THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT BARNARD ELEMENTARY SCHOOL

2014-16

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: Park, Edward
Contact Person: Park, Edward
Position: Principal
Telephone Number:
Address: 2930 Barnard St, Barnard Elementary, San Diego, CA, 92110-5733,
E-mail Address: epark1@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Barnard Asian Pacific Language Acad.

SITE CONTACT PERSON: Edward Park

DUE March 13, 2015

PHONE: 858 800-5700 FAX: 858 800-5749 E-MAIL ADDRESS: epark1@sandi.net

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

☒ Quality Education Investment ☒ Title 1 Schoolwide Programs ☒ Program Improvement (PI)
   Act (QEIA)   (SWP)
                                                                  ☐ Y1 ☐ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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 PRESENTATION TO SSC:

   ☒ English Learner Advisory Committee (ELAC)   Date of presentation: 10/31/14

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

   ☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: 10/31/14

   ☒ Site Governance Team (SGT)   Date of presentation: 10/31/14

   ☒ 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: 10/31/2014

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.

Edward Park		3/26/15
Type/Print Name of School Principal	Signature of School Principal	Date
Ellen Brakespear		3-26-15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Kimie Lochtefeld		4-7-15
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 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Barnard Asian Pacific Language Academy 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.

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

Grades K-3:	1:22
Grades K-3 with CSR:	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

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. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 Title I budgets allocated to 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 API and AYP growth targets. 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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Edward Park	Principal
2. Bonita Sobieck	Other Classified
3. Ellen Brakespear	Teacher
4. Carmencita Ancora	Teacher/DAC
5. Gladys Wong	Parent
6. Robert Dorsey	Parent
7. Deval Zaveri-Tabb	Parent
8. Nicole Levinson	Teacher/Chair
9. Jim Boydston	Parent
10. Jennifer Henehan	Parent
11. Julie Li	Teacher
12. Matt Zubiller	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/14/2016, 78 % of Barnard Elementary Students, Grades 2-6 will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
* By 06/14/2016, 51 % of Barnard Elementary Special Education, Grades 2-6 will meet or exceed proficient in Site Developed or PLC Common Assessment(s)

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

DRA/ARI Assessment

Progress and Growth Monitoring:

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. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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).

Area 2: Mathematics

Mathematics SMART Goal:
* By 06/14/2016, 79 % of Barnard Elementary Students, Grades 2-6 will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
* By 06/14/2016, 81 % of Barnard Elementary English Learner, Grades 2-6 will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s)
* By 06/14/2016, 59 % of Barnard Elementary Special Education, Grades 2-6 will meet or exceed proficient in Site Developed or PLC Common Assessment(s)

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

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

Progress and Growth Monitoring:

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. The cycles are:
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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).

Area 3: English Learner

English Learner SMART Goal:
* By 06/14/2016, 65 % of Barnard Elementary English Learner, Grades 2-6 will meet or exceed proficient or advanced in California English Language Development Test
There also continues to be a gap between native English speaking students and English language learners in the area of ELA, reading comprehension is the largest gap in achievement for our English learners.

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 that is integrated and supported throughout the day (English language learners will be assessed using CELDT).
Increase student comprehension by expanding classroom libraries with more fiction and nonfiction texts for the immersion classrooms
Provide additional student interesting leveled book sets to foster a love for reading.
ELL learners will engage in strategic computer intervention support to accelerate, remediate and re-teach English language concepts
Literacy Resource Teacher will provide supplemental small group instruction to targeted students.
ELD teacher and push in teachers will provide supplemental small group instruction to identified Beginner, Early Intermediate, and Intermediate English learners.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:
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. The cycles are:
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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).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/14/2016, 80 % of Barnard Elementary Grade 04, Students will perform at independent reading level 40 level in DRA

Closing the Gap SMART Goal:
* By 06/14/2016, 65 % of Barnard Elementary Grade 04, Students, English Learners Enrolled in School 3 years or More will meet or exceed independent reading level 38 in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring:

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. The cycles are:
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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).

Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 06/14/2016, 85 % of Barnard Elementary Parents/Guardians will meet or exceed participate in a minimum of 4 school events Attendance

Targeted Population:

All populations with an emphasis on 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 are the inability to support academically for language immersion or FLES program.

What data did you use to form these goals?

Goals were based on classroom sign-in sheets, PTA sponsored events, and digital surveys.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.
The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site

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.
ELST will work with targeted students to improve language development.
All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
Counselor, nurse, guidance assistant, 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.
ELST will consult with teachers to provide supports for targeted English Learners.
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 or support staff (Power Team) 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

ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students

PAL will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) to address 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician	0.2000	$6,689.00	0017-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Provide Health and emotional support to student to increase attendance that will help promote student achievement
Supplies	-	$170.85	0017-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Inservice supplies	-	$1,019.00	0017-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Inservice supplies for parent involvement activities that promote strategies for student achievement

Local Control Funding Formula Goals
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 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 intervention support techniques. **Identified Need:** Provide health and emotional support to student at risk and increase attendance to promote student achievement because they are in class **Target Group:** Students at risk due to absenteeism **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 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:** Provide health and emotional support to student at risk and increase attendance to promote student achievement because they are in class **Target Group:** Students at risk due to absenteeism **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 Common Core 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, ILT and Principal

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician	0.1500	$5,016.75	0017-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provide Health and emotional support to student to increase attendance that will help promote student achievement
Prof&Curriclm Dev Vist Tchr	-	$12,822.18	0017-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	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.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2015-16 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Barnard Asian Pacific Language Academy has developed a written Title I parental involvement policy with input from Title I parents. *We held our annual Title I Parent meeting in September.*

It has distributed the policy to parents of Title I students.
The policy is distributed to parents by sending home in back to school packets.

The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program
To involve parents in the Title I program at **Barnard** the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  We hold our annual Title I parent meeting preceding our fall "back to school night" open house.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *Parents are invited to monthly SSC meetings at the end of the school day as well as quarterly immersion meetings held in the mornings after student drop off.*

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *****review, and improvement of the school's Title I programs and the Title I parental involvement policy. **We hold monthly SSC meetings the 3rd Tuesday of each month.**

- The school provides parents of Title I students with timely information about Title I programs.
  Parent flyers and school website

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  Parent letters and website

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. *Parents are invited to monthly SSC meeting*

*It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.

**The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 *USC* 6318 Section 1118(c) (3)]

School-Parent Compact
Barnard distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction

- The ways parents will be responsible for supporting their children's learning

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Title I parents meet with the SSC to work out and vote on the parent involvement policy.

Building Capacity for Involvement
Barnard engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***This happens at our Title I Parent Meeting***

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***Our school library has leveled reading materials available for parent checkout as well as other materials.***

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  Parents are always welcome to check out resources in our library or in classrooms with teacher's agreement.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  Information that is sent out to parents is translated into Spanish and is also available in other languages upon request.

- The school provides support for parental involvement activities requested by Title I parents. ***Parents are always encouraged to speak to teachers or administration and are usually given support on an individual basis.***

Accessibility
Barnard provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. ***We have a district translator come to our parent meetings and send materials home in Spanish. Other languages are available upon request.***

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

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 2015-16.

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 member will use Barnard's 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 C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
Site: 0017 Barnard Elementary
As of Date 03-27-2015
Extended Summary

Name	00000 Discretionary Alloc		09800 LCFF Intervention Support		30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		40,702.00		24,139.62		12,657.00		1,019.00
		40,702.00		24,139.62		12,657.00		1,019.00
		-		-		-		-
6410 Health Technician	-	-	0.15	5,016.75	0.20	6,689.00	-	-
1192 Prof&Curriclm Dev Vist Tchr		-		12,822.18		-		-
Employee Benefits		-		6,300.69		5,797.15		-
4301 Supplies		23,402.00		-		170.85		-
4304 Inservice supplies		1,000.00		-		-		1,019.00
5207 Travel Conference		5,000.00		-		-		-
5209 Conference Local		2,000.00		-		-		-
5614 Lease of Printer/Duplicator		7,000.00		-		-		-
5733 Interprogram Svcs/Paper		2,300.00		-		-		-

APPENDIX D

2014-15 SPSA ADDENDUM

Barnard

Area Goals for 2014-15 SY	
English Language Arts:	By 06/14/2015, 78 % of Barnard Elementary Students, Grades 2-6 will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s)
Mathematics	By 06/14/2015, 79 % of Barnard Elementary Students, Grades 2-6 will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s)
English Language Development	By 06/14/2015, 65 % of Barnard Elementary English Learner, Grades 2-6 will meet or exceed proficient or advanced in California English Language Development Test
Graduation/Promotion Rate	By 06/14/2015, 80 % of Barnard Elementary Grade 04, Students will perform at independent reading level 40 level in DRA
Parent Involvement and Community Engagement	By 06/14/2015, 85 % of Barnard Elementary Parents/Guardians will meet or exceed participate in a minimum of 4 school events Attendance

Academic Program Description:	**The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.**

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 FTE	TOTAL	30103 FTE	TOTAL	Rationale
		$17,299.00		$855.00	
6410 Health Technician	0.20	$6,522.80			Provide Health and emotional support to student to increase attendance that will help promote student achievement
Employee Benefits		$5,482.59			Benefits for staff providing targeted support for students
4301 Supplies		$5,294.14		$0.00	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
4304 Inservice supplies		$0.00		$855.00	Inservice supplies for parent involvement activities that promote strategies for student achievement

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

San Diego Unified SCHOOL DISTRICT

APPENDIX E

School Name: Barnard

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	$12,657.00
Enter Total Allocation: Resource 30106	$0.00
Sum or Resources 30100 & 30106	$12,657.00
10% allocation needed for PD	$1,265.70

Please check one: ☑ Watch List ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5 ☐ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106	2236	Provide Health and emotional support to student to increase attendance that will help promote student achievement	$6,689.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106		1	$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$6,689.00
		10 % allocation has been met	**YES**