, discuss professional readings and work with consultants who will help them reflect on and deepen their classroom practices. By improving their own knowledge and practices, they will help students improve their abilities in these areas.

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

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

Practices such as guided reading, writers' workshop, math instruction that privileges conceptual understanding over speed and rules, and lessons rich in GLAD and CM strategies foster student voice, deepen conceptual understanding and engage students in knowledge creation. These practices are not only engaging for students but develop in them skills they will use for the rest of their lives as learners. It is not uncommon to hear from guests who work with Barrett students what a pleasure it is to have them in class. Fostering this level of engagement in students is a top priority at Barrett and foundational to the instructional strategies used in classes each day.

Greatest Progress:

Barrett's greatest progress is not found in the state numbers from CAASPP though there are some successes there. Where Barrett excels is in supporting the social and emotional needs of a diverse community including those with financial and linguistic challenges. Barrett does this through the interpersonal relationships it fosters between the students, the families and the teachers. This has been especially true during the sheltering in place distance learning. While teachers everywhere across the district are doing heroic work, Barrett's teachers have long shared a culture of collaboration. That has remained true during the sheltering in place. Grade level teams have worked together to design common units of instruction, pushing them out through a combination of zoom meetings, google classroom meetings, and packets. They have taught some classes together and shared strategies that worked well as we all learned how to teach from afar. Examples of this collaboration abound. The fifth grade teachers still hold Friday bootcamp by zoom with all the 5th grade students including the students in the SDC class. They are doing this even though the fitness testing has been canceled for the year. The fourth grade team worked with students to choose someone to thank during staff and teacher appreciation and messages went out to teachers and classified staff members. For example, our health clerk received a number of messages like this one:

Dear Ms. Tammy,

In my opinion you are an important part of Barrett Elementary. You are a very important part of this school. I am writing to you because when I get hurt you are always there to help me. My classmates are usually always getting hurt and have to go to the nurse every time. The whole school loves you and I love you too.

I appreciate you because you are never not there to help me. I feel like I get lucky on the days I get hurt you are always there. Your work is amazing. If I could give her you tips I would give her like \$20. You are like my mother that when I get hurt you immediately help me.

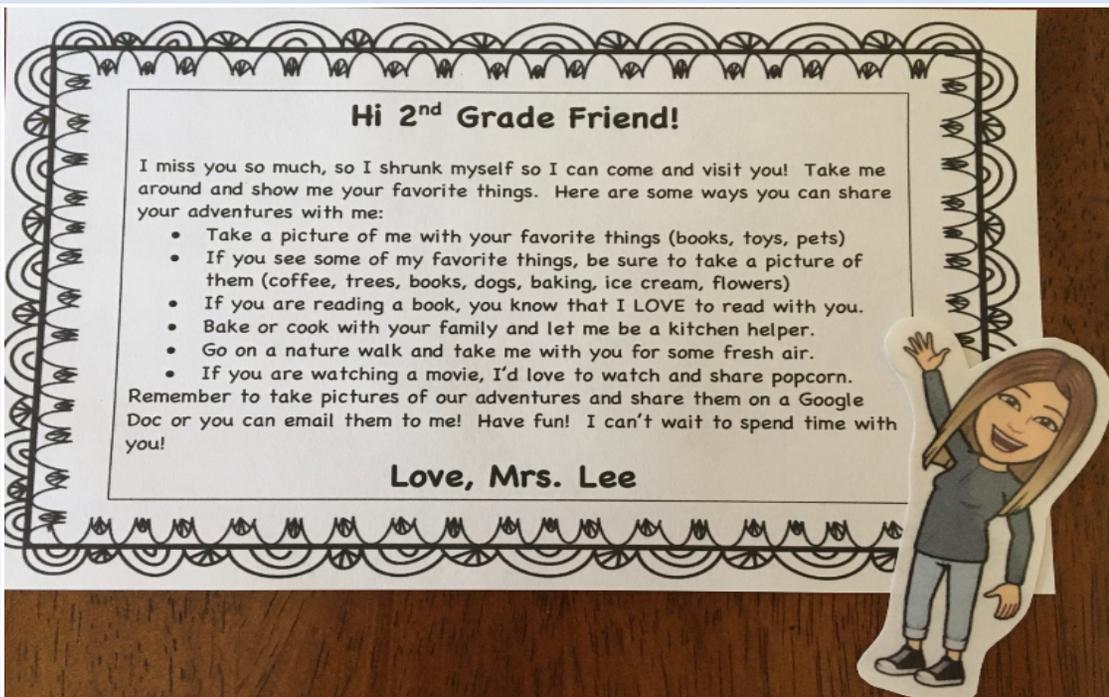
A memory I had with you was you pushing me around school in the wheelchair because I got hurt. You were there for like 30 seconds after. I would be sad if you left Barrett. If you did leave I would remember you forever. You're the best nurse I've ever had in school.

Sincerely,

Abram

Our third grade team worked to solve the problem of students who join zoom classes but fool around. A practice we use during instruction in class is to choose a scout who pays attention to the lesson but also notes students who are doing a great job during instruction. The scout is asked to choose some students and to commend them on a specific behavior. The third grade team rewards these students with a special zoom meeting on Friday in which they do an art activity or play a game. Students immediately started to take instruction more seriously.

The TK through 2nd grade team knew the students were really missing them. So they decided to make Avatars of themselves, set in the castle from Frozen. They followed up with games and ideas for students spending time with their Avatars. When they put together packets for pick up for the youngest learners, they left chalk drawings and posters to say they missed them and encouraged them to be brave and stay strong.



A second area of great progress has been in professional development. Barrett continues to make progress in increasing the capacity of teachers to reach every student through instructional pedagogies that engage the learners and develop autonomy. This year, each staff member chose to join a cohort of professional development in math or in strategies for teaching writing. We decided on these two areas because our test data on CAASPP show declines in language arts and math though our MAP data and our reading assessments in the support programs show growth. We believe our students both have more to learn but also need to be fluent enough writers to demonstrate their knowledge on the state tests.

Collaboration meetings were held on Wednesdays and teachers from each group met to study, discuss and plan next steps for their teaching. The principal alternated each week with each group. Once a month the staff met as a whole group to share their learning. The math professional development also offered teachers the opportunity to work with Dr. Julie McNamara from CSU East Bay who specializes in math instruction with teachers. A group of math teachers also were able to attend the statewide math conference held at Asilomar in December. The teachers studying writing had planned to study with coaches from GLAD to refresh their skills in writers workshop focusing on strategies that support English learners. Unfortunately, those four days of PD were canceled due to the pandemic. We will reschedule this work as soon as school resumes face to face.

While sheltering in place has put some of the plans for professional development on hold, it has also underscored many skill sets that we will need to address when school resumes in the fall. The passion and commitment Barrett teachers have always shown to their students, but especially in their impromptu distance learning, are important and sustaining assets that we will apply to our teaching next year.

Purpose and Description

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

Needs Assessment Findings:

California Public School Dashboard Indicator Needs:

As we analyze the CAASPP data, we see many needs to address. Last year, Barrett students improved at a rate faster than the state average rate of growth. Barrett increased or stayed the same for all student groups in math and language arts. This year, Barrett saw declines in all areas. Though this is a frustrating and bewildering result, triangulating data may explain some of these results. Four areas decreased into the red zones: Chronic Absenteeism for Hispanic and Socially Economically Disadvantaged students, and ELA and Math for special education students. While Barrett's overall attendance was improving this year, a few families in these subgroups were struggling with attendance. Second, Special Education students dropped in their scores compared to the prior year. Some of this may be due to the struggles of a resource teacher who was a part of the teacher support network and who left the district at the end of the year.

Student Group Report for 2019

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

One advantage in Morgan Hill is our commitment to collecting multiple sources of data to analyze student growth. Analysis of the district MAP testing shows Barrett students met or exceeded national growth rates in all grades except 2nd grade. These students had a growth rate of 8.4. The national growth rate for second graders was 8.85. Likewise, the Fountas and Pinnell assessments in reading also showed strong growth in the general education classes and in the support groups for struggling readers. In grades K through 3, more than 70% of all students were reading at grade level in March. 69% of fourth graders were reading at grade level and 64% of fifth graders were reading at grade level. Because of the district's support of the MTSS reading TOSA, our Leveled Literacy Intervention reading support groups met with 69 students this year compared to 24 students in the prior

year. Five of those students exited the program, reading on grade level. Students in the LLI program averaged 1.78 trimesters of reading growth by March 2020.

Though the growth rates on the MAP and F&P assessments are good, Barrett cares deeply about how well the students also do on the CAASPP. While the test has its reliability and validity issues, we want students to know and be able to demonstrate their own proficiency in the kinds of questions typically asked on this test

California Public School Dashboard Gaps:

Attendance and Suspension Rates

Chronic Absenteeism for Hispanic and Socially Economically Disadvantaged students are areas of concern. In the 2018-19 school year, the population of low income students increased by 4% but then decreased by 3% in the 2019-20 year. Barrett has also had an influx of foster youth in the last year. 18% of the district's foster youth at K-5 learn with us at Barrett. Barrett works with the district's CARE team to help support these families and solve issues that affect absenteeism.

The suspension data also shows a negative change from the prior year. At Barrett, like many elementary schools, suspension data can be volatile because we have so few incidents each year that even one incident with a few people involved can change the indicator on the state dashboard. Last year all subgroups were blue except students with disabilities, which was yellow. This year students with disabilities is blue and 4 groups are yellow, one is orange. In the 2018_19 school year only 5 students were disciplined for serious incidents. The incident coded Violent (Injury) was a careless accident when a student tossed a clipboard in class

Name	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Barrett Elementary	444	5	1	3	0	0	1	0

and hit another student in the forehead, cutting her. Two incidents happened in class and were the frustrated actions of student attempting to take something from a teacher or defying a teacher. Two incidents were on the playground, one involved spitting at another student and one involved kicking another student. This represents 1% of the student body having an issue on 3% of the days in school. Barrett continues to refine and implement the strategies and goals set through its PBIS training.

The campus is a safe, happy place and our focus is much more focused on helping students manage their play when on the playground and supporting struggling learners with supports that include a room with sensory supports where students can take a supervised break to reset their bodies and then return to their class for learning. We are utilizing the skills of two of our classified staff members to run the check in/check out system for students who struggle to be productive throughout a long school day.

ELA Progress:

Two areas are significant in the most recent ELA CAASPP results. First, as mentioned before there is a significant decline in language proficiency for students with disabilities. The second gap in ELA results is due to the fact that white students grew about 13 points while all other subgroups declined by 11 to 17 points. This points to a need to examine our strategies for supporting English Learners, Hispanics, SES students, and students with disabilities.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method	Did not test 10% of students
All Students	Orange	Low	Declined	-37.8	-6.5	209		219		-31.3					N
English Learners	Orange	Low	Declined Significantly	-70	-15.8	69		74		-54.2					N
Homeless	None	Low	Declined	-53.8	-10.9	20		12		-42.8					N
Socioeconomically Disadvantaged	Orange	Low	Declined	-67.7	-13.2	126		122		-54.5					N
Students with Disabilities	Red	Very Low	Declined Significantly	-92.8	-17.9	46		51		-74.9					N
African American	None					2		3							N
Asian	None					8		14		20.2					N
Filipino	None					4		4							N
Hispanic	Orange	Low	Declined	-61	-3.5	138		133		-57.5					N
Native Hawaiian or Pacific Islander	None					1		0							N
White	Blue	High	Increased Significantly	13.3	15	38		52		-1.7					N
Two or More Races	None					8		9							N

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in the current or prior year.

Barrett focused on writing using strategies to support English Learners and had planned 4 days of professional development in the spring with Guided Language Acquisition Design trainers. Unfortunately, that training was canceled due to the March school closure. We will add this training back into the plan when school resumes. We will also use ELPAC data from last year to carefully monitor individual EL progress in the next school year.

Local Assessment Data: Analysis of the site's reading growth, reveals a potential correlation between students who succeed in reading growth with those whose attendance is consistent. Likewise, students whose attendance is less consistent show less progress in their reading levels. As a result, the school will incorporate elements of the PBIS plan to encourage attendance. In the 2019-20 school year, the principal and the reading support team held 4 back to school events in the fall exclusively for parents whose students struggle in reading. The community liaison provided translation at these meetings and families knew it was mandatory to attend one of the four nights. Four families did not make the meetings and the principal followed up with them. The purpose of these meetings was to teach parents how we were prepared to help their child at school and to teach the parents the skills and priorities we needed them to reinforce at home. We spent the time engaging our parents to show them how critical these early reading skills are and help them see easy ways they could help support their child's learning at home.

Math Progress: Barrett has recognized that our students need support in developing a deep conceptual understanding of numbers, quantity, expressions and functions used to manipulate them. A small cohort of teachers have worked to learn more about growth mindset, mathematical mindset, number talks, and low floor high ceiling tasks (open ended tasks that allow easy entry into the problem but have a depth to the problem that allow students to grapple with the ideas within the problem.) Teachers have been developing curricular plans that promote this type of learning, thinking and talking in math class. Students are responding very positively to these changes and are learning that they are much better at thinking about math than they previously knew. Our task now is to take that learning and broaden the opportunities for students to grapple with these tasks and to help them learn how to demonstrate what they know using models, clear writing about their thinking, and frequent discourse about what they know and what they still need to understand. This is particularly challenging work, especially for English Learners who may struggle to express their knowledge fluently on an exam such as CAASPP.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method	Did not test 10% of students
All Students	Orange	Low	Decreased Significantly	-54	-15.4	209		220		-38.6					N
English Learners	Orange	Low	Decreased Significantly	-80.2	-16.8	69		74		-63.3					N
Homeless	None	Low	Increased	-46.8	7.2	20		12		-53.9					N
Socioeconomically Disadvantaged	Orange	Low	Decreased	-71.6	-8.6	126		122		-63					N
Students with Disabilities	Red	Very Low	Decreased	-95.7	-6.1	46		51		-89.7					N
African American	None					2		3							N
Asian	None					8		14		25.1					N
Filipino	None					4		4							N
Hispanic	Orange	Low	Decreased	-74.8	-9.4	138		133		-65.3					N
Native Hawaiian or Pacific Islander	None					1		0							N
White	Yellow	Medium	Decreased	-16	-5.9	38		53		-10.1					N
Two or More Races	None					8		9							N

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in the current or prior year.

Fortunately, Barrett is already on the path to deepening our skills in teaching reading, math and writing. In the 2020-21 school year, we will continue to delve deeply into the kinds of tasks and learning opportunities that empower students' ability to make meaning from texts, engage their mathematical curiosity and develop their ability to demonstrate their knowledge through writing. Additionally, teachers will be studying student artifacts as part of their formative assessments. Understanding the common misunderstandings in the classroom in a timely manner will help us spiral learning to keep moving students forward in their

understanding of the concepts while also allowing us to create new opportunities for students to demonstrate their growing understanding despite struggling initially.

One asset that permeates the Barrett staff is the idea that every student is my student. Using our collaboration time to continue examining our practices through the lens of student work will help us apply our collective wisdom to promoting authentic student achievement. It will help us focus our work with our extensive reading support program and our dedicated English learner lessons keeping in mind that we have a distance to go to reach proficiency in ELA and in math. The site plan will address the need to continue our successes in growing toward proficiency in both ELA and math. We will be focusing explicitly on teaching strategies in reading, writing with English Language Development strategies, and math. Barrett's site plan will utilize the MTSS model to address both general support and improvement in ELA and math proficiency for all students. In addition Title 1 monies will provide for instructional supports for students who struggle whether they are low SES or English Learners. These targeted interventions will include small reading group instruction, additional support reading groups, professional development in English Language Development strategies, targeted writing instruction strategies and the expansion of our math professional development.

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

Addressing ESSA and LCAP Alignment

ELA and Math: Barrett staff and site plans have focused deeply on helping all students become fluent readers and writers. English learners and students of poverty often struggle in reading due to less academic language acquisition and an experience gap that inhibits language acquisition. By supporting struggling readers and promoting early literacy, Barrett students will show significant progress toward language fluency which allows them full access to the rich curricular content of their education. One finding from the data shows that students in the fourth grade dip in their proficiency level but then increase it again in fifth grade. Barrett has already met once before the shelter in place order happened to discuss some possible factors in the transition from third to fourth grade for this dip. We will work to address this in our instructional strategies next year.

Second, Barrett will continue its focus on professional development for math instruction. Changing math practices will give students greater access to key concepts and develop their mathematical fluency. Focusing on a growth mindset will teach all students that they have innate math skills and developing small group instruction will give all students greater opportunities to demonstrate their learning and to learn from each other. Small group instruction also lowers the affective filter for English learners, low-income students and foster youth who might otherwise feel intimidated by speaking in class and sharing their own knowledge. Continuing small group reading instruction and developing a workshop model in math will expand students' opportunities to engage deeply with the core curriculum. At fifth grade, where the performance data dips, we will backwards plan our instruction with the most significant math standards to be sure that students have experience with the types of questions and the rubric for judging their answers. We will incorporate MARs tests that are available to us through the Silicon Valley Mathematics Initiative to help our students demonstrate their knowledge on these types of tests. Barrett is also considering piloting an MDTP assessment for math that could also give us some diagnostic information for addressing losses due to shelter in place instruction.

Barrett teachers will also focus on writing strategies. This will serve students in several ways. First, writing in the content areas is positively correlated with memory retention. Writing reflections in math lessons, for example, will help students cement the ideas explored in the lessons and give them an elevated starting point when they return to the concepts throughout the course of the year. Second, writing is required in testing to demonstrate understanding of key concepts. Many students actually know far more than they feel comfortable saying through the tip of a pen or pencil or keyboard. By deepening students' ability to write, especially English learners, we will unmask student talents and allow their true assets shine. Barrett teachers will review professional development strategies and augment

them in consultation with GLAD professional development and Constructing Meaning professional development. These practices specifically target students with language development needs. English learners and low SES students often have far fewer words in their vocabulary. Supporting their development of language in speaking, listening, reading and writing will increase their ability to understand academic content and to bring their own unique contributions to the collective wisdom of the classroom. Writing in both ELA and math will also yield student work that can be used for formative assessment. Teachers will bring student samples of work to collaboration meetings in order to know more about the progress of students in the focal content standards. This will allow us to plan future lessons, either moving ahead from areas mastered or reinfusing opportunities to learn key concepts that are not fully developed as evidenced by the student work.

Stakeholder Involvement

The principal holds monthly meetings with the ELAC, School Site Council and the Home and School Club. At each of these meetings, the principal discusses an area of the site plan and updates the parents on progress toward goals. Additionally, the principal works with the staff through the staff meetings to report on progress toward SPSA goals and to seek input on needs that can affect student learning. Additionally, the principal hosts an annual tour of programs for these groups each February so that the members can see the actions of the goals in practice in the school and can give input into the next year's SPSA. The principal also brings videos of lessons that are supported in the SPSA such as a small reading group or a number talk. In this way, members of the governing committees can see the work that their Site Plan supports.

The principal meets with the Home, School and Community Club monthly and reports on at least one of the three goals of the SPSA. She did a presentation on the ELA data on January 28 and reviewed all the goals on February 25th. She met with the SSC via zoom on April 28th and on May 19th to discuss the proposed goals of the site plan. She met with the ELAC committee on January 20, 2020 to present the R-30 report and to discuss the school's 2019 CAASPP data as a part of the annual needs assessment. The ELAC committee recommended that the goals of the site plan continue in the 2020-21 year. Finally, the principal met with the School Site Council on May 19, 2020 to review the site plan and to vote on the recommendation of the ELAC parents for the site plan. The SSC approved the site plan with the inclusion of the ELAC recommendations.

[Link to SSC Agendas and Minutes](#)

[Link to ELAC Agendas and Minutes](#)

Resource Inequities

The ELAC committee recommendations were accepted by the School Site Council and the actions of the 2019-20 SPSA were continued in the 2020-2021 SPSA. Both the SSC and the ELAC recommended keeping the reading supports, continuing the emphasis on mathematics instruction and deepening the work around student writing. The Home and School and Community Club recommended that we continue calendaring the after school opportunities as early as possible to facilitate advertising of the events. One priority will be calendaring an event for the 2020 fifth graders to return to school for an evening celebrating them. The ELAC parents also recommended that we continue to calendar learning opportunities at the ELAC meetings, at evening events and online if needed. Teachers are also interested in keeping the reading programs in order to continue to provide differentiated guided reading in their Tier 1 instruction and supplemental reading

supports to struggling readers and early readers in our Tier 2 programs. Last year, each staff member joined either a writing or math professional development cohort. They studied instructional strategies that facilitate student learning and address the needs of English learners and low SES students. This goal will be further developed as we begin to study formative assessment in math, reading and writing. All of these concerns are reflected in the goals of the SPSA for 2020-21.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
CAASPP (Dashboard)	CAASPP (Dashboard)	CAASPP (Dashboard)	CAASPP (Dashboard)	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
ELA status/change	Status only, gain scores n/a	Status only, gain scores n/a	Status only, gain scores n/a	
ELA status/change	ELA status/change	ELA status/change	ELA status/change	
--All student	--All student 36.8 below level 3	--All student 31.6 below level 3	--All student 37.8 below level 3	
Grade 3	Grade 3 2407.7	Grade 3 2403.9	Grade 3 2397.8	
Grade 4	Grade 4 2403.1	Grade 4 2414.5	Grade 4 2420.2	
Grade 5	Grade 5 2473.0	Grade 5 2493.0	Grade 5 2476.6	
--Low SES	--Low SES 68.8 below level 3	--Low SES 55.2 below level 3	--Low SES 67.7 below level 3	
Grade 3	Grade 3 2370.9	Grade 3 2386.4	Grade 3 2388.4	
Grade 4	Grade 4 2375.2	Grade 4 2385.7	Grade 4 2383.7	
Grade 5	Grade 5 2443.7	Grade 5 2472.2	Grade 5 2435.4	
--SWD	--SWD 80.2 below level 3	--SWD 72 below level 3	--SWD 92.8 below level 3	
Grade 3	Grade 3 2363.4	Grade 3 2346.5	Grade 3 ***	
Grade 4	Grade 4 2359.6	Grade 4 2373.4	Grade 4 2369.3	

<p>Grade 5 --EL Grade 3 Grade 4 Grade 5 Math status/change --All student Grade 3 Grade 4 Grade 5 --Low SES Grade 3 Grade 4 Grade 5 --SWD Grade 3 Grade 4 Grade 5 --EL Grade 3 Grade 4 Grade 5 Science status/change Grade 5 only --All student --Low SES --SWD --EL</p>	<p>Grade 5 *** --EL 50.7 below level 3 Grade 3 2345.4 Grade 4 2342.3 Grade 5 **** Math status/change --All student 48.5 below level 3 Grade 3 2398.9 Grade 4 2435.0 Grade 5 2462.9 --Low SES 76 below level 3 Grade 3 2369.6 Grade 4 2404.3 Grade 5 2441.1 --SWD 90.8 below level 3 Grade 3 2346.6 Grade 4 2372.6 Grade 5 *** --EL 63.9 below level 3 Grade 3 2345.6 Grade 4 2378.9 Grade 5 *** Science status/change Grade 5 only --All student no score, pilot yr --Low SES --SWD --EL</p>	<p>Grade 5 *** --EL 54.7 below level 3 Grade 3 2364.6 Grade 4 2351.5 Grade 5 2407.8 Math status/change --All student 38.2 below level 3 Grade 3 2409.9 Grade 4 2430.3 Grade 5 2493.3 --Low SES 62.5 below level 3 Grade 3 2390.8 Grade 4 2408.2 Grade 5 2464.9 --SWD 87.1 below level 3 Grade 3 2364.5 Grade 4 2384.0 Grade 5 *** --EL 62.9 below level 3 Grade 3 2363.5 Grade 4 2392.9 Grade 5 2404.3 Science status/change Grade 5 only --All student no score, pilot yr --Low SES --SWD --EL</p>	<p>Grade 5 2408.1 --EL 70 below level 3 Grade 3 2381.7 Grade 4 2359.8 Grade 5 2421.4 Math status/change --All student 54 below level 3 Grade 3 2386.8 Grade 4 2431.3 Grade 5 2464.9 --Low SES 71.6 below level 3 Grade 3 2377.6 Grade 4 2408.8 Grade 5 2441.9 --SWD 95.7 below level 3 Grade 3 *** Grade 4 2393.2 Grade 5 2418.7 --EL 80.2 below level 3 Grade 3 2381.7 Grade 4 2359.8 Grade 5 2421.4 Science status/change Grade 5 only --All student no score, pilot yr --Low SES --SWD --EL</p>	
<p>NWEA MAP Assessment Fall to Winter Growth: ELA --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Math --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Science--Optional</p>	<p>NWEA MAP Fall to Winter School Growth: ELA School National --Grade K optional --Grade 1 optional --Grade 2 did not test midyr --Grade 3 7.3 5.2 --Grade 4 6.9 3.9 --Grade 5 10.1 3.0 Math --Grade K optional --Grade 1 optional --Grade 2 did not test midyr --Grade 3 7.3 5.6 --Grade 4 5.7 4.4 --Grade 5 8.5 3.7</p>	<p>NWEA MAP Fall to Winter School Growth: ELA School National --Grade K optional --Grade 1 optional --Grade 2 did not test midyr --Grade 3 0.9 7.2 --Grade 4 1.4 5.5 --Grade 5 3.4 4.2 Math --Grade K optional --Grade 1 optional --Grade 2 did not test midyr --Grade 3 2.7 7.7 --Grade 4 3.0 6.3 --Grade 5 5.3 5.0</p>	<p>NWEA UAP Login Fall to Winter School Growth: ELA School National --Grade K optional --Grade 1 optional --Grade 2 8.4 8.85 --Grade 3 7.8 7.28 --Grade 4 6.0 5.82 --Grade 5 5.3 4.64 Math --Grade K optional --Grade 1 optional --Grade 2 8.1 9.03 --Grade 3 6.0 7.75 --Grade 4 6.5 6.50 --Grade 5 5.6 5.56</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>

--Grade 2 --Grade 3 --Grade 4 --Grade 5	Science --Grade 2 optional --Grade 3 optional --Grade 4 optional --Grade 5 optional	Science --Grade 2 optional --Grade 3 optional --Grade 4 optional --Grade 5 optional	Science --Grade 2 optional --Grade 3 optional --Grade 4 optional --Grade 5 optional	
Dashboard Academic Indicator Groups in Red/Orange:	Dashboard Academic Indicator Red: SWD in ELA Orange: All other student groups in ELA SWD in Suspension	Dashboard Academic Indicator Red: no red indicators Orange: Chronic Abs: SED, White Suspension: None ELA: EL, SWD, HISP Math: None	Dashboard Academic Indicator Red: Socio Economically Disadvantaged (SED), Hispanic (HISP) in chronic absenteeism Students w/disabilities (SWD) ELA & math Orange: Chronic Abs: Homeless, Students w/disabilities, 2 or more races Suspension: White ELA: All students, EL, SED, SWD, HISP Math:	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group
Biliteracy --EL Progress --EL status & change --EL Reclass Rate	Biliteracy --EL Progress: Medium (yellow) --status & change: 67.7%, -1.3% --Reclass Rate: 18.4%	Biliteracy With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure.. --Reclass Rate: = 0%	Biliteracy --40.6% making progress towards English language proficiency --Number of students -- 96 --7 Redesignated	Maintain high status or positive growth in all categories
Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	Special Education non SLP --# Referrals: 20 --# Qualified: 11 --# Exited: 0 --% Non EL: 55% --% EL: 45% Speech: --# Referrals: 20 --# Qualified: 10 --# Exited: 3 --% Non EL: 75% --% EL: 25%	Special Education non SLP --# Referrals: 13 --# Qualified: 5 for SPED services;, 3 qualified for 504 accommodations, 4 are pending, 1 student did not qualify due to academic performance correlating to low IQ. --# Exited: 1 --% Non EL: 69.2% --% EL: 30.8 % Speech: --# Referrals: 7 --# Qualified: 5 --# Exited: 5 --% Non EL: 79 % --% EL: 21%	Special Education non SLP --# Referrals: 8 --# Qualified: 2 for SPED services, 1 is pending the completion of assessments; 5 qualified for 504 accommodations due to no discrepancy between IQ and performance, are pending due to sheltering in place and the inability to assess remotely. --# Exited: 1 --% Non EL: 25% --% EL: 75% Speech: --# Referrals: 4 Note, Barrett also added 7 preschool speech students	Continue to hold SST meetings and look for the least restrictive environment that will support student success in moving toward grade level proficiency

			--# Qualified: 3, 1 is pending the ability to do the assessment --# Exited: 12 --% Non EL: 69.3% --% EL: 30.7 %	
Implementation Status: <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --Assessment Plan --MTSS Supports --PLC	Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.29 --Science: 1.88 --MTSS Academic: 3.1 --MTSS Soc Emot: 2.8 --PLC: 3.2	Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 --PBIS 3.5	Implementation Status: <i>Scores on 5 point rubric survey</i> Math 4.3 ELA/ELD 3.8 Soc. Science 3.3 NGSS: 2.9 MTSS Academic: 3.5 MTSS Soc. Emot: 3.3 Collaboration: 3.6 PBIS 3.6	
Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar. --Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar. --Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar. --Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar. --Avg 4 reading level Fal --Avg 4 reading level Mar --% at grade level Mar. --Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.	Fountas & Pinnell (F&P) by grade --Avg K Fall: --Avg K Mar: 0.8 --At level Mar: 83% --Avg 1 Fall: 1.0 --Avg 1 Mar: 1.7 --At level Mar: 60% --Avg 2 Fall: 2.3 --Avg 2 Mar: 2.6 --At level Mar: 65% --Avg 3 Fall: 2.9 --Avg 3 Mar: 3.3 --At level Mar: 49% --Avg 4 Fall: 3.9 --Avg 4 Mar: 4.1 --At level Mar: 43% --Avg 5 Fall: 4.8 --Avg 5 Mar: 5.0 --At level Mar: 31%	Fountas & Pinnell (F&P) by grade --Avg K Fall: 0.1 --Avg K Mar: 0.4 --At level Mar: 28% --Avg 1 Fall: 1.0 --Avg 1 Mar: 1.3 --At level Mar: 30% --Avg 2 Fall: 2.0 --Avg 2 Mar: 2.3 --At level Mar: 48% --Avg 3 Fall: 3.0 --Avg 3 Mar: 3.4 --At level Mar: 55% --Avg 4 Fall: 3.8 --Avg 4 Mar: 4.2 --At level Mar: 50% --Avg 5 Fall: 4.3 --Avg 5 Mar: 4.9 --At level Mar: 42%.	Fountas & Pinnell (F&P) by grade --Avg K Fall: NA --Avg K Mar: 0.63 --At level Mar: 77% --Avg 1 Fall: .97 --Avg 1 Mar: 1.67 --At level Mar: 78% --Avg 2 Fall: 1.95 --Avg 2 Mar: 2.56 --At level Mar: 72% --Avg 3 Fall: 2.88 --Avg 3 Mar: 3.53 --At level Mar: 76% --Avg 4 Fall: 3.70 --Avg 4 Mar: 4.37 --At level Mar: 69% --Avg 5 Fall: 4.66 --Avg 5 Mar: 5.17 --At level Mar: 64%.	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age

<p>MTSS Support Usage --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island</p>	<p>Usage Monitoring --Extended Day: 106 students --Blended System 44/Read 180, 21 students --LLI: 53 students --Lexia: 29% use, 40% at/above --Study Island: NA</p>	<p>Usage Monitoring --Extended Day: 106 students --Read 180, 18 students --LLI: 24 students --Guided reading groups with the reading TOSA: 42 students --Lexia: 21% use, 30% at/above --SI: 396 sessions, 4050 question at 59% correct</p>	<p>Usage Monitoring --Extended Day: 108 students --Read 180, 19 students --LLI: 69 students --Guided reading groups with the reading TOSA: 17 students --ELD reading group: 3 students (for emergent language learners) --Lexia: 17% use, 41% at/above --SI: 2506 sessions, 25989 question at 60% correct</p>	<p>Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through Read 180, LLI</p>
<p>Other Site Specific metrics: <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc.</i></p>	<p>Other Site Specific metrics Barrett teaches reading in small leveled groups to meet the needs of all our readers. Additionally Barrett funds 2 reading specialists to work with students whose levels are 2 or more years behind proficiency.</p>	<p>Other Site Specific metrics --In addition to the practice of individualizing reading instruction, Barrett has allocated money to train the resource teacher and the paraprofessionals in LLI, an intensive reading program for students who are struggling to learn to read. In 2018-19, there have been 21 students receiving LLI instruction through the resource program and 8 students receiving phonics instruction with Reading Mastery and Horizons. All 12 students in the SDC receive LLI instruction.</p>	<p>Other Site Specific metrics Barrett increased its capacity to offer small group reading instruction to struggling readers by increasing this support by 1 FTE.</p> <p>Students in the SDC receive LLI instruction and use Prodigy and Lexia to support their reading skills. Resource students with reading goals receive LLI or Sondag reading intervention support depending on their reading level and needs.</p> <p>Resource students with math goals also participated in their own number talks.</p>	<p>Continue to support primary and upper elementary students who have not yet reached target proficiency levels</p>

Goal 1 Action 1: Tier 1 Staff

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

1. Stipends for Safety Patrol (1.0), Technology facilitator (1.0), Student Leadership (1.0), Student StudyTeam Coordinator (1.0) \$2058 each
2. Yard duty supervisors (3 hrs x 3 x 180 x \$13 + 27.587% statutory benefits) = \$26,870 (paid out of district allocation and not site budget)
3. Additional yard duty supervision (1178 hrs x \$13) + .27.587% statutory benefits) = \$16,500 + \$1594 = 18,094

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Stipends for Safety Patrol (1.0), Technology facilitator (1.0), Student Leadership	\$8232	Unrestricted Lottery
Yard Duty supervision 3 FTE, 3 hrs		District Allocation for campus supervision
Additional Yard Duty supervision (1178 hrs)	\$18,094 including statutory benefits	Unrestricted Lottery

Goal 1 Action 2: Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

1. Hire substitute teachers (estimated for up to 8 days) for SSTs \$160 x 8
2. Hire extra supervisory help to support TK students (estimated at 180 hours) \$2421 (paid out of the \$18,094 all)
3. Additional PBIS Check In Support focusing on low SES and at-risk students using an hourly employee (3 hrs x \$13 x 180) paid by the district office allotment + 180 hours (\$2421 Title 1)
4. Extra supervisor help to support Read 180 and PBIS check in (2 x \$13 x 180) = \$4842 (paid out of the \$18,094 allotted in Goal 1 Action 1)
5. SST coordinator stipend \$2058 (paid out of the \$8233 allotted in Goal 1 Action 1)
6. Personnel: 0.6 FTE Reading Teacher \$60,334 + 21.8588% statutory benefits = \$60,334 + 13,188 = \$73,522
7. Read 180 reading teacher: \$17,017 + 21.8588% statutory benefits = \$17,017 + \$3720 = \$20,737 (Title 1) and \$2828 (LCFF)
8. Pay 4 stipends for teachers tutoring struggling students in math \$8232

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
Classroom support through sub release or sub vacancy days for core content instruction and SSTs	\$1560	Lottery
TK and Kinder support		\$2986 (paid out of the \$18,094 allotted in Goal 1 Action 1 Lottery)
Additional PBIS Check In Support focusing on low SES and at-risk students	\$2421	(\$8957 District paid, 2421 Title 1)
Read 180 support and PBIS check in	\$4842	(Title 1)
SST coordinator		(paid out of the \$8733 allotted in Goal 1 Action 1 Lottery-move to Title 1 if more \$ becomes available)
0.6 FTE reading teacher	\$73,522	Title 1
Read 180 reading teacher	\$19,970 (Title 1) + \$3595 (LCFF)	Title 1 and LCFF
Stipends for math tutoring	\$8232	Live Oak Grant

Goal 1 Action 3: Professional Development

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

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

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

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

1. Core Content Instruction using small group instruction, differentiation using GLAD/Constructing Meaning Strategies, number talks, Jo Boaler tasks. They will also study formative assessment strategies. Teachers will work in grade level cohorts to plan for differentiated instruction This will require planning days to work with the consultants and to plan units to implement in their classes. Teachers may also select to use their time to attend conferences or trainings. (42 substitute days allocated, 35 in LCFF and 7 days in Lottery. Note: if we need less than 8 SST days, then the balance of those days will be used for this purpose.) \$6824 LCFF and \$1365 Lottery
2. Math consultant \$2300 Project Light
3. Sub release for math and assessment work. (\$195 for 25 days)
4. GLAD consultants \$5200 including travel expenses and hotel (Add 4 sub release day for 2 district GLAD trainers if more Title 1 funding becomes available \$780)
5. Conference registration and Travel expenses for teachers and the principal. LLI, Reading or Writing conferences, Kindergarten conference (Total budget for any of these items is \$4000)
6. Conference registration and Travel expenses for teachers and the principal. Asilomar; Elementary Math Lab Conference, Ann Arbor, Michigan, LLI, Mathematical Mindset Workshop, (Total budget for any of these items is \$4000)
7. Books and materials to use after PD

6. Developing instructional strategies in any of the core content areas of the school.\$4000 Books and \$2095 for classroom and PBIS materials

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
Sub release for PD in core curriculum, GLAD, math, and assessment work	\$6824 (35 days) LCFF \$1365 Lottery	LCFF
Math Consultant	\$2300 (2 days)	\$1609 carryover Project Light Grant \$691 Live Oak Fdn Grant carryover
Sub release for math and assessment work	\$4875	Live Oak Grant carryover per sub day including benefits for 25 days
GLAD consultants and sub release	\$5200	LCFF
Conferences-- Kindergarten conference, LLI conference, Mathematical Mindset conference	\$4000	LCFF
Asilomar math conference and EML, Ann Arbor Michigan, travel and expenses,	\$4000	Live Oak Foundation Grant
Books and materials	\$652 books	LCFF

Goal 1 Action 4: Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

1. Provisions for classroom supplies: $\$200 \times 20 = \5000
2. Grade book and site licenses \$154
3. Additional books and materials aligned to math and ELA professional development--Books \$5800, materials \$2095
4. Paper and printer ink, workroom supplies
5. Whitebooks for student open house portfolio

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
1. Classroom supplies	\$5000	Lottery
2. Gradebook and site licenses	\$154	Lottery
3. Math, ELA and PBIS-- books, materials site licenses	\$5800 books, \$2095 materials, Math instructional supplies and books \$4773	LCFF
4. Paper, printer ink, workroom supplies	\$1000	Lottery
5. Whitebooks	\$1500	Lottery

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

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

1. Barrett's reading TOSAs will work with the principal to provide a second tier of reading support for kindergarten and TK students and any struggling readers in first through fifth grades.
2. Additional reading materials for the LLI, Read 180, Reading Mastery, Horizon and Guided Reading groups. We will add Heggerty Phonemic Awareness materials--PreK, K, and Primary \$80 each

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Reading specialist	1 FTE	Centrally funded through LCAP
Books and materials for support of the core curriculum	\$700	LCFF

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

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

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
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There are no proposed expenditures for developing and monitoring the site plan.		
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Goal 1 Action 7: Basic Services and Supplies

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

1. Health Office supplies for universal safety precautions and health folders \$107
2. Supplies for front office, paper and ink and other supplies for the teacher workroom \$1975
3. Maintenance and Repair for office machines \$2500
4. Revolving fund \$300
5. Technology replacement and repairs including chromebooks \$2500 Lottery for \$10,400 LCFF
6. Hold for lunch overage \$600

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Health Office supplies	\$107	Unrestricted Lottery
Office supplies	\$887	Unrestricted Lottery
Maintenance and Repairs for Office machines	\$2500	Unrestricted Lottery
Revolving fund (petty cash)	\$300	Unrestricted Lottery
Technology replacement and repairs	\$10,400 \$2500	LCFF Unrestricted Lottery
Lunch Overage	\$600	Unrestricted Lottery
Administrator cell phone	\$600	Unrestricted Lottery

Goal 1: Annual Review

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

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

ANALYSIS

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

Barrett continued its practice of teaching reading in small groups and provided Tier 2 supports of reading for all students not at their expected proficiency level. We focused our support on more LLI groups with the youngest learners. This is possible in part due to the addition of the MTSS aide and the MTSS TOSA who are funded for every site by the LCAP. This has been a critically important investment. We were able to support 69 students who averaged 2 trimesters of growth with 5 students exiting the program at grade level proficiency after working in the program. With respect to math, Barrett continues to study new brain research about how children learn math by doing a book study of Mathematical Mindsets by Jo Boaler. Teachers find the research compelling and an expanded cohort of teachers agreed to dive into redesigning math lessons to foster “low floor, high ceiling” math tasks. In these problems, all students will be able to work on solving the problems but the complexity of the problems also lends itself to those students who want to go beyond the initial solutions that can be found. This work has been incredibly exciting and inspiring. Students are actively engaging in math tasks and find math fun to do. The locus of conversation is primarily between the students rather than emanating from the teacher. An area that emerged as a need this year is in formative assessments of what students know. Students continue to struggle to write about their thinking and the core concepts in both math and ELA.

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

NA

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

In 2020-21, the focus on professional development in math and in English Language Arts will deepen through the examination of student artifacts and our work with formative assessments. While we are sure that the strategies for workshop style instruction in math and language arts fosters deeper knowledge and the development of academic language for students, students still struggle to reveal their knowledge and their misunderstandings except anecdotally. Our plan for next year is to use the collaboration time we have to look at formative assessments, rubrics for assessment and student artifacts to inform our teaching. We will use what we know about GLAD and Constructing Meaning strategies, Mathematical Mindset, and Writer’s Workshop strategies to assess student progress and to formulate lesson planning and units of study. Each grade level cohort will work with the principal to design a year-long plan for professional development. This will

include book studies, conferences, work with consultants and collaborative planning time. Each cohort will also regularly bring student artifacts to our Wednesday collaborative meetings for discussion and assessment reflections.

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
SSC Agenda and Minutes	Link to SSC Agendas and Minutes	Link to SSC Agendas and Minutes	Link to SSC Agendas and Minutes	Link to SSC Agendas and Minutes
ELAC Agenda and minutes	Link to ELAC Agendas and Minutes	Link to ELAC Agendas and Minutes	Link to ELAC Agendas and Minutes	Barrett ELAC Agenda and Minutes
Home & School Club Agenda and Minutes	Link to Barrett HSCC	Link to Barrett HSCC	Link to Barrett HSCC	Link to Barrett HSCC
Parent Volunteers cleared through HR.	Parent Volunteers # cleared through HR: 43 new badges this year	Parent Volunteers # cleared through HR: 30 new badges this year. 172 total badges issued to current families.	Parent Volunteers # cleared through HR: 27 new badges this year. 170 total badges issued to current families.	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Total Raised: \$29,400 spent: \$29,400	Fundraising Total Raised: \$27,258 Anticipated expenditures \$39450. The difference will be taken out of the \$50,000 reserve which the Board decided was too high to continue to carry over.	Fundraising Total Raised: \$28,838 as of February. Anticipated spending: \$38,500 but this will be adjusted downward due to the school closure with any outstanding costs covered by reserves	Maintain consistent annual trend

Mass Phone completion rates (Blackboard)	Mass Phone completion rate: 84%	Mass Phone completion rate: 82% Of the 18% of unsuccessful attempts (73 calls), 34 calls went through but the recipient hung up, 12 parties have opted to not receive calls a 19 were numbers no longer in use and 8 did not answer and had no means of retrieving a message.	Mass Phone completion rate: 90% Of the 10% of unsuccessful attempts (42 calls), 13 calls went through but the recipient hung up, 10 parties have opted to not receive calls a 12 were numbers no longer in use and 7 did not answer and had no means of retrieving a message.	Close gap to 100%
Mass email completion rates	Mass email completion rate: 97%	Mass email completion rate: 99% 353/358 with 5 opt outs	Mass email completion rate: 98% 361/368 with 5 opt outs, 1 mailbox full and 1 invalid email address	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 62% Avg number visits per student: 49	Parent monitoring percent accessing Aeries: 96.2% Avg number visits per student: 53	Parent monitoring percent accessing Aeries: 86.7% Avg number visits per student: 35	Send out communications throughout the year to parents of students whose teachers post homework in aeries
Parent Education program completers	Parent Education program completers: 21 families who took the Power of Positive Parenting class--a ten week series on parenting strategies.	Parent Education program completers: 8 families (24 individuals total) who took the Strengthening Families Parenting class--a ten week series on parenting strategies.	Parent Education program completers: 7 families who took the Strengthening Families Parenting class--a ten week series on parenting strategies. .	Monitor in conjunction with parent needs. Maintain consistent service.
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	4.2	4.4	4.54	Improve score on parent rubric,
Our school encourages parent volunteers in a variety of roles:	4.15	4.7	4.54	Improve score on parent rubric,
Our school makes parents feel like	4.2	4.5	4.54	Improve score on parent rubric,

valued partners in education				
Parents are satisfied with level of 2-way communication	4.21	4.4	4.54	Improve score on parent rubric,
Our school provides adequate monitoring info for grades & attendance	4.4	4.4	4.36	Improve score on parent rubric,
Our school is physically safe:	4.05	4.6	4.54	Improve score on parent rubric,
Ours school meets social emotional needs:	4.3	4.4	4.36	Improve score on parent rubric,
Our school values diversity:	4.3	4.5	4.36	Improve score on parent rubric,
Parents satisfied with learning environment	4.25	4.6	4.36	Improve score on parent rubric,
Our school has a challenging curriculum	4.0	4.6	4.36	Improve score on parent rubric,
Parents encourage after school participation	4.5	4.6	4.54	Improve score on parent rubric,
Parents have a high knowledge of support and extended programs	3.8	4.3	4.0	Improve score on parent rubric,
Our school has a high variety of extended programs available.	3.6	3.7	3.82	Improve score on parent rubric,
My child likes school:	4.45	4.3	4.36	Improve score on parent rubric,
My child feels safe at school:	4.35	4.4	4.36	Improve score on parent rubric,

Goal 2 Action 1: Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

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

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

Barrett is a school-linked services community collaborative school. Barrett will continue to provide support to parents through a wide variety of community events and in conjunction with our community partners. Some of the events will target parent education directly such as our Game Night, others will help foster a connection to the school that demonstrates to children the importance of school and pride in student work. [Barrett HSCC School Calendar 2019/2020](#)

Programs and services funded in this School Plan include:

1. Support parent volunteering in the school--budgeting for 50 new badges for parent engagement
2. Offer a full calendar of events that are welcoming and inclusive for parents to promote their connection to the school
3. Communicate with the Barrett families about events and opportunities through phone calls, text messages, flyers and the website
4. Communicate in Spanish with Spanish speaking families about events and opportunities through phone calls, text messages, and flyers
5. Showcase student work at Open House to celebrate the hard work of students but especially EL students who will demonstrate their growth in writing (an ELAC initiative) and to increase connections to school through parent engagement. This opportunity allows ELs to practice communication skills and to develop confidence in writing skills and speaking skills which are required in order to be reclassified as English proficient.
6. Invite families to Pizza with the Principal nights by grade level. The principal models simple ideas for supporting children at home with games that foster reading and/or math skills and growth mindset.
7. Invite fifth grade families to college night at Barrett. Families learn about the systems of higher education and meet some of the high school counselors.

8. Invite parents to two nights at the Morgan Hill Public Library so that all students can have access to the books and know the services that are freely available to all

Proposed Expenditures for this Strategy/Activity

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Blackboard connect	\$975 Lottery	Title 1 (parent engagement) ,
Fingerprinting for parents to access campus and participate in the classroom, on field trips, and at science camp	\$1750	Title 1 (parent engagement),
Postage	\$164	Title 1 (parent engagement)
White books for	\$1500	Lottery
Pizza with the Principal	\$0	funded by the Home, School and Community Club
College Night	\$0	funded by HSCC
Barrett Nights at the Public Library	\$0	funded by HSCC

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

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

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

Proposed Expenditures for this Strategy/Activity

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

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Materials, games and resources for parent learning opportunities at after school and evening events		
Website Facilitator		(paid out of the \$8730 allotted in Goal 1 Action 1 Lottery)

Goal 2: Annual Review

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

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

ANALYSIS

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

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

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

NA

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

Barrett will continue to use stakeholder input to define the program of activities and opportunities for engaging parents. The principal will meet with the president of the HSCC during the summer to modify the upcoming calendar. Included in those events will be opportunities for parents to learn more about social emotional supports for their families. At the ELAC committee, the community liaison and the principal will discuss learning opportunities that ELAC parents would enjoy and will schedule them into the ELAC meetings. Additionally, all schoolwide learning opportunities will be advertised in English and Spanish and will highlight bilingual opportunities available at Barrett and throughout the district. The principal and the HSCC president will regularly post upcoming opportunities on the Barrett Facebook page, and through Blackboard Connect, PeachJar and weekly emails sent to all families. We will also continue to send home information in Friday folders to ensure that all families have access to the opportunities and news from school. Barrett has a number of homeless and foster youth students and we want to provide them with the same level of access as all other students receive.

Goal 3:

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

Identified Need

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

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
Attendance Rate: 96.5%	Month 11 (website) 95.24%	Month 8: 94.57%	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	Chronic Absenteeism Rates: (Dashboard) Overall: 12.7% SWD 15.9% SED 13% Foster N/A Homeless 28% EL 9.1% White 11.1% Latino 14.7%	Chronic Absenteeism Rates: (Dashboard) Overall: 12.5% SWD 12.8% SED 15% Foster N/A Homeless 37% EL 9.8% White 13% Latino 13.9%	Chronic Absenteeism Rates: (Dashboard) Overall: 15.2% SWD 16.9% SED 20.5% Foster N/A Homeless 31.9% EL 14.1% White 18.5% Latino 13.9%	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# 2nd SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	SARB Compliance: --# First Notice: 155 tardy 143 Abs --# Second Notice: 72 tardy 81 Abs --# Third Notice: 46 tardy 46 Abs	SARB Compliance: --# First Notice: 117 tardy 218 Abs --# 2nd Notice: 125 tardy 122 Abs --# Third Notice: 60 tardy 98 Abs --# Conferences: 9	SARB Compliance: --# First Notice: 97 tardy 21 Abs --# 2nd Notice: 2 tardy 13 Abs --# Third Notice: 0 tardy 0 Abs --# Conferences: 2	Maintain attendance notice practices in compliance with attendance laws

	--# Conferences: 46 --# Hearings: 0			
Suspension Rates:	Suspension Rates Dashboard	Suspension Rates Dashboard	Suspension Rates Dashboard	Reduce suspension rates to very low and reduce student group gaps by one third
Overall:	Overall: 0.4%	Overall: 0.2%	Overall: 0.9%	
SWD	SWD 1.2%	SWD ---	SWD ---	
SED	SED 0.7%	SED ---	SED ---	
Foster	Foster ---	Foster ---	Foster ---	
Homeless	Homeless ---	Homeless ---	Homeless ---	
EL	EL 0.8%	EL ---	EL ---	
White	White 0.9%	White 0%	White 1.1%	
Latino	Latino 0.3%	Latino 0.3%	Latino 1.1%	
Susp. Offenses:	Offenses (DataQuest):	Offenses (DataQuest):	Offenses (DataQuest)	Use offense categories to inform intervention programs.
Controlled Substance	Controlled Substance: 0	Controlled Substance: 0	Controlled Substance: 0	
Violence	Violence/fighting 3	Violence/fighting 1	Violence/fighting 5	
Weapons	Weapons: 0	Weapons: 0	Weapons: 0	
Behavior/Bullying	Behavior/Bullying: 0	Behavior/Bullying: 0	Behavior/Bullying: 0	
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Expulsion Rate: 0%	Expulsion Rate: 0%	Maintain low rate
Drop Out Rate (DataQuest):	Drop Out Rate: 0%	Drop Out Rate: 0%	Drop Out Rate: 0%	Maintain below state rate
Local Student Survey	Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined			
I feel safe at school	3.3	3.3	survey discontinued, see Deadzone social emotional survey below	
I feel safe at home	3.7	3.7	NA	
I have a safe staff connection to talk to.	3.4	3.4	NA	
I participate in school activities	3.0	2.8	NA	
I am happy at school	3.2	3.1	NA	
I am proud of my school	3.2	3.3	NA	

My school is an outstanding school	3.2	3.3	NA																																																										
Students attending Extended Day:	# Attending Ext. Day:	<table border="1"> <thead> <tr> <th>Program</th> <th>Total Enrolled</th> <th>Drop Ins</th> </tr> </thead> <tbody> <tr> <td>Choir</td> <td>28</td> <td></td> </tr> <tr> <td>DeHaro - Tutoring</td> <td>30</td> <td></td> </tr> <tr> <td>Lammers - Tutoring</td> <td>10</td> <td></td> </tr> <tr> <td>Myers, Tutoring</td> <td>27</td> <td></td> </tr> <tr> <td>GATE</td> <td>33</td> <td></td> </tr> <tr> <td>Chappell -Tutoring</td> <td>18</td> <td>8</td> </tr> <tr> <td>Keener - Tutoring</td> <td>14</td> <td></td> </tr> <tr> <td></td> <td>160</td> <td>8</td> </tr> </tbody> </table>	Program	Total Enrolled	Drop Ins	Choir	28		DeHaro - Tutoring	30		Lammers - Tutoring	10		Myers, Tutoring	27		GATE	33		Chappell -Tutoring	18	8	Keener - Tutoring	14			160	8	<table border="1"> <thead> <tr> <th>Program</th> <th>Total Enrolled</th> <th>Drop Ins</th> </tr> </thead> <tbody> <tr> <td>Choir</td> <td>29</td> <td></td> </tr> <tr> <td>Tutoring</td> <td></td> <td></td> </tr> <tr> <td> DeHaro</td> <td>21</td> <td></td> </tr> <tr> <td> Myers</td> <td>21</td> <td></td> </tr> <tr> <td> Keener</td> <td>20</td> <td></td> </tr> <tr> <td> Chappell</td> <td>22</td> <td></td> </tr> <tr> <td>Gate: 15 (2 sessions before SIP)</td> <td></td> <td></td> </tr> <tr> <td>Total Enrolled</td> <td>128</td> <td></td> </tr> <tr> <td>Drop Ins</td> <td></td> <td>5</td> </tr> </tbody> </table>	Program	Total Enrolled	Drop Ins	Choir	29		Tutoring			DeHaro	21		Myers	21		Keener	20		Chappell	22		Gate: 15 (2 sessions before SIP)			Total Enrolled	128		Drop Ins		5	Continue to offer a diverse set of after school opportunities for students.
Program	Total Enrolled	Drop Ins																																																											
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Students participating Extracurricular sports:	Female: NA Male: NA Barrett does not offer extracurricular sports.	Female: NA Male: NA Barrett does not offer extracurricular sports.	Female: NA Male: NA Barrett does not offer extracurricular sports.	NA																																																									
Staff Survey PBIS Implementation:	Expectations Defined: 86% Expectations Taught: 82% Reward System: 82% Violations System: 50% Monitoring: 34% Management: 40% District Support: 60% Implementation Average: 52% Based on data collected prior to first year of PBIS training	Expectations Defined: 100% Expectations Taught: 95% Reward System: 82% Violations System: 53% Monitoring: 55% Management: 55% District Support: 68% Implementation Average: 63%	Expectations Defined: 98% Expectations Taught: 91% Reward System: 80% Violations System: 57% Monitoring: 68% Management: 70% District Support: 86% Implementation Average: 70%	Continue to refine and fully implement the PBIS practices																																																									
Support Referrals --To CBO counseling		57 students individual counseling	43 students individual counseling through PEI/SLS services																																																										

1. I feel it is important to come to class every day.			4.4	
1. I feel like I belong in this school.			4.1	
1. I feel like students at my school respect me.			3.5	
1. I set learning goals.			3.8	
1. I try to understand other students' points of view.			4.0	
1. I work hard to achieve learning goals even if things get in the way.			4.2	
2. Adults at my school treat students with respect.			4.3	
2. I come to class prepared.			4.0	
2. I make a plan for how I'm going to reach my learning goals.			3.8	
2. I think about other students' feelings.			4.1	
2. I want to be a good student.			4.7	
2. If I fail to reach an important learning goal, I try again.			4.1	
3. I get along well with students who are different from me.			4.1	
3. I know what to do if I get stuck.			3.8	
3. I like it when schoolwork is challenging.			3.4	

3. I pay attention in class.			4.0	
3. If I fail to solve a problem, I try again until I find the solution.			4.2	
3. Students are treated equally when they break school rules.			3.2	
4. I actively participate in class discussions.			4.0	
4. I am comfortable asking my teacher(s) for help.			4.0	
4. I am good at learning new things.			3.8	
4. I remain calm even when someone is bothering me.			3.4	
4. If the way I'm doing something isn't working, I try to think of different ways to do it.			4.2	
4. My teachers really listen to what I have to say.			4.3	
5. I can clearly describe my feelings.			3.7	
5. I feel comfortable asking questions.			3.8	
5. I keep going with work even when it takes longer than I thought it would.			4.2	
5. I stop to make sure I understand what I'm doing when I do my schoolwork.			4.1	
5. Mistakes help me learn.			4.2	

5. There is at least one adult at my school that I can talk to about my problems.			4.2	
6. I actively participate in small group work.			4.2	
6. I am able to stand up for myself without putting others down.			4.0	
6. I feel safe at my school.			4.2	
6. I look forward to class.			3.8	
6. I put what I am studying into my own words to understand it.			3.9	
6. I try to do well on my schoolwork even when it isn't interesting to me.			4.2	
7. I am good at sharing work in a group.			3.8	
7. I can stay focused on schoolwork even when I want to do other things.			3.9	
7. I set aside time to do my schoolwork or study.			4.1	
7. People of different cultural backgrounds, races, ethnicities, and abilities get along well at my school.			4.2	
7. The harder I work, the more I learn.			4.3	
7. When I am learning, I think about what I already know and what I still need to learn.			3.9	

8. Even if the work in my classes is hard, I can learn it.			4.1	
8. I recognize a good idea even if it wasn't mine.			4.3	
8. I turn in my schoolwork even when it's hard to do.			4.2	
8. I use strategies to remember facts.			4.1	
8. When I finish an assignment, I check my work before I turn it in.			4.0	
9. I am able to disagree with others without starting an argument.			3.8	
9. I finish what I begin.			4.1	
9. I get my schoolwork done right away instead of waiting until the last minute.			3.9	
9. I use strategies to make sense of new ideas.			4.0	
9. My effort makes a difference in my success at school.			4.2	
10. I keep track of my assignments so I know when to turn them in.			4.0	
10. I plan to attend college.			4.5	
10. I think of different ways to solve a problem.			4.2	
10. I work well with others.			4.0	
11. I can get smarter.			4.6	

11. I look at the quality of my work so that I can improve.			4.1	
11. I work hard in school.			4.5	
12. I know how to study.			4.2	

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

1. Barrett will work on the school climate through further refinement of its PBIS plan. We will address chronic truancy and chronic tardies through the check in/check out component of the PBIS plan. The PBIS Coordinators will run the CICO system. The cost for extra hours for PBIS coordinators are accounted for in goal 1.7
2. We will work to keep a low suspension rate through a positive school climate and social emotional training for solving student conflicts.
3. Barrett will create opportunities for student leadership through a 4th/5th grade student leadership club and a 3rd grade student leadership club. \$500 for materials and supplies for leadership activities
4. Each grade level class will plan and perform a curricular or behaviorally themed program for the school and for their families in the evening
5. Barrett students will continue to develop and present the behavior standards for the rest of the school.
6. Third and fourth grade students will have the opportunity to join a Student Nutrition Advisory Club and work with our Santa Clara County Public Health partners to learn more about nutrition and healthy eating and drinking choices.
7. Barrett fourth and fifth graders will provide safety support at the beginning of the day drop-off points and at the end of the day pick-ups. \$3378 Stipends for Student leadership and Safety Patrol facilitators

Proposed Expenditures for this Strategy/Activity

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
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Student leadership activities	\$500	LCFF
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Stipends for Student Leadership and Safety Patrol facilitators		(paid out of the \$8730 allotted in Goal 1 Action 1 Lottery)

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

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

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

Proposed Expenditures for this Strategy/Activity

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
After school program	\$31,900	Extended Day Program
Stipend for enrichment program facilitator	\$1600	Extended Day Program
Materials and Equipment	\$2000	Extended Day Program

Goal 3: Annual Review

SPSA Year Reviewed: 2019-2020 to inform the 2020-21 school plan.

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

ANALYSIS

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

PBIS practices, student engagement and family engagement opportunities promote an inclusive environment. Barrett is a School-Linked Community Collaborative school and offers many opportunities for students to receive additional services such as social skills classes and counseling, as well as fun opportunities to engage with our community partners such as the Morgan Hill Public Library, the Morgan Hill Police Department, Discovery Services, Rebekah's Community Services, the YMCA and Santa Clara County Public Health. Each of these partners 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.

Barrett is a student-centered school both in its academic teaching strategies and its development of student leadership opportunities. We believe that students are more engaged when they have the opportunity to shape and promote the school standards and activities available to them in their classes and during their free time. Our leadership team, which includes students, taught the PBIS standards. Each grade level takes a standard and teaches about it in skits presented to the whole school in assemblies scheduled throughout the school year. In 2019-20 school year, Barrett students were important ambassadors for teaching the importance of being in school every day. They led our Friday AttenDANCE celebrations after the morning announcement to celebrate students who have been to school every day that week and to celebrate students who have improved their attendance from week to week.

Barrett continued to develop its PBIS plan and worked with our community partners to provide skills streaming classes, individual therapy sessions and opportunities to learn about nutrition. Barrett believes it is critical to educate the whole child and to teach students whose behavior fails to meet the school standards how to solve their student conflicts through positive and productive alternative behaviors. Barrett also developed an after school program that included tutoring, choir and enrichment activities.

Barrett also offered its extended day program. Teachers worked with struggling students by offering small group, intensive tutoring. We also offered choir to fourth and fifth graders and had just started our enrichment opportunities when school was closed due to the shelter in place order.

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

NA Barrett spent all its monies as intended.

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

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

Budget Summary:

	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day Program	Live Oak Foundation Carryover	Project Light Grant Carryover
Allocated	\$46,875	\$39,767	\$102,669	\$35,000	\$22,571	\$1609
Budgeted*	\$46,875	\$39,766	\$102,669	\$35,000	\$22,571	\$1609
Spent YTD						
Encumbered						
Available	\$	\$	\$	\$	\$	\$
SPSA budget by action	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day Program	Live Oak Foundation	Project Light Grant
Action 1.1	\$8233 \$18094					
Action 1.2	\$1560	\$3595	\$2421 \$4842 \$73,522 \$19,970			
Action 1.3	\$1365	\$6824 \$5200 \$4000 \$652			\$4875 \$691 \$4000 \$8232	\$1609
Action 1.4	\$5000 \$154 \$1000	\$5800			\$4773	

	\$1500	\$2095				
Action 1.5		\$700				
Action 1.6	\$0	\$0	\$0	\$0	\$0	\$0
Action 1.7	\$107 \$887 \$2500 \$300 \$2500 \$600 \$600	\$10,400				
Action 2.1	\$975 \$1500		\$1750 \$164			
Action 2.2						
Action 3.1		\$500				
Action 3.2				\$35,000		

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

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 102,669

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 248,491

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title 1	\$102,669
Subtotal of additional federal funds included for this school:	\$102,669

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

State or Local Programs	Allocation (\$)
Unrestricted Lottery	\$46,875
LCFF Supplemental	\$39,767
Live Oak Foundation Grant carryover	\$22,571
Project Light Math Grant carryover	\$1609
Extended Day	\$35,000
Subtotal of state or local funds included for this school:	\$145,822

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

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Mary Alice Callahan	Principal	callahanm@mhusd.org	5/19/20

2. Ami Downing	Teacher	downinga@mhusd.org	5/19/20
3. Jen Myers	Teacher	myersj@mhusd.org	5/19/20
4. Diane Wilson	Teacher	wilsondi@mhusd.org	5/19/20
5. Sabri Berisha	Parent	sabri@cluecentral.net	5/19/20
6. Richard Dudgeon	Parent	rickyd2b@gmail.com	5/19/20
7. Julie Duran	Parent	duranj@mhusd.org	5/19/20
8. Maren McEuen	Parent	maren.mceuen@gmail.com	5/19/20
9. Nohemi Quintero	Parent/ELAC rep	memeq77@yahoo.com	5/19/20
10. Norma Padilla	Classified	padillan@mhusd.org	5/19/20

Total Number of School Site Council Members

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

Recommendations and Assurances

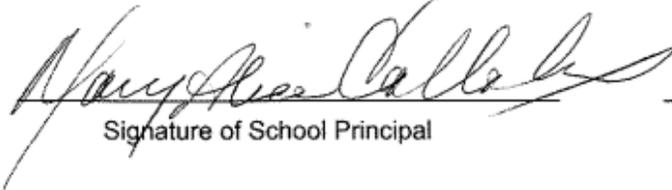
Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent Stakeholder Groups
 - Home and School Community Club
 - English Language Advisory Committee
 - Student Stakeholder Groups
 - NA
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

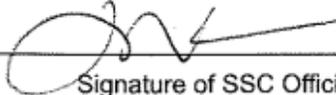
Attested:

__Mary Alice Callahan_____
Typed name of School Principal


Signature of School Principal

5/19/20_____
Date

__Julie Duran_____
Typed name of SSC Official


Signature of SSC Official

5/19/20_____
Date

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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.

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for

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

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

English Language Arts 2019 CAASPP Testing Results by Group Status and Change

Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15 points)</i>	DECLINED <i>from Prior Year (by 3 to 15 points)</i>	MAINTAINED <i>from Prior Year (declined by less than 3 points or increased by less than 3 points)</i>	INCREASED <i>from Prior Year (by 3 to less than 15 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15 points or more)</i>
VERY HIGH <i>+45 points or higher in Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>+10 to +44.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green (None)	Blue ▪ White
MEDIUM <i>-5 points to +9.9 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>-5.1 to -70 points in Current Year</i>	Orange ▪ English Learners	Orange ▪ All Students (School Placement) ▪ Socioeconomically Disadvantaged ▪ Hispanic	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>-70.1 points or lower in Current Year</i>	Red ▪ Students with Disabilities	Red (None)	Red (None)	Orange (None)	Orange (None)

Mathematics 2019 CAASPP Testing Results by Group Status and Change

Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15 points)</i>	DECLINED <i>from Prior Year (by 3 to 15 points)</i>	MAINTAINED <i>from Prior Year (declined by less than 3 points or increased by less than 3 points)</i>	INCREASED <i>from Prior Year (by 3 to less than 15 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15 points or more)</i>
VERY HIGH <i>+35 points or higher in Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>0 to +34.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>-25 points to less than 0 points in Current Year</i>	Yellow (None)	Yellow ▪ White	Yellow (None)	Green (None)	Green (None)
LOW <i>-25.1 to -95 points in Current Year</i>	Orange ▪ All Students (School Placement) ▪ English Learners	Orange ▪ Socioeconomically Disadvantaged ▪ Hispanic	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>-95.1 points or lower in Current Year</i>	Red (None)	Red ▪ Students with Disabilities	Red (None)	Orange (None)	Orange (None)

Student Group Report for 2019

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