THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT BARNARD ELEMENTARY SCHOOL

2018-19

37-68338-6039184
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Hernandez, Aida
Contact Person: Hernandez, Aida
Position: Principal
Telephone Number: 858-800-5700
Address: 2930 Barnard St, Barnard Elementary, San Diego, CA, 92110-5733,
E-mail Address: ahernandez1@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent Involvement Policy
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Barnard Mandarin Magnet Elem. Schl.

SITE CONTACT PERSON: Aida Hernandez

| DUE: April 6, 2018 (Traditional) |
| May 2, 2018 (Year Round) |

PHONE: 858-800-5700   FAX: 858-800-5749   E-MAIL ADDRESS: ahernandez1@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
☐ Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

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

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☑ English Learner Advisory Committee (ELAC)   Date of presentation: 2/23/18

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☑ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: 2/23/18

☑ Site Governance Team (SGT)   Date of presentation: 2/23/18

☐ Other (list): _____   Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

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

6. The site plan or revisions to the site plan were adopted by the SSC on: 2/28/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Aida J. Hernandez	[signature]	4/6/18
Type/Print Name of School Principal	Signature of School Principal	Date
Sara Hopkins	[signature]	4/6/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Kimie Lochtefeld	[signature]	4/6/18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3209**

Revised 03.08.18 mj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Barnard Mandarin Magnet Elementary School students will develop the ability to successfully use their knowledge of diverse cultures to think and act globally and become thoughtful, responsible and successful global citizens. The blending of a world language program with a challenging and well-rounded academic program taught in English will enable Barnard students to face and triumph over the challenges of the 21st century.

Barnard MME is a magnet CHOICE enrollment school and receives students from all neighboring communities within and outside the San Diego Unified School district. Barnard APLA Single Plan for Student Achievement (SPSA) fulfills this mission by focusing our instructional practices and resources to meet the needs of our targeted sub-groups, to include, our Special Education, English Learner, and Low Socio-Economic, student populations. Professional development, Achieve 3000, New Mandarin curriculum based on Common Core State Standards and a balanced literacy approach, and teacher lesson study groups will be implemented to close the achievement gaps within our sub-groups. Additionally, close monitoring of soft and hard data, SBAC scores, DRA scores, Interim Assessments, Achieve 3000 assessments, Literably Reading Assessments, and classroom anecdotal records will be used to monitor and provide interventions for all students in need.

A challenge Barnard APLA is faced with is providing our teachers in both sides of our program (English and Mandarin) with Professional Development release time and opportunities to increase their instructional expertise. The Barnard APLA Single Plan for Student Achievement addresses these challenges by providing funding for professional development opportunities.

SCHOOL VISION AND REALITY

Barnard students will develop the ability to successfully use their knowledge of diverse cultures and Mandarin to think and become self-directed, thoughtful, responsible and successful global citizens who understand the world around them. The blending of a world language program with a rigorous and well-round English program will prepare Barnard students for the challenges of the 21st century.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:   1:24
Grade 4-5:   1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592   =   1 day per week
593-1,185   =   2 days per week

1,186-1,774   =   3 days per week

COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.   Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.
With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN
SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have budget supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS
The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet or exceed standards on the SBAC. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.
Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT
Barnard Mandarin Magnet Elementary School consulted with SSC and SGT and has allocated .35 FTE of Health Tech. position, and a 0.175 towards an In-School Resource Teacher position to be paid from LCFF funds. This cost was discussed at the February SSC and SGT committee meetings.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Sally Lowe	Classroom Teacher
Sara Hopkins	Classroom Teacher
Galen Yee	Classroom Teacher
Maghogany Taylor	Parent
Carmen Wesson	Parent
Aida Hernandez	Principal
Bonita Sobieck	Other
Mimi Lockton	Parent
Karina Carruth	Parent
Bryan Haltigan	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
By June 2019, 80% (approx. sixty-nine 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, 80% (approx. thirty-nine 5th graders) will meet or exceed standards in ELA on the SBAC exam.
Closing the Gap SMART Goal:
Subgroup: English Learners students
By June 2019, more than 30% (approx. seven 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, more than 30% (approx. six 5th graders) will meet or exceed standards in ELA on the SBAC exam.
Subgroup: Hispanic/Latino students
By June 2019, 50% (approx. forty-three 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, 50% (approx. twenty-five 5th graders) will meet or exceed standards in ELA on the SBAC exam.
Subgroup: Students with Disabilities
By June 2019, 51% (approx. two 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, 51% (approx. two 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course
Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☒ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☒ Other

Other Assessments (Please Specify):
Achieve 3000 Lexile Reading levels, Literably Reading Assessments, and informal classroom observations.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?
Teachers will meet by grade level/department to analyze DRA, Literably, Achieve 3000 reading level data 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 80% (approx. sixty-nine 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 57% (approx. twenty-eight 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 46% (approx. forty 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 46% (approx. twenty-three 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 59% (approx. fifty-one 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 59% (approx. twenty-nine 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 67% (approx. fifty-eight 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 67% (approx. thirty-three 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):
- Mathematics Cumulative Assessment
- Topic Test
- Exit Slips
- End of Unit Assessments
- Grade level assessment based on Envision Math
- Previous years SBAC results

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments three times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

- English Learners will receive 30 minutes twice a week of ELD instruction based upon language proficiency level and will continue to receive language development strategy support that is integrated and supported throughout the day with the use of Quality Teaching for English Learners (QTEL) strategies, SDAIE, and Total Physical Response (TPR) instructional strategies.
- English language learners will be assessed using CELDT, DRA, Interim assessments, and informal classroom assessments.
- Increase student comprehension by expanding classroom libraries with more fiction and nonfiction texts for the immersion classrooms.
- Provide high interest leveled book sets to foster a love for reading.
- ELL learners will engage in strategic computer intervention support (Achieve 3000) to accelerate, remediate and re-teach English literacy and comprehension concepts.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT   ☐ Interim Assessments   ☐ End-Of-Course Exams   ☒ SBAC   ☐ DRA2   ☐ SMI   ☐ SRI   ☐ KDS   ☐ ELPAC   ☐ ARI   ☐ MDTP   ☐ Report Cards   ☐ End-Of-Unit Assessments   ☐ PowerSchool   ☐ Sign In Sheets   ☐ Other

Other Assessments (Please Specify):

DRA, Literably, Achieve 3000

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Teacher staff development with a focused lens on student data analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate
Graduation Rate SMART Goal:
By June 2019, at least 85% (approx. seventy-three 3rdgraders) will meet or exceed level 38 in DRA.
By June 2019, at least 85% (approx. forty-two 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☒ CELDT ☒ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):
DRA, and informal classroom assessments.
Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
Teachers and counselors will meet by grade level/department to analyze end of unit assessments. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal:
By June 2019, 90% (approx. 474 families) will receive information regarding academic and citizenship progress of their children.
Targeted Population:
All populations with an emphasis on English Learner, and low socio economic parents. Past experience has shown that children within these demographics tend to have less parent connection and less parent participation at the school site due to many reasons, among which for some is the inability to support their children academically in our Mandarin language immersion program.
What data did you use to form these goals?
Goals were based on classroom sign-in sheets, PTA sponsored events, and surveys.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?
Teachers and counselors will meet 2 times per year to analyze student progress using site developed criteria. Families are contacted based on student in need of intervention and support. Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Special Ed. Resource Teacher and support staff will address the literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. **Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time)** (7/1/2018 - 6/30/2019):

The school is working on bell to bell instruction. All staff members will provide opportunities for student growth throughout the curriculum during instructional hours.

Understanding that Barnard Asian Pacific Language Academy is a Mandarin Immersion magnet school, all staff members will continue to strengthen school-wide implementation of research based instructional practices through the use of Better Chinese Immersion curriculum, supplemental materials, differentiation, and professional development.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
* Bell to bell instruction
* Regular classroom observations and feedback
* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

2. **Strategies to meet ELA/Math/ELD goals (Closing the Gap)** (7/1/2018 - 6/30/2019):

Teachers will continue to use newly adopted Mandarin curriculum (Better Chinese), Common Core Math, Literacy Units, Achieve 3000, and attend professional development in these areas to keep abreast of current instructional practices

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
* Bell to bell instruction
* Regular classroom observations and feedback
* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

3. **Strategies to meet ELA/Math/ELD goals (Professional Development)** (7/1/2018 - 6/30/2019):

PLC's and Lesson study groups will meet monthly to discuss learning, student data, assessments, curriculum, and interventions to drive professional learning, and research strategies in an effort of closing the achievement gap for academically disadvantaged students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
PLC's and Lesson study groups will meet monthly to discuss learning, student data, assessments, curriculum, and interventions to drive professional learning, and research strategies in an effort of closing the achievement gap for academically disadvantaged students.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
Barnard will continue to support student's social and emotional supports by providing a counselor one day a week, school nurse once a week, and a health technician every day of the week.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
*Phone calls home
*SARB letters
*Counselor interventions such as individual and group meetings
*Student Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing curriculum strategies, SBAC assessment information, and the new Mandarin curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
Sign in sheets; attendance records; surveys.

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Health Tech to provide health and emotional support to students. This will increase attendance rates in the classroom, and help promote student achievement.
In-School Resource teacher to provide intervention and support to students in reading and math.
Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments to learn intervention support techniques.

Identified Need::

Health Tech to provide health and emotional support to students at risk, and increase attendance to promote student achievement because they are in class. Resource teacher to provide necessary basic math skills and literacy interventions and supports to students struggling in these areas.

Target Group::

Students at risk due to absenteeism, and other factors affecting academic performance in reading and math.

Monitoring::

Health tech log including interactions with students, parents and the classroom teacher to monitor absences and tardies
Analyze student data in ELA and math; Lesson planning cycle/Lesson study groups, and development and review of Interim assessments.

Personnel Responsible::

District Nurse and Principal
Lead Grade Level Teachers, In-School Resource teacher, ILT and Principal

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Health Tech to provide health and emotional support to student this will increase attendance in the classroom at the site and help promote student achievement.
Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments to learn ways to provide additional support techniques.

Identified Need::

Heath Tech and In-School Resource teacher to provide health, emotional support, reading and math support to students at risk. Heath Tech will work with students and families to increase attendance and to promote student achievement because students are in class learning.

Target Group::

Students at risk due to absenteeism, and/or underperforming in reading and/or math.

Monitoring::

Health tech log including interactions with students, parents and the classroom teacher;

Development of ELA and math, lesson planning cycle, and development and review of assessments.

Personnel Responsible::

District Nurse and Principal

Lead Teachers, ILT and Principal

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Visiting teachers will provide release time for classroom teachers to work on Critical Concept Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.

Identified Need::

Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.

Target Group::

 Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.

Monitoring::

Development of ELA and math, lesson planning cycle, and development and review of assessments.

Personnel Responsible::

Lead Teachers, In-School Resource teacher, ILT and Principal

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.0390	$3,468.58	$5,227.74	0017-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Will be responsible for ELPAC testing
Health Technician	0.3500	$11,941.30	$23,560.20	0017-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	Will be responsible for health and safety of students
Supplies		$130.00	$130.00	0017-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	classroom supplies

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Data Reports

B. Title I Parent Involvement Policy

C. Home/School Compact

D. Title I/MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

> * Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	168	61.3	161	68.3	160	67.5	6.2	-0.8		168	55.4	158	64.6	160	68.8	13.4	4.2
Female	86	65.1	80	71.3	83	71.1	6.0	-0.2		86	53.5	78	59.0	83	66.3	12.8	7.3
Male	82	57.3	81	65.4	77	63.6	6.3	-1.8		82	57.3	80	70.0	77	71.4	14.1	1.4
African American	11	54.5	6	-	6	-	-	-		11	18.2	6	-	6	-	-	-
Asian	23	87.0	19	89.5	21	90.5	3.5	1.0		23	78.3	19	94.7	21	95.2	16.9	0.5
Filipino	1	-	0	-	1	-	-	-		1	-	0	-	1	-	-	-
Hispanic	75	40.0	66	47.0	56	51.8	11.8	4.8		75	32.0	63	41.3	56	50.0	18.0	8.7
Indochinese	1	-	5	-	10	70.0	-	-		1	-	5	-	10	90.0	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	34	79.4	42	85.7	39	76.9	-2.5	-8.8		34	79.4	43	76.7	39	71.8	-7.6	-4.9
Multiracial	23	82.6	23	78.3	27	70.4	-12.2	-7.9		23	87.0	22	81.8	27	77.8	-9.2	-4.0
English Learner	35	11.4	30	10.0	25	24.0	12.6	14.0		35	17.1	28	21.4	25	40.0	22.9	18.6
English-Speaking	133	74.4	131	81.7	135	75.6	1.2	-6.1		133	65.4	130	73.8	135	74.1	8.7	0.3
Reclassified†	35	74.3	18	83.3	22	68.2	-6.1	-15.1		35	51.4	18	77.8	22	68.2	16.8	-9.6
Initially Eng. Speaking	98	74.5	113	81.4	113	77.0	2.5	-4.4		98	70.4	112	73.2	113	75.2	4.8	2.0
Econ. Disadv.*	95	46.3	85	55.3	75	57.3	11.0	2.0		95	40.0	82	50.0	75	54.7	14.7	4.7
Non-Econ. Disadv.	73	80.8	76	82.9	85	76.5	-4.3	-6.4		73	75.3	76	80.3	85	81.2	5.9	0.9
Gifted	63	71.4	57	80.7	60	86.7	15.3	6.0		63	73.0	57	86.0	60	85.0	12.0	-1.0
Not Gifted	105	55.2	104	61.5	100	56.0	0.8	-5.5		105	44.8	101	52.5	100	59.0	14.2	6.5
With Disabilities	19	21.1	15	26.7	16	43.8	22.7	17.1		19	15.8	15	40.0	16	50.0	34.2	10.0
WO Disabilities	149	66.4	146	72.6	144	70.1	3.7	-2.5		149	60.4	143	67.1	144	70.8	10.4	3.7
Homeless	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	14	64.3	15	73.3	12	83.3	19.0	10.0		14	57.1	15	73.3	12	75.0	17.9	1.7

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	53	69.8	63	73.0	50	64.0	-5.8	-9.0		53	62.3	60	80.0	50	82.0	19.7	2.0
Female	26	69.2	30	76.7	30	66.7	-2.5	-10.0		26	57.7	28	78.6	30	80.0	22.3	1.4
Male	27	70.4	33	69.7	20	60.0	-10.4	-9.7		27	66.7	32	81.3	20	85.0	18.3	3.7
African American	3	-	1	-	2	-	-	-		3	-	1	-	2	-	-	-
Asian	10	90.0	7	-	7	-	-	-		10	90.0	7	-	7	-	-	-
Filipino	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Hispanic	22	40.9	22	45.5	16	62.5	21.6	17.0		22	31.8	19	47.4	16	87.5	55.7	40.1
Indochinese	0	-	3	-	5	-	-	-		0	-	3	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	9	-	21	85.7	9	-	-	-		9	-	22	90.9	9	-	-	-
Multiracial	9	-	9	-	10	60.0	-	-		9	-	8	-	10	80.0	-	-
English Learner	14	28.6	13	15.4	13	46.2	17.6	30.8		14	35.7	11	36.4	13	69.2	33.5	32.8
English-Speaking	39	84.6	50	88.0	37	70.3	-14.3	-17.7		39	71.8	49	89.8	37	86.5	14.7	-3.3
Reclassified†	3	-	2	-	0	-	-	-		3	-	2	-	2	-	-	-
Initially Eng. Speaking	36	83.3	48	87.5	35	74.3	-9.0	-13.2		36	72.2	47	89.4	35	85.7	13.5	-3.7
Econ. Disadv.*	25	52.0	28	53.6	21	57.1	5.1	3.5		25	44.0	25	56.0	21	76.2	32.2	20.2
Non-Econ. Disadv.	28	85.7	35	88.6	29	69.0	-16.7	-19.6		28	78.6	35	97.1	29	86.2	7.6	-10.9
Gifted	16	81.3	28	82.1	16	93.8	12.5	11.7		16	87.5	28	92.9	16	93.8	6.3	0.9
Not Gifted	37	64.9	35	65.7	34	50.0	-14.9	-15.7		37	51.4	32	68.8	34	76.5	25.1	7.7
With Disabilities	4	-	5	-	4	-	-	-		4	-	5	-	4	-	-	-
WO Disabilities	49	71.4	58	77.6	46	65.2	-6.2	-12.4		49	65.3	55	81.8	46	82.6	17.3	0.8
Homeless	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	4	-	5	-	3	-	-	-		4	-	5	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	44	50.0	53	69.8	59	69.5	19.5	-0.3		44	52.3	53	64.2	59	67.8	15.5	3.6
Female	23	52.2	24	70.8	28	75.0	22.8	4.2		23	39.1	24	58.3	28	64.3	25.2	6.0
Male	21	47.6	29	69.0	31	64.5	16.9	-4.5		21	66.7	29	69.0	31	71.0	4.3	2.0
African American	2	-	3	-	1	-	-	-		2	-	3	-	1	-	-	-
Asian	5	-	8	-	6	-	-	-		5	-	8	-	6	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	21	33.3	23	47.8	19	36.8	3.5	-11.0		21	38.1	23	39.1	19	31.6	-6.5	-7.5
Indochinese	0	-	2	-	3	-	-	-		0	-	2	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	9	-	9	-	21	81.0	-	-		9	-	9	-	21	85.7	-	-
Multiracial	7	-	8	-	9	-	-	-		7	-	8	-	9	-	-	-
English Learner	13	0.0	10	10.0	8	-	-	-		13	7.7	10	20.0	8	-	-	-
English-Speaking	31	71.0	43	83.7	51	80.4	9.4	-3.3		31	71.0	43	74.4	51	78.4	7.4	4.0
Reclassified†	7	-	7	-	6	-	-	-		7	-	7	-	6	-	-	-
Initially Eng. Speaking	24	66.7	36	83.3	45	82.2	15.5	-1.1		24	66.7	36	72.2	45	80.0	13.3	7.8
Econ. Disadv.*	30	36.7	32	56.3	22	50.0	13.3	-6.3		30	46.7	32	53.1	22	36.4	-10.3	-16.7
Non-Econ. Disadv.	14	78.6	21	90.5	37	81.1	2.5	-9.4		14	64.3	21	81.0	37	86.5	22.2	5.5
Gifted	11	63.6	16	87.5	27	81.5	17.9	-6.0		11	81.8	16	87.5	27	81.5	-0.3	-6.0
Not Gifted	33	45.5	37	62.2	32	59.4	13.9	-2.8		33	42.4	37	54.1	32	56.3	13.9	2.2
With Disabilities	6	-	4	-	6	-	-	-		6	-	4	-	6	-	-	-
WO Disabilities	38	57.9	49	69.4	53	75.5	17.6	6.1		38	60.5	49	63.3	53	73.6	13.1	10.3
Homeless	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	6	-	4	-	5	-	-	-		6	-	4	-	5	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	39	64.1	45	60.0	51	68.6	4.5	8.6		39	56.4	45	44.4	51	56.9	0.5	12.5
Female	19	73.7	26	65.4	25	72.0	-1.7	6.6		19	57.9	26	38.5	25	52.0	-5.9	13.5
Male	20	55.0	19	52.6	26	65.4	10.4	12.8		20	55.0	19	52.6	26	61.5	6.5	8.9
African American	1	-	2	-	3	-	-	-		1	-	2	-	3	-	-	-
Asian	5	-	4	-	8	-	-	-		5	-	4	-	8	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	16	25.0	21	47.6	21	57.1	32.1	9.5		16	31.3	21	38.1	21	38.1	6.8	0.0
Indochinese	1	-	0	-	2	-	-	-		1	-	0	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	11	90.9	12	83.3	9	-	-	-		11	81.8	12	50.0	9	-	-	-
Multiracial	5	-	6	-	8	-	-	-		5	-	6	-	8	-	-	-
English Learner	5	-	7	-	4	-	-	-		5	-	7	-	4	-	-	-
English-Speaking	34	73.5	38	71.1	47	74.5	1.0	3.4		34	64.7	38	52.6	47	59.6	-5.1	7.0
Reclassified†	9	-	9	-	14	78.6	-	-		9	-	9	-	14	64.3	-	-
Initially Eng. Speaking	25	80.0	29	69.0	33	72.7	-7.3	3.7		25	72.0	29	48.3	33	57.6	-14.4	9.3
Econ. Disadv.*	18	44.4	25	56.0	32	62.5	18.1	6.5		18	27.8	25	40.0	32	53.1	25.3	13.1
Non-Econ. Disadv.	21	81.0	20	65.0	19	78.9	-2.1	13.9		21	81.0	20	50.0	19	63.2	-17.8	13.2
Gifted	24	79.2	13	69.2	17	88.2	9.0	19.0		24	70.8	13	69.2	17	82.4	11.6	13.2
Not Gifted	15	40.0	32	56.3	34	58.8	18.8	2.5		15	33.3	32	34.4	34	44.1	10.8	9.7
With Disabilities	3	-	15	26.7	6	-	-	-		3	-	15	40.0	6	-	-	-
WO Disabilities	36	69.4	39	69.2	45	68.9	-0.5	-0.3		36	61.1	39	51.3	45	55.6	-5.5	4.3
Homeless	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	1	-	6	-	4	-	-	-		1	-	6	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

PARENT INVOLVEMENT POLICY

BARNARD ASIAN PACIFIC LANGUAGE ACADEMY

Title 1 Parent Involvement Policy

For students to be successful in school and achieve at high levels, it is necessary to have parent support and involvement in the activities and decision making at the school.

An annual meeting is held each fall to share with parents the Title 1 Program and its requirements, and to nominate parents to serve on the School Site Council (SSC). We hold monthly School Site Council meetings and invite all interested parents to attend. Parents are notified of meetings and training sessions offered at Barnard and the district Parent Center through flyers, parent newsletters, website and the parent bulletin board (Peachjar). Parental input from parent meetings and training sessions will be shared with the SSC to provide an organized, ongoing and timely way of including parents in the planning, review and improvement of our program. We also have an active PTA that supports our students as classroom volunteers, coordinates fundraisers, school pictures, book fairs, after school enrichment programs, Jog-a-thon, Family Movie Nights, Campus Clean Ups, Chinese New Year, Dance and Music Performances and our Chinese New Year Celebration, Talent Show, Science Night, and Recess Supervision Support.

Barnard Asian Pacific Language Academy provides parents the opportunity to attend monthly Family Fridays for all grades. Parents are invited to attend educational presentations, visit classrooms, look at student work, and read with their children. They also have an opportunity to visit with the administrator and support staff and have refreshments. Topics at these meetings will include:

- Provide training that will help parents work with their children at home
- Discuss student assessment data and student progress
- Provide school, district and state resources for student academic improvement
- Evaluate the effectiveness of the school's parent involvement policy
- Improve communication between the school and the home
- Value cultural diversity

School staff communicates with parents and informs them about the state education standards, the educational program, student progress, school procedures and policies through the following:

- School Website & Peachjar
- Back to School Night and Spring Open House
- Progress Reports each trimester
- Parent-Teacher Conferences.
- District sends parents reports of their child's assessment results annually
- Student Learning Contracts
- Instructional Student Study Team Meetings
- Individual Education Plan (IEP) Meetings
- School Accountability Report Card (SARC)
- Student Handbook
- Parent Handbook
- Parent letters and flyers
- Student performances and assemblies
- Student recognition events
- School Messenger
- PTA eblast

03/18

APPENDIX C

HOME/SCHOOL COMPACT

San Diego Unified
SCHOOL DISTRICT

Barnard Asian Pacific Language Academy
A California Distinguished School
P- 858-800-5700
F- 858-800-5749
www.barnardelementary.com

HOME/SCHOOL COMPACT

Barnard Asian Pacific Language Academy *and the parents/guardians of Barnard students agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.*

This Home/School Compact is in effect during school year 2018-19.

School Responsibilities

Barnard Asian Pacific Language Academy will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

   - Standards based lesson planning.
   - Inquiry methods/strategies across the curriculum areas.
   - Teachers will incorporate the use of short-term assessments to monitor student learning, plan instruction and re-teach students who have not mastered the content.
   - Provide 21st Century technology.

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

   - Conferences are held in the Fall and Spring, and by appointment during the year.
   - Student Study Teams are conducted as needed on an ongoing basis.
   - Individual Education Plan (IEP) meetings are conducted as mandated.
   - 504 Plans are reviewed on an ongoing basis.

3. **Provide parents with frequent reports on their child's progress.**

   - Progress Reports will be sent home with the students throughout the school year.
   - Semester Report Cards are issued at the end of 18 and 36 weeks of school.
   - Teachers may send home additional grade printouts at a parent's request or according to that teacher's policy.

4. **Provide parents reasonable access to staff.**
   - Each staff member will have an open door policy.
   - Each staff member will use and maintain their email account.
   - Each staff will have their own classroom website.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

- Parents will be welcomed into the classrooms for observation given an appointment has been arranged in advance.
- Parents may volunteer by contacting the Barnard Administration Staff and the Volunteer Coordinator.
- Parents will refer to the *Volunteer Code of Conduct*.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Making my education my first priority.
- Be on time and ready to work and learn in each period.
- Complete homework when assigned and turn it in on time.
- Reading at least 30 minutes every day outside of school time.
- Keeping school notebooks and materials/supplies neat and organized.
- Noting and following all school rules and policies.
- Giving to my parents/guardian all notices and information received by me from my school every day.
- Talk with parent/family, teacher, and/or school staff about what is happening at school.
- Will treat others with kindness
- Will always behave in a respectful manner that protects the safety, interests, and rights of every individual at Barnard.

Parent Responsibilities

We, as parents, will support our child's learning by:

- Making sure my child attends school every day, on time.
- Making sure to schedule family vacations during designated school vacation times.
- Making sure homework is completed.
- Checking the Student Planner for assignments and communications.
- Communicate with child's teachers, counselor and/or appropriate school staff regarding academic progress, questions and/or concerns.
- Limiting TV viewing, video/computer gaming, and other extracurricular activities.
- Volunteering in my child's classroom, when possible.
- Reading and responding, as necessary, to all communications from the school.
- Serving on school committees when possible.
- Attending parent conferences.
- Working together with the school.
- Periodically check classroom's website.

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Barnard Elementary	**09800**	1109	**Pull/Out Push In**	Inschool Resource Tchr	0.0390	$ 3,468.58
		2236	**Health Prsnl PARAS**	Health Technician	0.3500	$ 11,941.30
		3000	**Employee Benefits**			$ 13,378.06
		4301	**Supplies**			$ 130.00
	09800 Total				**0.3890**	**$ 28,917.94**

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Barnard Mandarin Magnet Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The expectation of bell to bell teaching is established; Differentiation instruction and QTEL/SDAIE strategies that give access to content for our English Learners, Low Socio Economic, and Special Ed. populations are an integral part of all staff PD's, PLC's, and program meeting discussions. Regular monitoring of student data to ensure all students are receiving the instruction and support needed to meet grade level expectations. Achieve 3000, and RazKids is provided as a support for students in need of additional support and high achieving learners. *Goal is to continue to monitor our effectiveness in managing instructional time, and analyzing student data in order to make adjustments to instruction and provide interventions and supports.*
CLOSING THE ACHIEVEMENT GAP	Monitoring and supports for our sub-group's (EL's, Low Socio-Econ., and Special Ed.) in place to inform lesson planning and PD's. A .675 in-school Resource teacher has been allocated by the site to address the specific learning needs of these sub-groups. Assesments (Formative & Summative) with clearly identified achievement expectations used to assess if we are meeting our achievement goals for our sub-groups, along with monthly data analysis by classroom and grade level. PLC's for each grade level meet monthly to assess grade level and school-wide data for each of our sub-groups, and develop intervention plan of action. *Goal is to continue to use data (formative & summative) to identify how we are doing in meeting the needs of our sub-groups, and implement/revise intervention action plan.*
PROFESSIONAL DEVELOPMENT	SBAC data, DRA's, Lexile levels, Interim Assessments, and classroom data used to inform PD area of need. Lesson Study Professional Development groups in differentiated Instruction, English Learner strategies, and Immersion Instructional strategies on-going; Preschool and Kinder teachers have attended District Early

	Literacy PD's. Third through Fifth grade teachers have attend GATE workshops. Book study group "Love and Logic" on-going.
GRADUATION/PROMOTION	Critical Concepts, Better Immersion Mandarin Curriculum and Site Curriculum Maps used in both English and Mandarin programs to ensure students are receiving instruction that will set them up for success. Student Data (Formative & Summative) used to monitor, evaluate and establish a plan of action for our students who are not meeting standards, and differentiate instructional delivery. *Goal is to continue to use school data to inform Professional Development and planning to close the achievement gaps between our sub-groups, and ensure all students are College and Career ready.*
PARENT ENGAGEMENT	Parent engagement at Barnard has been fairly successful, with the exception of getting our English Learner and other sub-group families to attend more events. *Goal is to continue with Welcome Wednesdays, PTA monthly events, Room Parent Program, New Family Mentor program, play dates, parent volunteer opportunities and on-going after school activities. Additionally, we will continue to develop our partnerships with Navy Support Services, YMCA, 3 Treasures, House of China and Confucius Institute. Lastly, our goal is to provide "free admission" and "free dinner" tickets to our English Learner and sub-group families to encourage greater participation.*