

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Barrett Elementary Principal Mary Alice Callahan	43695836118376	April 28, 2021	[Add Local Board Approval date here]

Purpose and Description

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

The Site plan covers the Schoolwide Program, Comprehensive Support and Improvement in Tier 1 Instruction and Targeted Support and Improvement in Tier 2 and Tier 3 Instruction. The plan also addresses the Social Emotional Needs of Students and Parent Engagement.

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

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 analyzed 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..

The SPSA continues to be organized under three goals aligned to the district's LCAP. The action 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).

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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 student engagement in a variety of experiences.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The principal met with the School Site Council, the English Learner Advisory Committee and the Home School and Community Club on a monthly basis to review the components of the site plan and to solicit input from each group of stakeholders. The principal also met with teachers to discuss Barrett's plan and in particular how we will support learners at all levels to continue their growth to grade level proficiency and beyond grade level proficiency.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Barrett Elementary serves a high percent of Low SES students. Last year, 61% of its students qualified for free and reduced lunch. This year 68% of the students qualified for free and reduced lunch. While socio economic status does not always correlate with student achievement, many of these students do need extra support in their core academic classes. For example, in the fall of 2019, 7% of the economically disadvantaged students did not meet grade level benchmarks for

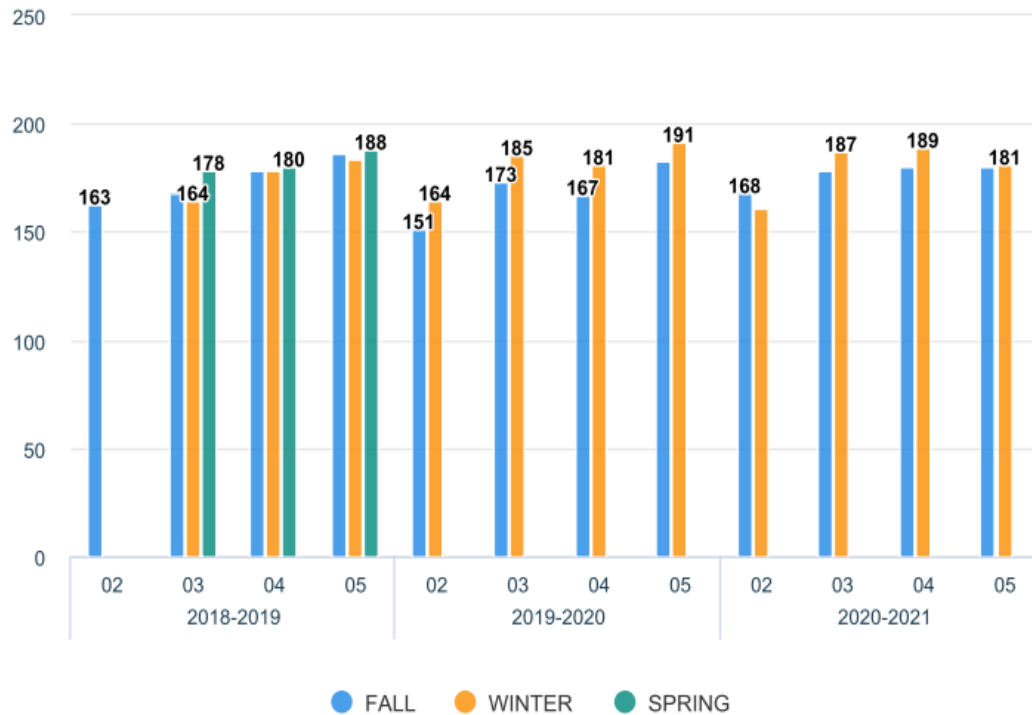
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reading on the F&P assessments. In the fall or 2020, 31% of the economically disadvantaged students did not meet grade level benchmarks on the same tests.

Student Average RIT Score - NWEA Reading

Filter Criteria:

District	Morgan Hill Unified	School	Barrett Elementary School
Grade	[All Grades]	Ethnicity	[All]
Gender	[All]	SPED	Yes
Language Proficiency	[All]	SED	[All]
Foster Youth	[All]	Homeless	[All]
Migrant	[All]	Student Cohort	[None Selected]
Test Year	2020-2021	Test Period	Winter
Student Status	Active		





Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
District: Morgan Hill Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2020 - Winter 2021
Weeks of Instruction: Start - 20 (Winter 2020)
End - 20 (Winter 2021)

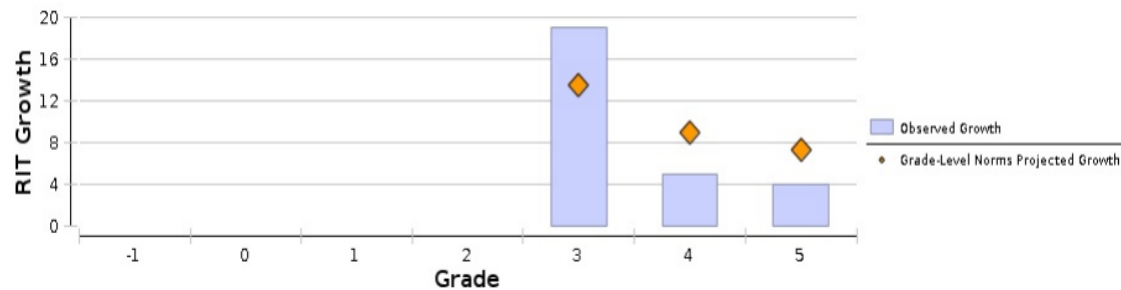
Grouping: None
Small Group Display: No

Barrett Elementary School

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Winter 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
-1	0	**			**			**					**			
0	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	50	171.9	14.5	8	191.0	16.6	34	19	1.8	13.5	3.38	99	50	36	72	74
4	49	191.4	13.1	36	196.6	15.9	20	5	1.2	8.9	-2.74	1	49	16	33	27
5	65	197.0	14.6	22	201.1	18.2	13	4	1.1	7.3	-2.18	1	65	27	42	33

Language Arts: Reading



The data depicted above shows that students have grown in their progress toward proficiency. The rate of growth, however, has not always met the expected growth forecast by the test. To that end, Barrett has implemented an extensive tiered set of reading support. Starting in the classroom, students are assessed for their independent and instructional reading levels. They are given “just right books” to read both in their guided reading groups and during their independent reading time. Students who require more support are assessed for their specific reading needs and assigned to an additional more intensive reading group. Using the Fountas & Pinnell scores and the notes from the assessments, students might be given an additional class using balanced literacy, a Leveled Literacy Intervention class, a Sonday phonetic-based class, or time with an adult to practice reading and comprehending text. Barrett tracks the progress of all students and changes these groups frequently as students progress through the foundational skill sets. In the fourth and fifth grades, Barrett has effectively used Read 180 as a replacement class for students who struggle with grade level reading. This year, with students attending virtually, we tried something new, because the Read 180 program was not conducive to virtual teaching. Instead, we developed a library of high interest leveled graphic novels. We taught the students the features of a graphic novel and emphasized the importance of making inferences from scene to scene. Students were provided with a slide deck of activities that they worked on in small groups. They analyzed and wrote about main characters, plot points, new vocabulary and overall themes of the stories. As the year progressed, students chose their own books to read and paired up with other students who wanted to read the same book. Students were enthusiastic about these books and asked us to buy the next books in the series so they could read them as well. We were happy to do so.

As we assess students at the end of the year and in the fall, we will turn again to what we learned this year about students' reading needs. We anticipate a high degree of need in the kindergarten and first grades as we suspect that many of those students relied heavily on adult cueing to complete their work and may at first find the demands of in-person school daunting. Our fourth grade students also show slow progress. Our team will continue to assess the needs of students and strategically add small group opportunities in both Tier 1 and Tier 2 instruction at all levels but especially in those grades.

Looking at our student growth in math, we see a similar pattern. All students showed growth across the grade spans but fourth and fifth grade students did not meet the growth targets set by the test to reach grade level proficiency. Teachers have been studying ways to implement growth mindset mathematics lessons that will help students tap into their natural number sense to develop their mathematical fluency. Next year, Barrett teachers will participate in more professional development opportunities to enhance their math instruction with "low floor, high ceiling" math tasks. These tasks will move instruction to be student centered and will foster fluid reasoning with respect to conceptual understanding of the key grade level concepts. During the pandemic, virtual instruction forced teachers into a more didactic form of instruction. Next year, the Barrett staff will learn more about the phases of mathematical development and implement learning opportunities for students to develop sense-making strategies. Teachers will study formative assessment in mathematics in order to hone their teaching points to the needs of their students. Additionally, teachers will bring student artifacts to collaborative meetings to discuss student progress and to plan next steps in their teaching choices. They will work with Dawn Petty, the District Teacher on Special Assignment for Math Instruction. Mrs. Petty and the principal will also work with teachers to create model lessons for the key concepts. Using the Barrett learning lab, they will present lessons at each grade level to model "low floor, high ceiling" instruction. Student engagement with math will be fostered through lunch time tournaments of games that build upon and deepen mathematical concepts.



Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
District: Morgan Hill Unified School District

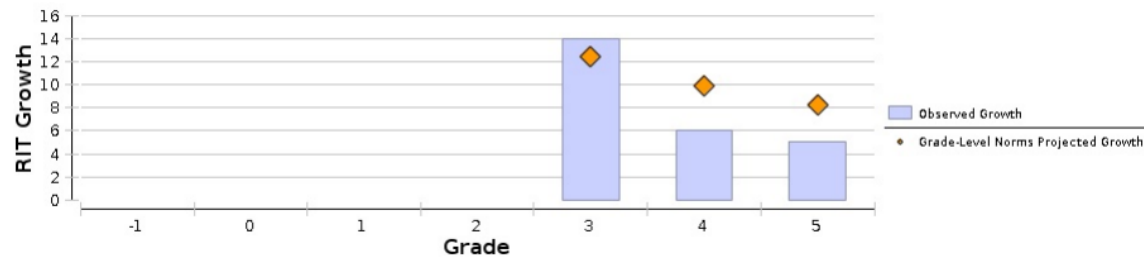
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2020 - Winter 2021
Weeks of Instruction: Start - 20 (Winter 2020)
End - 20 (Winter 2021)
Grouping: None
Small Group Display: No

Barrett Elementary School

Math: Math K-12

		Comparison Periods							Growth Evaluated Against							
		Winter 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
-1	0	**			**			**					**			
0	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	51	174.8	12.1	6	188.3	12.7	10	14	1.3	12.4	0.67	75	51	22	43	36
4	47	190.7	11.6	19	196.6	14.2	9	6	1.1	9.9	-2.50	1	47	13	28	28
5	64	195.8	15.8	7	201.2	16.4	4	5	0.9	8.2	-1.63	5	64	19	30	25

Math: Math K-12



Both the SSC and the ELAC parents recommended keeping the reading support, continuing the emphasis on writing and deepening the work around student mathematics instruction. Barrett teachers and staff are wholly committed to meeting these goals. In the 2020-21 year, almost all of the teachers and staff opted to participate in additional professional development in ELD strategies. They studied instructional strategies that facilitate student learning and address the writing instructional needs of English learners and low SES students. We structured the PD so that teachers and staff learned from GLAD instructors in one session and then met again in the month as a staff to share what they had tried, what they had learned and what they still wondered about developing strong writers. We will continue this cycle of inquiry next year in both math and language arts. The ELAC parents also requested that the site plan support a variety of student opportunities in elective activities. All of these concerns are reflected in the goals of Barrett's SPSA for 2021-22.

Goals, Strategies, Expenditures, & Annual Review

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

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 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
F&P Reading	Fall 40% met standard and 38% nearly met standard. 78% have met or nearly met standard. Students learning English as a second language 38% met standard and 38% nearly met standard. 76% met or nearly met standard.	For students who have not met benchmarks standards, students will demonstrate more than a year's growth from fall to spring on the F&P assessments.
MAP ELA	Incoming second graders score above the expected mean for Fall. Third grade was 3 points below, 4th grade was 5 points below and 5th grade was 7 points below the Fall expected mean. But none of the grades make the same amount of growth as the norm population. This increases their gap in meeting grade level proficiency.	Students will increase their mean scores by 5 to 9 points depending on their grade level by the winter MAP assessment.
MAP Math	Incoming second graders score above the expected mean for Fall. Third grade was 7.5 points below, 4th grade was 5.5 points below and 5th grade was 14 points below the Fall expected mean. Again, none of the grades make the same amount of growth as	Students will increase their mean scores by 6 to 9 points depending on their grade level by the winter MAP assessment.

the norm population. This increases their gap in meeting grade level proficiency.

2020 NWEA MAP Reading Student Achievement Norms						2020 NWEA MAP Math Student Achievement Norms				
Grade	Barrett Fall Mean	Expected Fall Mean	Barrett Winter Mean	Expected Winter Mean	Approximate Growth needed	Barrett Fall Mean	Expected Fall Mean	Barrett Winter Mean	Expected Winter Mean	Approximate Growth needed
2	182	172.35	183	181.20	8.85 points	178	175.04	181	184.07	9.03 points
3	183	186.62	191	193.90	7.7 points	181	188.48	188	196.23	7.75 points
4	192	196.67	196	202.50	5.83 points	194	199.55	197	206.05	6.5 points
5	197	204.48	201	209.12	4.64 points	195	209.13	201	214.70	5.57 points

Strategy/Activity 1

Goal 1 Action 1: Tier 1 Staff

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity: To hire enough staff to create a safe, inclusive, and responsive environment while offering an array of opportunities for student leadership and a collaborative learning environment.

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

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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:

Programs and services funded in this School Plan include:

1. Stipends for Safety Patrol (1.0), Technology facilitator (0.5), Student Leadership (1.0), Student StudyTeam Coordinator (1.0) \$2054 each with benefits
2. Yard duty supervisors (3 hrs x 3 x 180 for a total of 1620 hours) (paid out of district allocation and not site budget)
3. Additional yard duty supervision (1295 hrs x \$15) + .27.587% statutory benefits) = \$20,824

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Stipends for Safety Patrol (0.5), Technology facilitator (1.0), Student Leadership (shared between 2 people)	\$7191	Unrestricted Lottery
Yard Duty supervision 3 FTE, 3 hrs		District Allocation for campus supervision
Additional Yard Duty supervision (1295 hrs)	\$20,824 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: To provide additional academic and social emotional support for students

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.

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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 plus benefits \$1556
2. Hire extra supervisory help to support TK students (estimated at 180 hours) \$2893 (LCFF)
3. Additional PBIS Check In Support focusing on low SES and at-risk students using an hourly employee (3 hrs x \$15 x 180) paid by the district office allotment
4. Extra supervisory help to support Read 180 (1 x \$15 x 180 plus benefits) = \$2893 (LCFF)
5. Personnel: (0.6 FTE) Reading Teacher \$60334 + 21.8588% statutory benefits = \$60334 + \$14765 = \$75,099
6. Read 180 reading teacher (0.2FTE): \$19338 + \$5573 (21.8588% statutory benefits = \$24,911: \$10257 (0.07 FTE Title 1) and \$14,654 (0.13 FT LCFF)

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	\$1556	LCFF
TK and Kinder support	\$2893	\$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	\$0	(District paid as part of the yard duty stipends)
Read 180 support	\$2893	LCFF
0.6 FTE reading teacher	\$75,099	Title 1
Read 180 reading teacher	\$10,257 (Title 1) + \$16,882 (LCFF)	Title 1 and LCFF

Goal 1 Action 3: Professional Development

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

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 each to plan units to implement in their classes. Teachers may also select to use their time to attend conferences or trainings. (57 substitute days allocated). Note: if we need less than 8 SST days allocated in Goal 1 Action 2, then the balance of those days will be used for this purpose.) \$8,844.
2. Professional development facilitator stipends (2) \$3380 + benefits pending carryover = \$4109
3. Stipend for MTSS paraprofessional to attend PD \$1690 (unallocated, pending carryover funds)
4. Conferences to support instructional strategies--Jo Boaler, Kindergarten conference, LLI and others as deemed useful. \$2,076

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, ELA and assessment work	\$8,844	LCFF
PD training facilitators	\$4109	LCFF
Stipend for MTSS paraprofessional to attend PD		\$1609 pending carryover

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Conferences such as but not limited to Kindergarten conference, LLI conference, Mathematical Mindset conference	\$2500	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: $\$190 \times 21 = \4000 (This assumes the shared contract splits the amount, and the two reading TOSAs cover the MTSS para needs)
2. Grade book and site licenses such as Happy Numbers, gradebooks \$154
3. Additional books and materials for classroom instruction-- (funds pending carryover)
4. Whitebooks for student open house portfolio \$1000

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
1. Classroom supplies	\$6320	Lottery
2. Gradebook and site licenses such as Happy Numbers (Happy Numbers was \$1450)	\$154	Lottery (more will be added pending carryover)

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3. Additional books and classroom instructional materials	\$4000	LCFF
4.Whitebooks	\$1000	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 or Socio Emotional concerns.

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, Sonday, Heggerty Phonemic Awareness, Lucy Calkins Phonemic materials, Guided Reading groups and books and materials for developing instructional strategies in any of the core content areas of the school.\$1315 and \$1197

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Books and materials for support of the core curriculum	\$1315 for books, \$1197 for materials	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 enacted in the classrooms

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 7: Basic Services and Supplies**Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

1. Health Office supplies for universal safety precautions and health folders \$500
2. Supplies for front office, paper and ink and other supplies for the teacher workroom \$3060
3. Maintenance and Repair for office machines \$2500
4. Revolving fund \$300
5. Technology replacement and repairs including chromebooks \$870 and Administrator cell phone
6. Hold for lunch overage \$0 in the 2021-2022 due to district pandemic related resources

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Health Office supplies	\$500	Unrestricted Lottery
Office supplies	\$5860	Unrestricted Lottery
Maintenance and Repairs for Office machines	\$2500	Unrestricted Lottery
Revolving fund (petty cash)	\$300	Unrestricted Lottery
Technology replacement and repairs	\$870	Lottery

Lunch Overage	\$0	Unrestricted Lottery
Administrator cell phone	\$600	Unrestricted Lottery

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

Goal 1 ANALYSIS

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

Given the pandemic conditions, our first priority was in getting students connected to school so they could attend classes virtually. Barrett was in the first wave of schools who established pilots to help students return to school in person. One of our pilots identified two groups of children who wanted to return in person but could not do so because of transportation. That teacher worked with the transportation department to get a bus to pick up the children from these two complexes. Another pilot was specifically designed for students with reading difficulties who also seldom attended zoom classes and did none of the assigned work. We brought back 11 students for that class (the max we could fit in the room with social distancing) and created a learning space for them. The site paid a yard duty to work in the room, helping the students log into their zoom sessions and then supported them as they did their independent work. The teacher gave them face to face reading support instruction. We facilitated getting these students hot meals and taught them all the rituals and routines they would need in order to be in school safely. Throughout the pilot period, Barrett brought back nearly 30% of our classes. When the district reopened school, the rest of the classes opened along with three after school classes.

Barrett continued its practice of teaching reading in small groups and provided Tier 2 supports of reading for students not at their expected proficiency level despite being in virtual instruction. As we examined the progress of students in our LLI groups, we identified a need to add a support class focusing on phonetics. Using the Sonday program, we trained our reading TOSA and our MTSS paraprofessional to be able to teach using those materials. With our upper grade students we realized early on that the Read 180 program wouldn't work well on the virtual platform. We decided to use graphic novels instead. The Read 180 teacher took classes from Teachers College on using graphic novels and establishing a virtual library. She then taught students how to read the genre. Students responded enthusiastically to the novels and requested that we order sequels, which we did. All Barrett teachers built a schedule that would support reading in small groups. Some chose to work in hybrid mode, others had shortened days to run small groups in the afternoon.

With respect to math, Barrett continues to study best practices in mathematics instruction. We believe that all math should be contextually based and concepts should be modeled using "low floor, high ceiling" math tasks. In these problems, all students will work on solving the problems which are easy to start thinking through but whose complexity engages 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. Our progress on this initiative was hampered by the zoom environment which forces the conversations to be filtered through the platform, one at a time. The natural bubbling up of ideas with its trials and errors and new hypotheses was blunted by the need to hear the teacher and answer the teacher didactically. While teachers tried using newly learned virtual applications and gained some success there, the zoom platform seems to inhibit that natural flow of

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conversation that we often are able to achieve in the classroom when we are all together. We will continue to work deeply on developing mathematical mindsets by providing students with skills that engage their natural mathematical intuition.

In our last site plan, we intended to deepen our assessment practices using formative assessments. We will incorporate this goal into our plans for next year.

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

Despite school closure and virtual platforms, we were able to continue our goals throughout this year.

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

In 2021-22, the foci in math and in English Language Arts will deepen through the examination of student artifacts and our work with formative assessments. We know that our students are achieving but the rate at which they are growing in proficiency is not consistent with meeting grade level proficiency. We will continue professional development and collaborative practices using a cycle of inquiry. We will use collaboration time 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, Guided Reading and Balanced Literacy strategies to assess student progress and to formulate lesson planning and units of study. Each grade level cohort will work with the principal and the new assistant principal to participate in a year-long plan for professional development. This will include shared readings, conferences, work with consultants, collaborative planning time, formative assessments, classroom observations, critical (but friendly) conversations. Each cohort will also regularly bring student artifacts to our Wednesday collaborative meetings for discussion and assessment reflections. In this way, we will deepen our understanding of the strategic choices we make when teaching and examine if they are promoting the full spectrum of learning all students need. Our goal is to help all students create knowledge through practices that leverage their assets and encourage them to go beyond the standard of proficiency into advanced thinking because they are curious and avid learners.

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 for academic and social emotional support in service to their children, their families and their community.

Annual Measurable Outcomes

Goal 2: Family Engagement: Link to metric instructions				
Metric	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21	Expected Outcome
SSC Agenda and Minutes	Link to SSC Agendas and Minutes	Link to SSC Agendas and Minutes	Link to SSC Agendas and Minutes	Continue to hold monthly meetings
ELAC Agenda and minutes	Link to ELAC Agendas and Minutes	Link to ELAC Agendas and Minutes	Link to ELAC Agendas and Minutes	Continue to hold monthly meetings
Home & School Club Agenda and Minutes	Link to Barrett HSCC	Link to Barrett HSCC	Link to Barrett HSCC	Continue to hold monthly meetings
Parent Volunteers cleared through HR.	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.	Preempted by the Pandemic	Continue to clear more parent volunteers to increase parent engagement
Fundraising Total from Parent Organizations	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	Mostly preempted by the Pandemic Total Raised: \$1800 as of May 1. The final fundraiser is a BOGO book fair. We don't raise many funds for the school but we do get books into the students' hands. Often we see a student select two of the same books with the intention of giving one to a friend.	Continue to raise money to provide extended opportunities for learning.

Mass Phone completion rates (Blackboard)	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.	Mass Phone completion rate: 92% Of the 8% of unsuccessful attempts (29 calls), 13 calls went through but the recipient hung up, 8 parties opted to not receive calls, 5 were deactivated, 1 was busy, 1 did not answer and 1 was a bad phone number.	Close gap to 100%
Mass email completion rates	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	completion rate: 97% 325/335 with 9 opt outs and 1 invalid email address	Close gap to 100%
Parent monitoring percent (Aeries)	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	Parent monitoring percent accessing Aeries: 92.6% Avg number visits per student: 82. .	Send out communications throughout the year to parents of students whose teachers post homework in aeries
Parent Education program completers	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.	Parent Education program completers: 8 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:	4.4	4.54		Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	4.7	4.54		Improve score on parent rubric

ZOO

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

My child feels safe at school:	4.4	4.36		Improve score on parent rubric
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Goal 2 Action 1: Tier 1 Parent Engagement Strategies

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 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

Programs and services funded in this School Plan include:

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. [Add 2021-22 HSCC calendar link when available](#)

Programs and services funded in this School Plan include:

1. Support parent volunteering in the school--budgeting for 10 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, the website and Friday folders.
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) and 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.

ZOO

- 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	\$900	Lottery (Budget Transfer to Title 1 pending carryover for parent engagement)
Friday folders	\$380	LCFF
Fingerprinting for parents to access campus and participate in the classroom, on field trips, and at science camp	\$350	Lottery (Budget Transfer to Title 1 pending carryover for parent engagement)
Postage	\$500	Lottery
White books for Open House	\$1000	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
Administrator cell phone	\$600	Lottery

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

ZOO

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:

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. Offer support to families with non-academic needs by connecting them to the services of our community partners
3. Provide opportunities for families to get library cards and to become frequent users of the Morgan Hill Public Library
4. 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	TBD	Donations
Website Facilitator		(paid out of the allotted dollars in Goal 1 Action 1 Lottery

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

Goal 2 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. Unfortunately, these activities were all cancelled due to the pandemic.

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

This has been a year unlike any other. First, we worked hard to make sure all students had what they needed in the virtual environment. This included getting the materials out to them--often driving packets to homes and dropping them off. The entire front office has learned how to log in and solve common computer problems. We have coached families with issues on how to solve their problems either by phone or outside in front of the school for those more comfortable getting help in-person. We have worked closely with new families transitioning from unstable housing and worked with the social worker to help build relationships with these families. We helped teach them how to access services and worked with them to become a part of the Barrett family.

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.

ZOO

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

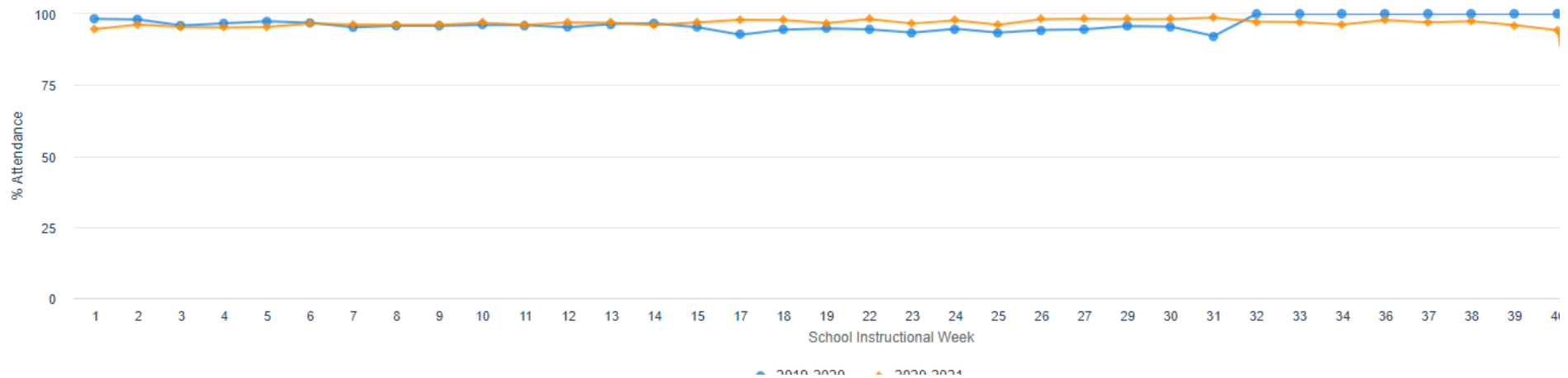
Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YTD Attendance	96.81%	Increase the YTD Attendance to 97% or greater
Datazone Social Emotional Survey	Data from the 2019-20 year will serve as the baseline.	Maintain and improve individual averages in the 2021-2022 school year.

Weekly Attendance %



This year, the average daily attendance was relatively constant until December and through February. It will be interesting to see if that trend continues when we return to in-person instruction.

ZOO

Datazone SEL information from the 2019 survey will serve as a good baseline for planning student engagement. In the data charts presented here, Barrett students are generally very positive about the school climate. In looking at the same data for all elementary schools, students everywhere trend lowest on the same item--being treated equally when they break school rules. At Barrett, in the same data set, students' highest score is on the item "Adults at my school treat students with respect." The district average is 4.3, at Barrett, third and fourth graders rated the item as a 4.4 and 5th graders rated it 4.3.

Datazone Social Emotional Survey		
	2019-20	2020-21
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	

ZOO

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	

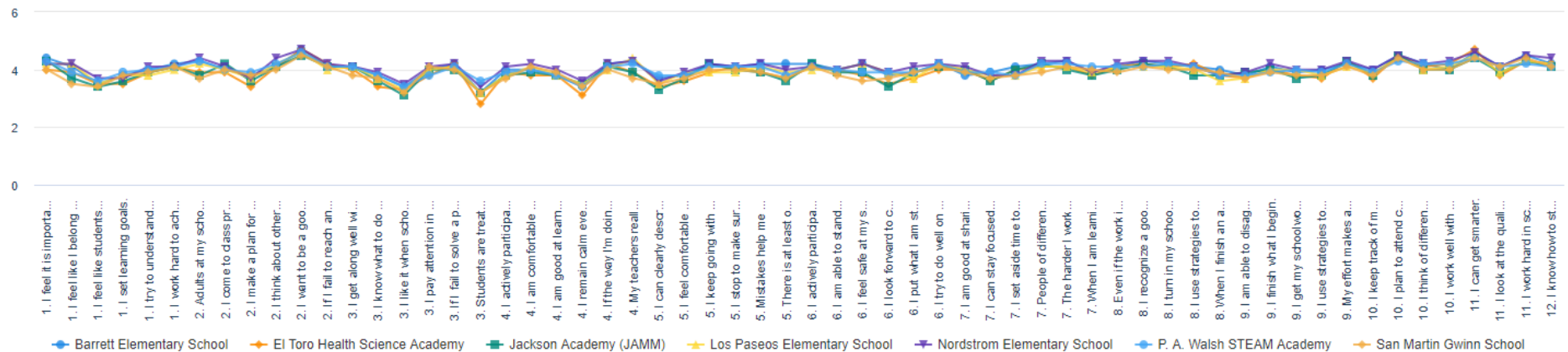
ZOO

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	

ZOO

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	

2019-2020



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:

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 1.2
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 student leadership club. Materials for activities and equipment will be provided.
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. Stipends for Student leadership and Safety Patrol facilitators accounted for in action 1.1.

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 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
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ZOO

Student leadership activities	\$826	LCFF
Stipends for Student Leadership and Safety Patrol facilitators		(paid out of the \$7191 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

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

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

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:

Continue the Barrett After School and Lunchtime Enrichment Program in order to provide a variety of elective opportunities for students as recommended by Barrett's ELAC parents.

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)
Certificated Stipends (10.5 FTE)	\$21,572	Extended Day Program
Classified Staffing (3.5 FTE)	\$7912	Extended Day Program
Materials and Equipment	\$5516	Extended Day Program

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.

Goal 3 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. Despite the modifications to our schedules due to the pandemic, we continued to connect students to services and opportunities. We couldn't go to the library so we brought the bookmobile to school. The Home and School Club organized activities that were distributed on BookMobile Days to help students have some fun surprises and to get some great books. Social skills classes and counseling were offered virtually.

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, usually teach the PBIS standards. The pandemic prevented us from having the grade levels take a standard and teach about it in skits presented to the whole school. Students did teach the standards along with safety tips when school resumed in person.

But the play must go on! Two teachers organized and worked with students across the grade levels to produce a virtual play called "Super Happy Awesome News!" They cast the play and helped students with their parts and then collected video vignettes from each cast member and edited it altogether into a cohesive production. They were supported by our music teacher who volunteered to help students learn their musical parts. They broadcast the play by webinars scheduled on a Friday, Saturday and Sunday in April. They also shared the link with teachers so they could show it to their students.

We worked with the Home and School Club and our Community Collaborative Committee to create drive through parades so our students could see their teachers. Teachers adapted to the virtual world and held Spirit Days, continued positive reward programs with students choosing their rewards. Rewards included virtual lunch with the teacher, homework passes, choosing your teacher's hairstyle, pajama day, virtual lunch with the principal with two friends, bringing your fuzzy pet to class, and more.

The principal, the community liaison, and many of the teachers made home visits to help students stay connected to school. As we opened pilot classes and eventually the whole school to those who were willing to return to in-person instruction, the custodian, the community liaison, the attendance clerk, the health clerk and the principal greeted all students every morning as we took temperatures and escorted children to class. This year, we added a Special Day Class for the youngest learners and we are all getting to know them well so they have numerous trusted adults to attend to their needs.

We have also worked closely with the YMCA to make the Y-scholars program and the after school program a positive experience. We have safely hosted students and their instructional leaders on campus since April of 2020. Barrett's extended day program was cancelled due to the pandemic but the school did offer three

ZOO

YMCA managed after school programs for students who needed a longer day on campus. The program was offered to students who had participated in the Y-scholars program and students whose needs were great. The program was free this year and our custodial staff helped sanitize and clean the rooms nightly.

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

This budget was suspended and unallocated due to the pandemic.

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. We look forward to returning to school as it was prior to the pandemic and having all our students back on campus for a full day of in-person instruction for the 2021-22 school year.

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 (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 85,355.89

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

\$ 85,355.89

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	\$ 85,355.89

Subtotal of additional federal funds included for this school: \$ 85,355.89

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

State or Local Programs	Allocation (\$)
LCFF	\$ 48,006.87
Unrestricted Lottery	\$ 46,375
Donations	\$ TBD
Extended Day	\$ 35,000

Subtotal of state or local funds included for this school: \$ 129,381.87

Total of federal, state, and/or local funds for this school: \$ 214,737.76

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.

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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 Federal Programs and Reporting 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

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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 describe the process used to develop, in partnership with stakeholders, the CSI 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

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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

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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, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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/guidanceusesinvestment.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/>

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