THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT BARNARD ELEMENTARY SCHOOL

2020-21

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: Waller, Barbara
Contact Person: Waller, Barbara
Position:
Telephone Number: (858) 800-5700
Address: 2930 Barnard St, Barnard Elementary, San Diego, CA, 92110-5733,
E-mail Address: bwaller@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: 12/15/2020

San Diego Unified SCHOOL DISTRICT

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

Attachment 3 – R/A
Modification of SPSA 2020-21

2020-21 School Plan for Student Achievement
Recommendations and Assurances

School Name:

Site Contact Person:

DUE: October 5, 2020

Phone: **Fax:** **E-mail Address:**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☐ **Title 1 Schoolwide Programs (SWP)** ☐ **CSI School**

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: 9/30/2020
- ☐ Community Advisory Committee for Special Education Programs (CAC) — Date of presentation: _____
- ☒ Gifted and Talented Education Program Advisory Committee (GATE) — Date of presentation: 9/30/2020
- ☒ Site Governance Team (SGT) — Date of presentation: 9/30/2020
- ☐ 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: 10/2/2020

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.

Barbara Waller Type/Print Name of School Principal	Barbara Waller Signature of School Principal / Date
Lawrence Reyes Type/Print Name of SSC Chairperson	Lawrence Reyes Signature of SSC Chairperson / Date
Vacant Type/Print Name of ELAC Chairperson	in progress Signature of ELAC Chairperson / Date
Christina Casillas Type/Print Name of Area Superintendent	Christina Casillas 11/23/20 Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of Schoolwide Program School. The staff at Barnard Mandarin Magnet Elementary School (Barnard) strives for excellence and equity in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a rigorous academic Mandarin Immersion program, the staff at Barnard work collaboratively in PLC is to provide opportunities for students to grow and develop appropriate social/emotional, critical thinking, and problem-solving skills to promote life-long learning; and to ensure all students have access to a high-quality Mandarin Immersion program, blended with a rigorous English program that is standards-based.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement and attendance. The primary goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Jan. 30, 2020 - SSC, ELAC, and SGT met to discuss evaluation and assessment surveys.
Feb. 11, 2020 - SSC, ELAC, and SGT met, reviewed, and approved the 19 -20 budget.
Sep. 30, 2020 - SSC and ELAC met to review and revise SPSA for 2020-21
Oct. 1, 2020 - Staff Meeting for SPSA input and collaboration
Oct. 2, 2020 - SSC and ELAC met to approve SPSA for 2020-21

RESOURCE INEQUITIES

Barnard's largest site funded investments in student achievement continues to be our ELA resource teacher and professional development. We have seen gains in ELA and Math since 2016-17. The 2019-20 school year was unique, and one of our challenges is that we are unable to measure student growth in the manner we have in past years, using CAASPP. We are continuing to support student needs through these two primary investments. Historically, Barnard's root cause analysis has involved examining the data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the previous year's SPSA.

An analysis of the student groups (3rd-5th) CAASPP results indicate an overall growth in the areas of ELA and Math. Barnard has seen an overall gain in ELA of 16.4% since 2015-16 according to CAASPP results. However, since 2017-18, ELA scores have remained flat, at 77%. Barnard has seen an overall gain in Math of 21.0% since 2015-16 according to CAASPP results. Since 2017-18, Math scores have remained virtually flat, with 1.0% growth from 75% to 76%. Based on the data, we need to continue to focus on improving student achievement and closing the achievement gap specifically with our English Learners, Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities.

9.4% percent of Barnard students in TK-5th grade are chronically absent; with five subgroups surpassing the overall school Chronic Absenteeism Rate. Barnard has seen an overall decrease in chronic absenteeism since 2017-18 according to the 2018-19 Dashboard report.

To support student progress in both ELA and Math:

- Monthly professional development will focus on studying and gaining an in-depth understanding of Common Core standards, curriculum and assessment alignment, and best practices
- Collaboration will occur during regular PLCs
- Tier One instruction will be strengthened by utilizing Benchmark Advance curriculum
- Common formative and summative assessments will be administered throughout the year

To support chronic absenteeism:

- There will be consistent communication with families, to ensure that students are attending school regularly
- Barnard's certificated staff will work collaboratively and closely with the principal, school counselor, office staff, Special Education teachers, and health tech to monitor attendance and social-emotional needs.
- In addition, there will be goals put in place to increase parent engagement and strengthen the home-school relationships with families.

The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will begin to implement Restorative Practices school-wide to cultivate a positive school culture for all stakeholders. Barnard students will also benefit from the Ally Action (anti-bullying) program, which will be launched in conjunction with SDUSD Youth Advocacy, and our .3 counselor.

In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be a school physiologist, school counselor, and school nurse on-site once a week to support students with social-emotional needs. In addition, our Special Education Resource teacher, SLP teacher, and school counselor will support students by conducting weekly executive functioning and coping skills lessons for students with this need.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lawrence Reyes	Teacher
Jessica Chang	Teacher
Carmencita Ancora	Teacher
David Vaughan	Parent
Tomira Baca Craig	Parent
Lisa Diggs	Parent
Melissa Doyle	Parent
Greg Augustyn	Parent
Barb Waller	Principal
Bonita Sobieck	Other

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

The overall rate of chronic absenteeism at Barnard declined by 1.9%, from 11.3% to 9.4%
The rate of chronic absenteeism for students with disabilities declined by 16.5%, from 22% to 5.4%
The rate of chronic absenteeism for students learning English declined by 2.6%, from 15.6% to 13%
The rate of chronic absenteeism for Hispanic students declined by 2.5%, from 16.2% to 13.7%
The rate of chronic absenteeism for Socioeconomically Disadvantaged students declined by .5%, from 15.9% to 15.4%
The rate of chronic absenteeism for White students declined by 2.3%, from 13.3% to 10.9%
Unfortunately, the rate of chronic absenteeism for Black students increased by 10.8%, from 5.9% to 16.7%

To encourage attendance, Barnard has implemented a morning Walk/Jog program in which students walk the perimeter of the blacktop and earn small "tennis shoe" charms that they can put on a necklace or backpack chain. A charm is earned for every 20 laps completed. Students love collecting these charms, and as a result, do not want to miss the opportunity for earning them. As noted above, our schoolwide data from the 2019 California Dashboard shows that our Chronic Absenteeism dropped from 11.3% to 9.4%, however, we need to ensure that ALL subgroups are attending school regularly. Barnard will establish a Site Attendance Committee, consisting of at least three staff members. This committee will review data and develop communication strategies for students, staff, and families. Research about the importance of, as well as strategies to support regular attendance will be presented to students during our All-School Monthly Monday Morning Spirit Rallies. In addition presented to staff during professional learning opportunities and shared with families during Principal Chats. Additionally, email and the school marquee will be used to promote the importance of regular attendance.

The rate of suspension overall at Barnard is 0% and is consistent in all subgroups. Our goal is to maintain the 0% suspension rate for the 2020-21 school year (and beyond). Barnard staff and students will be trained in Restorative Justice Practices, and in conjunction with the Youth Advocacy Department and our counselor, will establish the Ally Action student leader training. These two strategies/activities will promote positive culture and climate at Barnard, and ultimately will lead to fewer suspensions.

***Major Differences**

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

COVID-19 halted our attendance and suspension data collection when the school closed on March 13th, 2020. Any further data collection was based on a change of criteria deeming a student to be absent, or suspended, potentially affecting the final data.

***Changes**

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

While the overall rate of chronic absences at Barnard has declined by 1.9% (11.3% to 9.4%), the rate of chronic absences for our black students has increased by 10.8% (5.9% to 16.7%). Our Attendance Committee, in partnership with our School Counselor, will begin, then continue to, analyze data to identify appropriate prevention and intervention strategies to support the regular attendance of our black students and families.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th	Decrease	9.4%	7%	Chronic Absenteeism	monthly
June 2021	TK- 5th	Maintain	0%	0%	Suspension	monthly

***Identified Need**

Data from 2019 California Dashboard Chronic Absenteeism
While the overall rate of chronic absences at Barnard has declined by 1.9% (11.3% to 9.4%), the rate of chronic absences for our black students has increased by 10.8% (5.9% to 16.7%). Our newly formed Attendance Committee, in partnership with our School Counselor, will begin, then continue to, analyze data to identify appropriate prevention and intervention strategies to support the regular attendance of our black students and families.
Students with Disabilities subgroup decreased their rate of Chronic Absenteeism by 16.5%, is now at 5%, and we want to maintain that number in the current school year.
In addition, it will be our goal to have all students engage in the Walk/Run Club, and staff will encourage students/families to participate on a regular basis, as well as office staff looking at transportation schedules, to ensure that students who utilize district transportation have equitable opportunities.
The rate of suspension overall at Barnard is 0% and is consistent in all subgroups. Our goal is to maintain the 0% suspension rate for the 2020-21 school year (and beyond).

***Online Learning Implications**

Barnard has systems in place to monitor and evaluate supports for students in the areas of mental health and social-emotional well-being. These systems

include, but are not limited to, Social-Emotional Learning, Restorative Justice Practices, Ally Action Student Leadership, Culturally Responsive Practices, and Anti-Racism programming. The aforementioned will benefit both Chronic Attendance and Suspension rates at Barnard.
*Social-Emotional Learning (SEL) - Supporting the physical and mental well-being of our students by including social-emotional learning into daily lessons and units of instruction.
*Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

-SEL will be embedded in the instructional core during online and onsite learning.
-San Diego Unified School District will continue to provide Trauma-Informed Care and Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wrap-a-round model of student services through building a strong, healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those students who fall into the high-risk category.

Attendance/Chronic Absenteeism Strategies:
-Tier 1 - Classroom teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) was absent from the day's learning. Teachers will adjust (within 5 calendar days) daily participation and attendance records when students submit completed assessments and/or assignments.
-Tier 2 - School/district staff and counselor will monitor attendance and participation on a weekly basis and contact the families of students who have multiple days of absences. Additional measures will be taken, and resources offered, to support families of students who are chronically absent.
-Tier 3 - San Diego Unified's Family and Community Engagement team will follow-up with any family that cannot be reached by school site staff. This team will also conduct Home Visits, and wellness checks to connect with students who are not engaging in online learning.
-Classified clerical/noon duty staff adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th	Socioeconomically Disadvantaged	Decrease Chronic Abs.	15.4%	10%	Chronic Absenteeism	monthly
June 2021	TK - 5th	English Learner	Decrease Chronic Abs.	13%	10%	Chronic Absenteeism	monthly
June 2021	TK - 5th	Hispanic or Latino	Decrease Chronic Abs.	13.7%	10%	Chronic Absenteeism	monthly
June 2021	TK - 5th	Black or African American	Decrease Chronic Abs.	16.7%	10%	Chronic Absenteeism	monthly
June 2021	TK - 5th	Students with	Maintain Chronic	5%	5%	Chronic	monthly

		Disabilities	Abs.			Absenteeism	
June 2021	TK - 5th	Socioeconomically Disadvantaged	Maintain Suspension Rate	0%	0%	Suspension	monthly
June 2021	TK - 5th	English Learner	Maintain Suspension Rate	0%	0%	Suspension	monthly
June 2021	TK - 5th	Hispanic or Latino	Maintain Suspension Rate	0%	0%	Suspension	monthly
June 2021	TK - 5th	Black or African American	Maintain Suspension Rate	0%	0%	Suspension	monthly
June 2021	TK - 5th	Students with Disabilities	Maintain Suspension Rate	0%	0%	Suspension	monthly

Chronic Absenteeism

***Students to be served by this Strategy/Activity**

All students in TK - 5th will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: English Learners, Socioeconomically Disadvantaged, Hispanic, and Black students. Students with Disabilities subgroup decreased their rate of Chronic Absenteeism by 16.5% and is now at 5%, and we want to maintain that number in the current school year.
All students in TK - 5th will benefit from this strategy/activity in the area of Suspensions, but specifically the following subgroups: English Learners, Socioeconomically Disadvantaged, Hispanic, Black, and students with disabilities.

***Strategy/Activity - Description**

In order to encourage student attendance, Barnard has implemented a morning walk/jog program in which students walk the perimeter of the blacktop and earn small "tennis shoe" charms that they put on a necklace or backpack chain. These charms are earned for every 20 laps completed. Students love collecting these charms and as a result, do not want to miss the opportunity for earning them.
Barnard staff and students will be trained in Restorative Justice Practices, and in conjunction with the Youth Advocacy Department and our counselor, will establish the Ally Action student leader training. These two strategies/activities will promote positive culture and climate at Barnard, and ultimately will lead to fewer suspensions.

Attendance Committee

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

Barnard will establish an Attendance Committee, consisting of at least three staff members. This committee will review data and develop communication strategies for students, staff, and families. Research about the importance of, as well as strategies to support regular attendance, will be presented to students during our All-School Monthly Morning Spirit Rallies, presented to staff during professional learning opportunities, and shared with families during Principal Chats. Additionally, School Messenger and the school marquee will be used to promote the importance of regular attendance.

Barnard staff and students will be trained in Restorative Justice Practices, and in conjunction with the Youth Advocacy Department and our counselor, will establish the Ally Action student leader training. These two strategies/activities will promote positive culture and climate at Barnard, and ultimately will lead to fewer suspensions.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

NOTE* Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.
Resources were allocated to fund the following:
In-school resource teacher to support struggling students with Tier Two interventions; provide support to English Learners in acquiring English and accessing grade-level content; Collaborate with teachers to affect the effectiveness of the teacher in providing more individualized instruction and supports for students in core content areas. Additionally, the Professional Learning Community (PLC) teams will meet regularly, focusing on student performance targets in core content, and design intervention strategies and supports.

***Major Differences**

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

No differences.

***Changes**

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

Professional Development for staff will focus on identifying "learning targets" for each concept across all content areas, along with "success criteria" for students. This will ensure a clear understanding of the learning expectation/outcome for each lesson, with the goal of enabling students to self-advocate for their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Student Support Team (RSP, SLP, School Counselor, School Psychologist, In-school Resource Teacher, principal, health tech) established to provide in-class academic and socio-emotional support during content area instruction in class.

Visiting teachers will release classroom teachers for regular PLCs, providing teachers' time to collaborate, align, and analyze student work for uniform learning targets and success, criteria will be developed.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Meet or exceed standards	78%	86%	CAASPP ELA	yearly

***Identified Need**

The school's overall data for the 2019 school year indicates 78% of 3rd - 5th-grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 78% of 3rd - 5th-grade students met or exceeded standards in ELA. There was no gain or loss in ELA for the 2019 school year. Based on the sub-group data we need to continue to focus on improving student achievement and closing the achievement gap specifically with our English Learners, Black Students, and Students With Disabilities. The data also indicates there is an achievement gap with students who are Hispanic.

***Online Learning Implications**

- Daily assessment strategies may include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments may include assessing student writing or student-developed presentations or videos. Monthly or unit assessments may include performance tasks, real-world projects, the development of web pages, and other similar presentations.
- It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide whole group, small group, and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Hispanic or Latino	meet or exceed standards	58%	68%	CAASPP ELA	yearly
June 2021	3rd - 5th	English Learner	meet or exceed standards -non-RFEP ELs	13%	23%	CAASPP ELA	yearly
June 2021	3rd - 5th	Students with Disabilities	meet or exceed standards	44%	54%	CAASPP ELA	yearly
June 2021	3rd - 5th	Black or African American	meet or exceed standards	Baseline	10% above baseline	CAASPP ELA	yearly

Support for Struggling Students

***Students to be served by this Strategy/Activity**

All students, with an emphasis on the needs of students with disabilities, Black students, Hispanic students, English Learners, and foster youth.

***Strategy/Activity - Description**

Resources were allocated to fund the following:
In-school resource teacher will continue to support struggling learner groups (Hispanic, SWD, Black, ELs) with Tier Two interventions; provide support to ELs in acquiring English and accessing grade-level content; collaborate with teachers to impact the effectiveness in providing more individualized instruction and supports for students in Designated ELD, ELA and Math for target sub-groups, including Hispanic, Black, ELs, and SWD.
In-school resource teachers will continue services for students who were not meeting grade-level reading expectations at the end of the 2019-2020 school year and will collaborate with classroom teachers to identify additional students in need of Tier 2 supports.
In partnership with the principal and classroom teachers, the In-school resource teacher will analyze DRA data for students who are not meeting grade-level standards and will reconfigure groups and strategies as needed. Principal and In-school resource teacher will meet at the end of every grading period, to look at student growth, trends, and where targeted interventions are still needed.
Additionally, PLC teams to meet regularly, focusing on student performance targets in Math and ELA, to develop and implement intervention strategies and supports for all struggling learners, and students performing below grade level.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00171M	Inschool Resource Tchr -	0.17500	$16,640.23	$25,258.14	0017-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		The resource teacher provides support to students in need additional support in ELA.

PLCs

***Students to be served by this Strategy/Activity**

All students with an emphasis on the needs of students with disabilities, Hispanic students, Black students, English Learners, and foster youth.

***Strategy/Activity - Description**

Professional Development for staff will focus on identifying "learning targets" for each concept across all content areas, along with "success criteria" for students. To ensure a clear understanding of the learning expectation/outcome for each lesson, with the goal of enabling students to self-advocate for their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Visiting teachers will release classroom teachers for regular PLCs, providing teachers' time to collaborate, align, and analyze student work, for uniform learning targets and success to become established.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0017V	Prof&Curriclm Dev Vist Tchr		$2,019.00	$2,469.04	0017-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers provide release time for PLCS in order to provide responsive instruction.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

NOTE* Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.
Resources were allocated to fund the following:
In-school Resource Teacher to support struggling students with Tier Two interventions; provide support to English Learners in acquiring English and accessing grade-level content; collaborate with teachers to impact the effectiveness in providing more individualized instruction and supports for students in Math and other content areas. Additionally, PLC teams meet regularly, focusing on student performance targets in Math, and designing intervention strategies and supports.

***Major Differences**

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

No major differences.

***Changes**

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

Professional Development for staff will focus on identifying "learning targets" for each concept across all content areas, along with "success criteria" for students. To ensure a clear understanding of the learning expectation/outcome for each lesson, with the goal of enabling students to self-advocate

for their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Student Support Team (RSP, SLP, School Counselor, School Psychologist, In-school Resource Teacher, principal, health tech) established to provide in-class academic and socio-emotional support during content area instruction in class.
Visiting teachers will release classroom teachers for regular PLCs, providing teachers' time to collaborate, align, and analyze student work, for uniform learning targets and success criteria to be established.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	meet or exceed standard	76%	84%	CAASPP Math	yearly

***Identified Need**

The school's overall data for the 2019 school year indicate 76% of 3rd - 5th-grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 75% of 3rd - 5th-grade students met or exceeded standards in ELA. There was a very slight gain in Math for the 2019 school year. Based on the sub-group data we need to continue to focus on improving student achievement and closing the achievement gap specifically with our English Learners, Black students, and students with disabilities. The data also indicates there is an achievement gap with students who are Hispanic.

***Online Learning Implications**

-Daily assessment strategies may include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments may include assessing student writing or student-developed presentation or videos. Monthly or unit assessments may include performance tasks, real-world projects, the development of web pages, and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide whole group, small group, and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Hispanic or Latino	meet or exceed standard	59%	69%	CAASPP Math	yearly
June 2021	3rd - 5th	English Learner	meet or exceed standards non-RFEP ELs	24%	34%	CAASPP Math	yearly
June 2021	3rd - 5th	Students with Disabilities	meet or exceed standard	31%	41%	CAASPP Math	yearly

June 2021	3rd - 5th	Black or African American	meet or exceed standard	Baseline Data	+ 10%	CAASPP Math	yearly

Supporting Struggling Learners

***Students to be served by this Strategy/Activity**

All students with an emphasis on the needs of students with disabilities, Hispanic students, Black students, English Learners, and foster youth.

***Strategy/Activity - Description**

Professional Development for staff will focus on identifying "learning targets" for each concept across all content areas, along with "success criteria" for students. To ensure a clear understanding of the learning expectation/outcome for each lesson, with the goal of enabling students to self-advocate for their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Visiting teachers will release classroom teachers for regular PLCs, providing teachers' time to collaborate, align, and analyze student work, for uniform learning targets and success criteria to be established.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0017-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N0017V	Visiting teachers provide release time for PLCS in order to provide responsive instruction.

In-School Resource Teacher

***Students to be served by this Strategy/Activity**

All students with an emphasis on the needs of students with disabilities, Hispanic students, Black students, English Learners, and foster youth.

***Strategy/Activity - Description**

Resources were allocated to fund the following:
In-school resource teacher will continue to support struggling learner groups (Black, Hispanic, SWD, ELs) with Tier Two interventions. The in-school resource teacher will also provide support to English Learners in acquiring English and accessing grade-level content. Additionally, collaborate with teachers to impact the effectiveness in providing more individualized instruction and supports for students in Designated ELD, ELA and Math for target sub-groups, including Black, Hispanic, ELs and SWD.
In-school resource teachers will continue services for students who were not meeting grade-level reading expectations at the end of the 2019-2020 school year and will collaborate with classroom teachers to identify additional students in need of Tier 2 supports.
In partnership with the principal and classroom teachers, the In-school resource teacher will analyze DRA data for students who are not meeting grade-level standards and will reconfigure groups and strategies as needed. Principal and In-school resource teacher will meet at the end of every grading period, to look at student growth, trends, and where targeted interventions are still needed.
Additionally, PLC teams to meet regularly focusing on student performance targets in Math and ELA to develop and implement intervention strategies and supports for all struggling learners and students performing below grade level.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr -				0017-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : F00171M	The resource teacher provides additional supports for students.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

NOTE* Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.
Resources were allocated to fund the following:
Barnard's English Learner population makes up 24% of our enrollment in grades TK-5 (86 students identified as English Learners and 49 students reclassified). In-school resource teacher to support English Learners with Tier Two interventions; provide support to English Learners in acquiring English and accessing grade-level content; collaborate with teachers to impact the effectiveness in providing more individualized instruction and supports for students in Designated ELD and other content areas. Additionally, PLC teams will meet regularly, focusing on student performance targets in Math and ELA and designing intervention strategies and supports.

***Major Differences**

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

No differences.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

Identify where those changes can be found in the SPSA.

Professional Development for staff will focus on ELA, Math, and ELD with an in-depth analysis of the Critical Concepts and "learning targets" for each concept, along with "success criteria" so that English Learner students have a clear understanding of the learning expectation/outcome for each lesson. To ensure students self-access their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Student Support Team (RSP, SLP, school counselor, school psychologist, principal, and nurse) established to provide in-class academic and socio-emotional support during content area instruction in class for English Learners and other student subgroups.
Visiting teachers will release classroom teachers for regular PLCs providing teachers time to collaborate and analyze Critical Concepts for ELA, Math, and ELD for uniform learning targets and success criteria to be established.

***Integrated English Language Development**

Professional Development for staff will focus on ELD with an in-depth analysis of the "learning targets" for each concept, along with "success criteria" so that students have a clear understanding of the learning expectation/outcome for each language lesson. This is to ensure students self-access their language learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
District training has been provided to educators in the areas of English Language Development (ELD).
Visiting teachers will release classroom teachers for regular PLCs providing teachers time to collaborate and analyze ELD standards so that uniform learning targets and success criteria can be established, and quality ELD lessons developed.

***Designated English Language Development**

Designated and Integrated ELD woven into the English classroom 50/50 schedule.
Professional Development for staff will focus on ELD with an in-depth analysis of the "learning targets" for each concept, along with "success criteria" so that students have a clear understanding of the learning expectation/outcome for each language lesson. This is to ensure students self-access their language learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Visiting teachers will release classroom teachers for regular PLCs providing teachers time to collaborate and analyze ELD standards so that uniform learning targets and success criteria can be established, and quality ELD lessons developed.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	English Learner	meet or exceed standard-non-RFEP ELs	13%	23%	CAASPP ELA	annually
June 2021	3rd - 5th	English Learner	meet or exceed standard-non-RFEP ELs	24%	34%	CAASPP Math	Annually

***Identified Need**

2019 Smarter Balanced/CAASPP results.

***Online Learning Implications**

-The Integrated Model approach will build the educator's capacity for effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
-Job embedded coaching will support classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
-District provided online professional development modules with iELD (integrated English Language)
-Formative assessment data will be collected/analyzed, and feedback given to students.
-The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th	English Learner	Increase one performance level	n/a	100%	Summative ELPAC	annually
June 2021	TK - 5th	English Learner	Potential RFEPs reclassification	83%	95%	Other (Describe in Objective)	annually

Supporting English Learners

***Students to be served by this Strategy/Activity**

All English Learners.

***Strategy/Activity - Description**

Professional Development for staff will focus on identifying "learning targets" for each concept across all content areas, along with "success criteria" for students to have a clear understanding of the learning expectation/outcome for each lesson, to enable students to self-advocate for their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Visiting teachers will release classroom teachers for regular PLCs, providing teachers time to collaborate, align, and analyze student work, for uniform learning targets and success criteria to be established.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0017-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N0017V	Visiting teachers provide release time for PLCS in order to provide responsive instruction.

In-School Resource Teacher

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

Resources were allocated to fund the following:
In-school resource teacher will continue to support struggling learner groups (Latino/Hispanic, SWD, ELs) with Tier Two interventions; provide support to English Learners in acquiring English and accessing grade-level content; Collaborate with teachers to impact the effectiveness in providing more individualized instruction and supports for students in Designated ELD, ELA and Math for target sub-groups, including Hispanic, ELs, and SWD. Additionally, PLC teams will meet regularly focusing on student performance targets in Math and ELA to develop and implement intervention strategies and supports for all struggling learners and students performing below grade level.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr -				0017-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : F00171M	The resource teacher provides additional supports to students.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

NOTE* Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.
43.8% of students with disabilities met/exceeded the standard on the 2019 CAASPP ELA assessment, resulting in an increase of 2.6% since the 2018 CAASPP.
31.3% of students with disabilities met/exceeded the standard on the 2019 CAASPP Math assessment, resulting in a decrease of 4.0% since the 2018 CAASPP.
*During the 2019-20 school year, Barnard was in the process of establishing a baseline for % of students with disabilities who met their IEP goals and will continue to track this data for the 2020-21 school year.
The current models for students with disabilities include, but is not limited to, the following:
- Co-teaching by the Education Specialist in the general education classroom for all students receiving push-in services
- Education Specialist works with all grade levels to coordinate student services, for maximum effectiveness in core subjects, and to support inclusive practices
- Classrooms with more than 2 SPED identified students in the room, ideally will also receive support from a paraeducator, depending on staffing
- Para-educators received district training on providing supports using various strategies, targeting best practices for each students' goals
Teachers work in grade-level PLC's to analyze student data and written work, to uncover areas of instructional gaps in learning in the core content areas in both languages.

***Major Differences**

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

Due to not being able to take the CAASPP because of COVID19 in the 2019-2020 school year, we are continuing the same goals and target growth areas into the 2020-2021 school year.

***Changes**

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

The current models for students with disabilities include, but is not limited to, the following:
- Co-teaching by the Education Specialist in the general education classroom for all students receiving push-in services
- Education Specialist works with all grade levels to coordinate student services, for maximum effectiveness in core subjects, and support inclusive practices
- Classrooms with more than 2 SPED identified students in the room, ideally will also receive support from a paraeducator, depending on staffing
- Para-educators received district training on providing supports using various strategies, targeting best practices for each students' goals

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th	Meet or exceed IEP goals	Establishing baseline	90%	Progress Reports on IEP Goals	every 12 weeks

***Identified Need**

- According to the 2019 California Dashboard, students with disabilities are performing below standards in ELA and Math in higher percentages than students without disabilities.
- Staff will meet with the case manager to establish a baseline and track students with disabilities' progress towards meeting IEP goals.

***Online Learning Implications**

- Implementation of IEP Services in Online Learning Setting
- Educators have received district professional learning on how to implement IEP services online, as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes.
- SDUSD provided district training for the new PowerSchool online platform. Educators can now access all IEPs and information online, in addition to having the ability to enter student data directly into the IEP online platform.
- The integrated team will consist of general education teachers, educational specialists, related services providers, and para-educators.
- All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th	Students with Disabilities	meet or exceed IEP goals	establishing baseline	90%	Progress Reports on IEP Goals	every 12 weeks

Co-Teaching Model

***Students to be served by this Strategy/Activity**

Students with disabilities.

***Strategy/Activity - Description**

Professional Development for staff will focus on ELD, ELA, and Math with an in-depth analysis of the Critical Concepts and "learning targets" for each concept, along with "success criteria" so that all students, including students with disabilities, have a clear understanding of the learning expectation/outcome for each lesson. This is to enable students to self-access their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.

Student Support Team (RSP, SLP, school counselor, school psychologist, In-school Resource Teacher, principal, nurse) designed to provide in-class academic and socio-emotional support during content area instruction in class for students with disabilities and struggling students as well.

Visiting teachers will release classroom teachers for regular PLCs providing teachers time to collaborate and analyze Critical Concepts for ELA, Math, and ELD standards so that uniform learning targets and success criteria can be established. PLC teams will analyze student data, focusing on students with disabilities to implement and design an intervention plan. In addition, teachers will engage in professional learning specifically targeted at providing high-quality learning opportunities for students with disabilities.

Schoolwide Professional Learning will include:

- developing a sense of belonging and purpose through schoolwide events and experiences across grade levels
- inclusive teaching practices for engagement, access, and opportunity
- co-teaching best practices
- formative assessment strategies for providing students with multiple ways to show what they know and can do in relation to the standards

In addition to schoolwide professional learning, Special Education team members are engaged in the following professional learning this year:

- team data collection inquiry - researching best practices, developing templates, reviewing student work/data/anecdotes, reflecting on the process to determine common practices that will be consistent across our campus
- continued focus on developing standards-based goals
- student-centered classroom visits to notice and name students strengths, areas for growth, student progress, what's working, and possible supports

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Black students	Improve academic success as measured by grades	Baseline	+10%	Grades	Annually

***Goal 6 Supporting Black Youth - Additional Goals**

✓ 1. Beginning in the Fall of 2020, Barnard site selection/hiring panel will complete anti-bias training before conducting any interviews.
✓ 2. In the 2020-21 school year, Barnard will develop and implement a site-specific system for tracking classroom referrals.
✓ 3. Barnard will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
✓ 4. Barnard will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
✓ 5. In the 2020-21 school year, Barnard will develop and implement a site-specific system for tracking school police detainments.
✓ 6. The staff diversity goal at Barnard is to maintain or increase the percentage of diverse educators from the current year to the following year.

***Identified Need**

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

districts to measure pupil achievement.

At Barnard, we understand the importance of supporting Black students. In looking at the data that has been collected previously, we are facing some challenges in determining how to best identify and track the educational supports and progress of this student group. We believe that there may be students who identify as being "Two or more races", or Black (not an option currently), instead of choosing the provided "African American" option. The "African American" population at Barnard is currently hovering at around 2%, which then means that student data for this sub-group is not reported on state-level assessments. We understand that at our site, Black students have additional needs that are not being met by the current systems in place, and we are working to establish new systems to better support Black youth and all students of color at Barnard.

***Online Learning Implications**

We will work with the SDUSD Youth Advocacy Department to provide resources and online training for all site staff around Culturally Responsive and Sustaining Practices. Additionally, we will offer a parent workshop to provide student support in the areas of learning, building trusting relationships, identifying trauma, and ensuring all student needs are met in the classroom.

Barnard Site Equity Team

***Students to be served by this Strategy/Activity**

Black youth and students of color will be the focus, but ALL students at Barnard will benefit from the Equity Team, and the strategies provided.

***Strategy/Activity - Description**

The Barnard Equity Team will work to establish a method of identifying Black youth at Barnard so that we can better track academic success; develop site resources, and a plan to support this group of students. The team will also determine ways to better involve families in this work at Barnard. They will use parents as resources to determine what needs to be put in place to ensure these students are successful during online learning and provide additional supports as needed. The Equity Team will share their findings with other site staff to develop a unified vision of supporting Black youth site-wide.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

In order for parents to be involved, parents often request events to be scheduled on weekends or evening times during the week.
Principal Chats/Coffee with the Principal, Coffee with the PTA, open attendance to SSC, ELAC, and SGT meetings were widely advertised in order to seek and gain more input from parents regarding school programs.

***Major Differences**

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

Events were held on weekends and later, however, families' attendance rates remained the same. A few parents who normally do not attend a school event were able to attend an event because of the changes.

***Changes**

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

- Our goal will be to communicate with 100% of our families in the 2020-21 school year regarding their students' academic and citizenship progress.
- Communication with Barnard families includes, but is not limited to, the following ways:
  - Progress and Report Cards
  - Letters/Emails home to families (including positive communication)
  - Parent/Teacher conferences
  - Share formative assessment results

- Phone calls home (including positive calls)

-Absent Students frequently have additional interventions that we will employ to keep them connected to school:

- PowerSchool auto message home
- Follow-up call by school clerk
- Referral to a school counselor or military counselor (if applicable)
- Teacher calls the family to check-in

- Families receive communication about school events in the following formats:

- through weekly Principal Update emails home to families via School Messenger
- social media updates from our PTO and Principal
- teacher letter/emails sent home

-The families of Barnard contribute in the following ways: - PTA - School Site Council - Site Governance Team - Yearbook - DAC - GATE DAC - English Learner Advisory Committee - Monthly Principal Meetings - Parent Surveys/Input Meetings

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions	72%	90%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	School keeps me well-informed about school activities	93%	100%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Letting you know how your child is doing in school between report cards	83%	90%	CAL - SCHLS (CSPS)

***Identified Need**

2018-19 CSPS.

***Online Learning Implications**

- A District Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all
- All Students will receive a district-issued device to ensure access to the curriculum while in an online learning format
- Internet connectivity is supported for any SDUSD family that does not have an internet connection to support online learning
- District is also supplying families with training on SEL, Wellness, Health and Safety
- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of

emotions, wellness practices, and health/safety recommendations
- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups
- For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process. This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs
- Training for parents/other caregivers information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC for parents to consult, provide feedback or advise
- Reduction in on-campus volunteering due to restrictions of volunteers being allowed on campus
- Annual traditions of Back to School, Moon Festival, Chinese New Year, and parent conferences week may have to be relocated to an online format
- Evaluating new ways to maintain families' connectedness to the school - Virtual Pep Rallies - Virtual Spirit Week - Birthday Celebrations via Social Media - digital story time - conversation buddies

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Establishing site ELAC Committee, consisting of at least 5 members, with attendance of at least 51% of committee attending at least one meeting. Measure of success will be number of committee members and sign-in sheets at each meeting.	Baseline being established	51%	Other - Describe in Objective

Family engagement

***Families to be served by this Strategy/Activity**

All Barnard families, but specifically EL families.

***Strategy/Activity - Description**

Since Barnard is a 100% dedicated magnet school, most of our families live outside of our school boundary. To engage all families in the school, Barnard will incorporate various times and days for events so that families living further away from the school have an opportunity to attend Barnard school events, and/or classroom events. Some of the ideas that Barnard is trying this year, are to hold events on a Saturday so that families who cannot attend a weekday event can have an opportunity to attend a weekend event. Some of those events include, but are not limited to, Moon Festival, Barnard Dragon boat race, PB holiday parade, and our Chinese New Year fair.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Resources were allocated to fund the following:
In-school resource teacher-supported struggling students with Tier Two interventions; provided support to English Learners in acquiring English and accessing grade-level content; Collaborated with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA, Math, and other content areas. Additionally, PLC teams meet regularly focusing on student performance targets in ELA and Math to design intervention strategies and supports.

***Major Differences**

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

No major differences.

***Changes**

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

In-school resource teacher will assist classroom teachers in planning and implementing differentiated instruction and supports for struggling students and target sub-groups (ELs, SWD, Black, and Hispanic). The In-school resource teacher will also be a part of the Student Support Team to support student intervention and strategic planning development; including push-in support for our struggling students and sub-group students in need of additional

intervention and support.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd grade	Students will read at or above grade level	93%	98%	Grade 3 ELA Reading	quarterly
June 2021	5th grade	Students will read at or above grade level	75%	80%	Grade 5 ELA Reading	quarterly

***Identified Need**

DRA reading levels.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide-ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd grade	Hispanic or Latino	meet or exceed standard	52%	62%	CAASPP ELA	yearly
June 2021	5th grade	Hispanic or Latino	meet or exceed standard	53%	63%	CAASPP ELA	yearly
June 2021	3rd grade	Black or African American	meet or exceed standard	Baseline	+10%	CAASPP ELA	yearly
June 2021	5th grade	Black or African American	meet or exceed standard	Baseline	+10%	CAASPP ELA	yearly
June 2021	3rd grade	Students with Disabilities	meet or exceed standard	Baseline	+10%	CAASPP ELA	yearly
June 2021	5th grade	Students with Disabilities	meet or exceed standard	Baseline	+10%	CAASPP ELA	yearly
June 2021	3rd grade	English Learner	meet or exceed standard	Baseline	+10%	CAASPP ELA	yearly
June 2021	5th grade	English Learner	meet or exceed standard	Baseline	+10%	CAASPP ELA	Yearly

Closing the Equity Gap

***Students to be served by this Strategy/Activity**

All students, with an emphasis on the needs of students with disabilities, Hispanic students, Black students, English Learners and foster youth in 3rd and 5th grade.

***Strategy/Activity - Description**

Resources were allocated to fund the following:
In-school resource teacher will continue to support struggling learner groups (Black, Hispanic, SWD, ELs) with Tier Two interventions, as well as provide support to English Learners in acquiring English and accessing grade-level content. Additionally, collaborate with teachers to impact the effectiveness in providing more individualized instruction and supports for students in Designated ELD, ELA and Math for target sub-groups, including Hispanic, Black, ELs, and SWD. Additionally, PLC teams to meet regularly focusing on student performance targets in Math and ELA to develop and implement intervention strategies and supports for all struggling learners and students performing below grade level.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr -				0017-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : F00171M	The resource teacher provides support for student in ELA.

Professional Learning Communities

***Students to be served by this Strategy/Activity**

All students, with an emphasis on the needs of Hispanic students with disabilities, Black students, English Learners, and foster youth in 3rd and 5th grade.

***Strategy/Activity - Description**

Professional Development for staff will focus on identifying "learning targets" for each concept across all content areas, along with "success criteria" for students to have a clear understanding of the learning expectation/outcome for each lesson, to enable students to self-advocate for their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Visiting teachers will release classroom teachers for regular PLCs, providing teachers time to collaborate, align, and analyze student work, for uniform learning targets and success criteria to be established.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0017-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N0017V	Visiting teachers provide release time for PLCs and planning for responsive instruction.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The Next Generation Science Standards are integrated within the English and Mandarin components of Barnard's Mandarin Immersion program. Each day, Barnard students have the opportunity to explore, investigate, question, hypothesize, and apply their literacy and mathematical reasoning skills in Science in both languages through the district Science program, Mystery Science for elementary students program, and the San Diego Youth Science program for 3rd - 5th-grade students. Barnard students have the unique opportunity to develop these 21st-century skills in two languages, English and Mandarin. To build capacity in STEAM, Barnard 3rd - 5th-grade teachers co-teach alongside a local Marine biologist conducting lessons that include our local environment and ecosystems, and the problems each face in our community. Barnard students are problem-solving and developing solutions to real-world issues in our community.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Implementation of SPSA Goals and Priorities:

The site principal will monitor the implementation of priorities and strategies outlined in the SPSA. As indicated in the site plan, several of the focus areas have priorities and strategies that overlap, requiring the integration of resources to actualize precise implementation.

Strategic Plan Implementation:

The 2020-2021 strategic plan revolves around the three focal points of Teacher Clarity, Safe, Collaborative and Inclusive Culture, and Guaranteed and Viable Curriculum (GVC). When considering the San Diego Unified's Plan of Action for our students, and working with the Student Support Team, the three focal areas were constructed.

Evaluation: Teacher Clarity

As the instructional leader, I will create opportunities for self-reflection, analysis, and implementation of best practices. This will require that I coach closely, alongside the classroom teacher, and develop capacity builders within my school site. As we, (teachers and myself) learn together, the outcome is for better communication of learning targets and success criteria between the teacher and the learner.

This criterion includes, but is not limited to, the following:

- Soft Observational Data in ELA and Math: Learning intentions clear, and explicitly taught, success criteria clear, various types of feedback from the teacher.
- Hard Data-subgroups: Students With Disabilities (SWD), Black, Hispanic, and English Learners (EL) and closing the equity gap in SBAC (ELA & Math), DRA, FAST (Reading/Math), Raz-Kids, and Achieve 3000.
- Task alignment to Critical Concepts; expectations communicated by teachers, and understood by students.
- Metacognition-high occurrence of students being able to share overtly what they are learning, and how they strategically have learned it.
- High levels of students being able to communicate what, why, and how they know they have learned.
- Professional Development foci on Cultural Proficiency, Equity, Restorative Practices, Co-Teaching/Inclusion, Growth Mindset/Power of "Yet", “learning targets” and “success criteria” in ELA and Math throughout the year (D. Fisher; N. Frey; O. Amador model), with a specific emphasis on our sub-group students.

Evaluation of Safe, Collaborative School Culture:

As the instructional leader, I will create opportunities for self-reflection, analysis, and implementation of best practices. This will require that I coach

closely, alongside classroom teachers, and develop capacity builders within my school site. As we, (teachers and myself) learn together, the outcome is for better communication of learning targets and success criteria between the teacher and the learner in a safe, collaborative school environment.
- Ensure that subgroups are receiving the interventions and feedback they need.
- Coach teacher leaders how to model what it looks like to assist students in consistently actively processing their learning at higher levels, and with high expectations.
- Ensure consistent experiences of students communicating their learning and/or learning expectations with each other.
- Ensure consistent experiences of students creating viable arguments defending their learning with each other in a respectful manner.
- Encourage student-led discussions, with more "guide on the side", and less "sage on the stage" pedagogy.
- Raise subgroup data for SWD, Hispanic, Black, and EL student performance levels to close the equity gap.
- Professional Development foci on Cultural Proficiency, Equity, Restorative Practice, Co-Teaching/Inclusion, "learning targets" and "success criteria" in ELA and Math throughout the year (D. Fisher; N. Frey; O. Amador model), with a specific emphasis on our sub-group students.

Evaluation of GVC at Barnard:

As the instructional leader, I will create opportunities for self-reflection, analysis, and implementation of best practices. This will require that I coach closely, alongside classroom teachers and develop capacity builders within my school site. As we, (teachers and myself) learn together, the outcome is for better communication of learning targets and success criteria between the teacher and the learner.
- High-quality PLCs ensuring instruction in grade-level classrooms is student-centered, based on data, and with high expectations for all students.
- Instruction and rigor is set high, to meet the needs of our Hispanic, Black, EL students, and students with disabilities.
- We need to develop more teacher leaders and set up time/space for cross-teacher observations.
- Growth in teacher instruction & student performance to enhance Math language/Math literacy focus.
- When grade level PLCs meet, student data (reading levels, formative/summative assessments) will be reviewed and analyzed to allow data to drive instruction.
- Task alignment to expectations of Critical Concepts
- In our data-driven culture, we will strengthen Tier One instruction and Tier Two supports for ALL students and in PLC meetings, teachers will analyze student supports needed.
- PD foci on Cultural Proficiency, Equity, Restorative Practice, Co-Teaching/Inclusion, Growth Mindset/Power of "Yet", "learning targets" and "success criteria" in ELA and Math throughout the year (D. Fisher; N. Frey; O. Amador model).

Online Learning Implications and Actions:

- At Barnard we have an attendance outreach team that consists of the school principal, clerk, counselor, ESA, health tech, and district team developed for reaching out. In addition to our first line of outreach: our amazing teachers. In collaboration, all of the above-outlined staff are working together to ensure that all of our students are actively engaged in learning this year.
- Staff attended a series of professional development learning opportunities during the first week of school to learn about student engagement and the carrying factors that they experience.
- Also, our professional learning has been utilizing the text, "Distance Learning Playbook" to drive our professional learning this year. The book includes strategies for engaging all students, ways in which to adjust learning to meet all students' needs online, and strategies for building positive classroom

culture and system of support.
- In August and September 2020, the Barnard teacher team engaged in a Book Club, created to discuss the "Distance Learning Playbook", and share ideas and pedagogical strategies around best practices for online teaching and learning.
- We are also working closely with the Youth Advocacy Department to implement Restorative Practice, Ally Action, Culturally Proficient, and Equity programs.
- The ability to ensure equitable access and opportunities for all students is our staff-wide goal. Beyond the professional learning and training that our staff has attended, we continue to set weekly and monthly monitoring benchmarks around what we are doing. We are ensuring this work by keeping this topic at the forefront of everything that we are doing this year in the service of our students. In addition, during grade-level PLC meeting time, we are reviewing students who are at risk and utilizing our team approach to determine what resources are needed.
- Parent access is an important component of our program. We use weekly School Messenger, school supply distributions, updates on the school website, principal updates, social media, PTA social media and weekly newsletters, school marquee, personal phone calls, parent meetings, monthly principal chats, and more, to stay in communication with families. When applicable we are having our materials translated for access for all families.
- For me as the leader, one of the biggest actions that I am going to take, is staying present and connected to the teachers, students, staff, and families. Now more than ever, all of the stakeholders involved need to know that I am present and available to lead, support, communicate, and provide a stable base. I must provide strong leadership that is focused on the goals that we have highlighted throughout the SPSA.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Barnard Elementary	**09800 LCFF Intervention Support**	Inschool Resource Tchr	**1109**	Pull/Out Push In	0.1750	$ 16,640.23
		Inschool Resource Tchr	**3000**			$ 8,617.91
			1192	Prof&Curriclm Dev Vist Tchr		$ 2,019.00
			3000			$ 450.04
	09800 LCFF Intervention Support Total				**0.1750**	**$ 27,727.18**
Grand Total					**0.1750**	**$ 27,727.18**

Barnard Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0.00
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 27,727.18

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$0.00
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $0.00

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

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$27,727.18
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 27,727.18

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $27,727.18

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

Barnard Mandarin Magnet Elementary School
PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

Barnard Mandarin Magnet Elementary School (Barnard) has developed a written parent and family engagement policy with input from parents. The Barnard Site Council (SSC) committee, comprised of teachers, school staff members, and parents, developed the parent involvement policy. This policy has been distributed to all parents and guardians through the SchoolMessenger system.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

SSC (School Site Council) meets to review and develop programs to support implementation of parent policies.

During annual Back to School Nights, Principal Updates, Social Media, PTA Meetings, and Principal Chats during the first month of school, parents are informed on ways parents can participate in their child's education and be involved at Barnard.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

At Barnard, we are committed to providing a flexible number of meetings to engage parents in order to increase student achievement. We have a variety of opportunities for parents to become involved in the education of our students. We also have several committees to encourage involvement such as SSC, SGT, ELAC and the Barnard Parent Teacher Association (PTA).

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

At Barnard, we have monthly meetings scheduled for parents to be involved with committees such as the SSC, SGT, ELAC and PTA. Topics during the meetings include (but are not limited to):

- Discussing student assessment data and student progress
- Evaluating instructional programs
- Reviewing Single Plan for Student Achievement
- Improving communication between school and home
- Understanding the school site and district budgets
- Evaluating the effectiveness of the school's parent involvement policy to increase parent involvement

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

- Barnard School Website and Barnard PTA Website
- SchoolMessenger System
- All-School Monthly Morning Meetings
- Mission Bay Cluster Meetings
- Parent Tours (when safe to do so based on Federal, State, County, and District guidelines)
- Back to School Night and Open House
- Social Media (Facebook and Instagram)

The school provides parents 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. How does the school provide the information?

- SSC, SGT, ELAC, PTA
- Back to School Nights
- Parent/Teacher Conferences
- Parent Tours (when safe to do so based on Federal, State, County, and District guidelines)
- Report Cards (3 times per year)

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Parent/Teacher Conferences
- Student Study Team Meetings
- 504 Meetings
- Individualized Educational Plan Meetings
- SSC/SGT
- ELAC

The school engages parents in meaningful interactions with the school. The Compact 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 parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- 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; reports on student progress; access to staff; opportunities to observe classroom activities.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Back to School Nights
- Parent/Teacher Conferences
- SchoolMessenger System
- School Website
- Parent Workshops

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- We encourage staff members to build positive relationships with parents in order to best support our students.
- We encourage parent volunteers (when safe to do so based on Federal, State, County, and District guidelines)
- Staff members and parents communicate via e-mail, video conferencing, phone and in-person conferences (when safe to do so based on Federal, State, County, and District guidelines)
- Review of District Vision 2020 and Parent Involvement Standards

The school coordinates and integrates 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.

- New Student Orientation Meetings
- Schoolwide Programs for Parent Involvement: Writer's Night, Moon Festival, Chinese New Year
- Parent Tours (when safe according to federal/state/county/district guidelines)
- Parent Workshops

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

Methods:

- PTA Website
- Social Media
- SchoolMessenger System

- Digital/Paper Flyers (when back on-site)
- Materials in languages upon request
- Translators for individualized meetings as necessary

The school provides support for parental involvement activities requested by parents.

- Teacher representatives at PTA meetings
- Facilities rentals or usage (when safe to do so based on Federal/State/County/District guidelines)
- Communication of messages to parents through SchoolMessenger
- Ongoing communication and collaboration with the principal

The school provides opportunities for the participation of all 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).

- Materials in languages other than English, upon request as available
- Translators at individualized meetings as necessary

This policy was adopted by Barnard on September 30, 2020 and will be in effect for the period of the 2020-2021 school year.

The school will distribute the policy to all parents of students on, or before: 10/05/2020.

Barbara Waller, Principal

Signature of Authorized Official here

9/30/2020

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

BARNARD MANDARIN MAGNET ELEMENTARY SCHOOL
SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Barnard Mandarin Magnet Elementary School (Barnard) distributes to parents and family members a School Parent Compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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.

Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement.

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

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

Barnard Faculty will:

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

* Foster a nurturing, learning environment where all students feel safe to share their ideas and take risks; a learning environment that has rigorous academic standards and high expectations for all children to succeed.

* The Barnard Mandarin Magnet (mission philosophy): Barnard Mandarin Elementary students will develop the ability to use their knowledge of diverse cultures and Mandarin to think critically 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-rounded English program will prepare Barnard students for the challenges of the 21st century.

* Barnard Mandarin Magnet recognizes that parents, teachers, and community members function as genuine partners in the education of all children. A variety of programs encourage collaboration in service of educational development to empower each and every child at Barnard to achieve their highest expectations. We respect diversity, and promote the development of each child as a lifelong learner and a global citizen. Students are challenged to strive for excellence in a supportive, nurturing and interactive environment.

* To create global citizens, we believe we must provide students with opportunities to solve problems in innovative (outside the box) ways. Thus, students will become problem solvers who think critically.

* We provide programs to meet the needs of every student. We have rigorous programs for all, and supportive Special Education programs for students with IEPs. Our students also have many opportunities to discover their talents. Students in upper grades, 4 and 5, participate in the SDUSD VAPA department instrumental music program.

* Will have a Library Media Center. Our Library Media Center is staffed with a librarian who provides story time as well as lessons on effectively using the library for research. Our library is supplied with novels, dictionaries, encyclopedias and online resources.

* Will have parental Involvement at the site including, but not limited to, School Site Council, Site Governance Team and PTA. Barnard is fortunate to have a very active Parent Teacher Association (PTA). The PTA provides additional funding to purchase instructional materials, resources, and enrichment opportunities. Our School Site Council and Site Governance Team provide guidance to the principal in budgetary decisions as it relates to student achievement and school facilities, staffing, maintenance and operations.

Hold parent/teacher conferences during which this compact will be discussed as it relates to Barnard and the individual student's achievement.

* All parents are offered a parent-teacher conference in the first reporting period. Additionally, minimum days for parent-teacher conferences are calendared in the spring after the second reporting period.

* Individual Parent/Teacher Meetings (upon request)

* Student Study Team Meetings - these meetings are interventions to support students who are struggling academically and behaviorally (upon request)

* 504 Meetings - these meetings support students with an identified disability (upon request)

* Individualized Educational Education Program Meetings - these meetings support students with special needs (annually or upon request).

* Provide parents with reports on their student's progress as needed.

Provide parents reasonable access to staff.

* Barnard has a voicemail system and an email system where parents can leave voicemails or send email correspondence to their student's teacher and/or other staff members. All staff members will return correspondence as soon as possible and no later than three business days during the work week.

* On the Barnard website, barnard.sandiegounified.org, information is available.

* Parents can also contact the administration in order to support their student academically, socially and emotionally.

Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows:

* All classroom volunteers, parent chaperones must have a TB clearance and pass a security clearance. Please contact the main office for more information.

* Room parents serve as parent representatives in all classrooms to coordinate the flow of information between the teacher and the parents.

* Barnard welcomes all parents to visit our classes (when it is safe to do so). If you are interested in visiting our classes, please contact your child's teachers to make an appointment to visit your student's classes.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in the following ways:

Barnard Faculty will:

* Outline academic and behavior expectations by creating a Back-to-School Night Power-Point Presentation.

* Organize events such as Back to School Nights and Open House.

* Provide ongoing feedback regarding student achievement.

* Provide individual conferences annually and others if needed to discuss progress.

The school provides parents and family members with materials and training to help them improve the achievement of their children in the following ways:

Barnard Faculty will:

* Organize events such as Back to School Nights and Open House.

* Provide opportunities to support families in health and wellness and being eco-friendly.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in the following ways:

Barnard faculty will:

* Continue to learn ways to build relationships with students and parents via professional development meetings.

* Plan professional development around parental involvement and how to increase student engagement such as reaching your focus students, meeting all student needs through an equity lens.

* Partner with community organizations to promote cultural awareness.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in the following ways:

At Barnard we have various opportunities to support our families such as:
* School Tours (when safe to do so)
* Kindergarten and New Student Orientation
* All-School Monthly Morning Meetings

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in the following ways:

At Barnard, we will:
* Distribute information via SchoolMessenger, in the student's home language.
* Distribute written information to parents in the student's home language (when back on-site).
* Provide information in the main office provided in multiple languages (when back on-site).
* Update the Barnard and Marquee with current information.

The school provides support for parent and family member involvement activities requested by parents and family members in the following ways:

At Barnard, we will provide:
* Individual parent/teacher meetings (upon request)
* Student Study Teams - these meetings are an intervention to support students who are struggling academically and behaviorally (upon request)
* 504 Meetings - these meetings support students with an identified disability (upon request)
* Individualized Educational Education Program Meetings - this meetings support students with special needs (annually or upon request).
* Provide parents with reports on their student's progress as needed.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in the following ways:

At Barnard, we will:
* Distribute information via SchoolMessenger, in the student's home language.
* Distribute written information to parents in the student's home language (when back on-site).
* Provide information in the main office provided in multiple languages (when back on-site).
* Provide translation services as needed.

This Compact was adopted by the Barnard SSC on September 30, 2020, and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: 10/05/2020.

Barbara Waller, Principal

Signature of Authorized Official here

9/30/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

ELA/Math Multi-year Demographic Summary 2015-2019
CHKS 2018-2019
CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

SCHOOL PERFORMANCE OVERVIEW

Barnard Elementary

Explore the performance of Barnard Elementary under California's Accountability System.

Chronic Absenteeism

Green

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Blue

School Details

NAME
Barnard Elementary

ADDRESS
2445 Fogg Street
San Diego, CA 92109-4855

WEBSITE
N/A

GRADES SERVED
K-6

BARNARD ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

515

Socioeconomically Disadvantaged

27.4%

English Learners

21.6%

Foster Youth

0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

65.3 points above standard

Maintained 0.8 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
3 Green	2 Blue	

LEARN MORE

Mathematics

Blue

59.8 points above standard

Increased 4.8 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
4 Green	2 Blue	

LEARN MORE

English Learner Progress

33.3% making progress towards English language proficiency

Number of EL Students: 33

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

BARNARD ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Green

9.4% chronically absent

Declined 2% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	5 Yellow
2 Green	0 Blue	

BARNARD ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0% suspended at least once

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	7
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students

Blue

65.3 points above standard

Maintained 0.8 Points

Number of Students: 207

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

English Learners

Green

Asian

Hispanic

Socioeconomically Disadvantaged

Blue

Two or More Races

White

No Performance Color

African American

Filipino

Homeless

Pacific Islander

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

18.9 points below standard

Maintained 1.1 Points

Number of Students: 21

English Learners

Yellow

9.1 points above standard

Maintained -2.9 Points

Number of Students: 47

Asian

Green

88 points above standard

Declined 7 Points ▼

Number of Students: 52

Hispanic

Green

26.3 points above standard

Declined 10.2 Points ▼

Number of Students: 59

Socioeconomically Disadvantaged

Green

34.4 points above standard

Maintained 2 Points

Number of Students: 65

Two or More Races

Blue

85.6 points above standard

Increased 12.1 Points ▲

Number of Students: 43

White

Blue

97.8 points above standard

Increased 29 Points ▲

Number of Students: 35

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	42.1 points above standard	64.5 points above standard	65.3 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
41.1 points below standard	32.7 points above standard	71.7 points above standard
Declined 8.2 Points ▼	Declined 22.1 Points ▼	Maintained 0.7 Points
Number of Students: 15	Number of Students: 32	Number of Students: 123

Mathematics

All Students

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

All Students

Blue

59.8 points above standard

Increased 4.8 Points ▲

Number of Students: 206

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

- Asian
- English Learners
- Hispanic
- Socioeconomically Disadvantaged

Blue

- Two or More Races
- White

No Performance Color

- African American
- Filipino
- Homeless
- Pacific Islander
- Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

25.3 points below standard

Declined 13.9 Points ▼

Number of Students: 20

Asian

Green

79.4 points above standard

Declined 4.9 Points ▼

Number of Students: 52

English Learners

Green

9.2 points above standard

Declined 8.9 Points ▼

Number of Students: 47

Hispanic

Green

20.1 points above standard

Declined 7 Points ▼

Number of Students: 59

Socioeconomically Disadvantaged

Green

29.4 points above standard

Increased 3.8 Points ▲

Number of Students: 65

Two or More Races

Blue

73.9 points above standard

Increased 16.4 Points ▲

Number of Students: 42

White

Blue

95.3 points above standard

Increased 29.4 Points ▲

Number of Students: 35

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
	2017	2018	2019
All Students	30.8 points above standard	55 points above standard	59.8 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

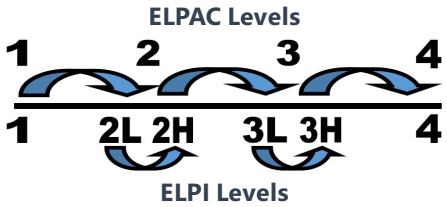
Current English Learners	Reclassified English Learners	English Only
42.1 points below standard	33.3 points above standard	72 points above standard
Declined 35.8 Points ▼	Declined 8.1 Points ▼	Increased 13.5 Points ▲
Number of Students: 15	Number of Students: 32	Number of Students: 122

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

33.3% making progress towards English language proficiency

Number of EL Students: 33

Performance Level

Very Low

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	36.3%

ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	30.3%
ELs who Maintained ELPI Level 4	6%
ELs Who Progressed at Least One ELPI Level	27.2%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students

Green

9.4% chronically absent

Declined 2% ▼

Number of Students: 513

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

No Students

Yellow

- Asian
- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- White

Green

- Students with Disabilities
- Two or More Races

Blue

No Students

No Performance Color

- American Indian
- African American
- Filipino
- Foster Youth
- Homeless
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American

No Performance Color

16.7% chronically absent

Increased 10.8% ▲

Number of Students: 12

Filipino

No Performance Color

0% chronically absent

Declined 16.7% ▼

Number of Students: 11

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

Yellow

5.6% chronically absent

Maintained -0.2%

Number of Students: 124

English Learners

Yellow

13% chronically absent

Declined 2.6% ▼

Number of Students: 115

Hispanic

Yellow

13.7% chronically absent

Declined 2.5% ▼

Number of Students: 139

Socioeconomically Disadvantaged

Yellow

15.4% chronically absent

Declined 0.5% ▼

Number of Students: 149

White

Yellow

10.9% chronically absent

Declined 2.3% ▼

Number of Students: 92

Students with Disabilities

Green

5.4% chronically absent

Declined 16.5% ▼

Number of Students: 37

Two or More Races

Green

7.6% chronically absent

Declined 2% ▼

Number of Students: 132

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

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

All Students

Blue

0% suspended at least once

Maintained -0.2%

Number of Students: 529

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

- Asian
- English Learners
- Hispanic
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

No Performance Color

- African American
- American Indian
- Filipino
- Homeless
- Pacific Islander

African American

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 13

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 124

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 119

Hispanic

Blue

0% suspended at least once

Maintained 0%

Number of Students: 146

Two or More Races

Blue

0% suspended at least once

Maintained 0%

Number of Students: 138

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Maintained 0%

Number of Students: 155

Students with Disabilities

Blue

0% suspended at least once

Maintained 0%

Number of Students: 37

White

Blue

0% suspended at least once

Maintained 0%

Number of Students: 94

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	N/A	0.2%	N/A

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	168	61.3	161	68.3	160	67.5	189	77.8	206	77.7	16.4	-0.1	168	55.4	158	64.6	160	68.8	191	75.4	208	76.4	21.0	1.0
Female	86	65.1	80	71.3	83	71.1	110	81.8	115	81.7	16.6	-0.1	86	53.5	78	59.0	83	66.3	111	72.1	118	76.3	22.8	4.2
Male	82	57.3	81	65.4	77	63.6	79	72.2	91	72.5	15.2	0.3	82	57.3	80	70.0	77	71.4	80	80.0	90	76.7	19.4	-3.3
African American	11	54.5	6	-	6	-	9	-	8	-	-	-	11	18.2	6	-	6	-	9	-	8	-	-	-
Asian**	23	87.0	19	89.5	21	90.5	28	92.9	52	88.5	-	-	23	78.3	19	94.7	21	95.2	30	90.0	54	83.3	-	-
Filipino	1	-	0	-	1	-	2	-	4	-	-	-	1	-	0	-	1	-	2	-	4	-	-	-
Hispanic	75	40.0	66	47.0	56	51.8	57	68.4	59	57.6	17.6	-10.8	75	32.0	63	41.3	56	50.0	57	63.2	59	59.3	27.3	-3.9
Indochinese**	1	-	5	-	10	70.0	9	-	-	-	-	-	1	-	5	-	10	90.0	9	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
White	34	79.4	42	85.7	39	76.9	41	85.4	35	94.3	14.9	8.9	34	79.4	43	76.7	39	71.8	41	80.5	35	88.6	9.2	8.1
Multiracial	23	82.6	23	78.3	27	70.4	42	78.6	48	79.2	-3.4	0.6	23	87.0	22	81.8	27	77.8	42	76.2	47	83.0	-4.0	6.8
English Learner	35	11.4	30	10.0	25	24.0	19	36.8	15	13.3	1.9	-23.5	35	17.1	28	21.4	25	40.0	20	45.0	17	23.5	6.4	-21.5
English-Speaking	133	74.4	131	81.7	135	75.6	170	82.4	191	82.7	8.3	0.3	133	65.4	130	73.8	135	74.1	171	78.9	191	81.2	15.8	2.3
Reclassified†	35	74.3	18	83.3	22	68.2	21	81.0	32	75.0	0.7	-6.0	35	51.4	18	77.8	22	68.2	21	76.2	32	75.0	23.6	-1.2
Initially Eng. Speaking	98	74.5	113	81.4	113	77.0	149	82.6	159	84.3	9.8	1.7	98	70.4	112	73.2	113	75.2	150	79.3	159	82.4	12.0	3.1
Econ. Disadv.*	95	46.3	85	55.3	75	57.3	59	66.1	65	64.6	18.3	-1.5	95	40.0	82	50.0	75	54.7	59	64.4	67	61.2	21.2	-3.2
Non-Econ. Disadv.	73	80.8	76	82.9	85	76.5	130	83.1	141	83.7	2.9	0.6	73	75.3	76	80.3	85	81.2	132	80.3	141	83.7	8.4	3.4
Gifted	63	71.4	57	80.7	60	86.7	60	90.0	77	92.2	20.8	2.2	63	73.0	57	86.0	60	85.0	60	90.0	78	92.3	19.3	2.3
Not Gifted	105	55.2	104	61.5	100	56.0	129	72.1	129	69.0	13.8	-3.1	105	44.8	101	52.5	100	59.0	131	68.7	130	66.9	22.1	-1.8
With Disabilities	19	21.1	15	26.7	16	43.8	17	41.2	16	43.8	22.7	2.6	19	15.8	15	40.0	16	50.0	17	35.3	16	31.3	15.5	-4.0
WO Disabilities	149	66.4	146	72.6	144	70.1	172	81.4	190	80.5	14.1	-0.9	149	60.4	143	67.1	144	70.8	174	79.3	192	80.2	19.8	0.9
Homeless	1	-	0	-	0	-	3	-	2	-	-	-	1	-	1	-	0	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	14	64.3	15	73.3	12	83.3	17	70.6	9	-	-	-	14	57.1	15	73.3	12	75.0	18	77.8	10	50.0	-7.1	-27.8

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	53	69.8	63	73.0	50	64.0	79	83.5	78	76.9	7.1	-6.6	53	62.3	60	80.0	50	82.0	81	88.9	79	83.5	21.2	-5.4
Female	26	69.2	30	76.7	30	66.7	47	87.2	37	81.1	11.9	-6.1	26	57.7	28	78.6	30	80.0	48	87.5	38	84.2	26.5	-3.3
Male	27	70.4	33	69.7	20	60.0	32	78.1	41	73.2	2.8	-4.9	27	66.7	32	81.3	20	85.0	33	90.9	41	82.9	16.2	-8.0
African American	3	-	1	-	2	-	5	-	1	-	-	-	3	-	1	-	2	-	5	-	1	-	-	-
Asian**	10	90.0	7	-	7	-	16	93.8	20	90.0	-	-	10	90.0	7	-	7	-	18	94.4	21	85.7	-	-
Filipino	0	-	0	-	1	-	2	-	2	-	-	-	0	-	0	-	1	-	2	-	2	-	-	-
Hispanic	22	40.9	22	45.5	16	62.5	23	87.0	21	52.4	11.5	-34.6	22	31.8	19	47.4	16	87.5	23	82.6	21	66.7	34.9	-15.9
Indochinese**	0	-	3	-	5	-	1	-	-	-	-	-	0	-	3	-	5	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	9	-	21	85.7	9	-	11	72.7	16	87.5	-	14.8	9	-	22	90.9	9	-	11	90.9	16	93.8	-	2.9
Multiracial	9	-	9	-	10	60.0	20	85.0	18	77.8	-	-7.2	9	-	8	-	10	80.0	20	90.0	18	94.4	-	4.4
English Learner	14	28.6	13	15.4	13	46.2	6	-	7	-	-	-	14	35.7	11	36.4	13	69.2	7	-	8	-	-	-
English-Speaking	39	84.6	50	88.0	37	70.3	73	87.7	71	83.1	-1.5	-4.6	39	71.8	49	89.8	37	86.5	74	91.9	71	90.1	18.3	-1.8
Reclassified†	3	-	2	-	0	-	8	-	12	66.7	-	-	3	-	2	-	2	-	8	-	12	83.3	-	-
Initially Eng. Speaking	36	83.3	48	87.5	35	74.3	65	86.2	59	86.4	3.1	0.2	36	72.2	47	89.4	35	85.7	66	90.9	59	91.5	19.3	0.6
Econ. Disadv.*	25	52.0	28	53.6	21	57.1	20	70.0	25	64.0	12.0	-6.0	25	44.0	25	56.0	21	76.2	20	80.0	26	69.2	25.2	-10.8
Non-Econ. Disadv.	28	85.7	35	88.6	29	69.0	59	88.1	53	83.0	-2.7	-5.1	28	78.6	35	97.1	29	86.2	61	91.8	53	90.6	12.0	-1.2
Gifted	16	81.3	28	82.1	16	93.8	28	96.4	30	90.0	8.7	-6.4	16	87.5	28	92.9	16	93.8	28	100.0	30	93.3	5.8	-6.7
Not Gifted	37	64.9	35	65.7	34	50.0	51	76.5	48	68.8	3.9	-7.7	37	51.4	32	68.8	34	76.5	53	83.0	49	77.6	26.2	-5.4
With Disabilities	4	-	5	-	4	-	1	-	5	-	-	-	4	-	5	-	4	-	1	-	5	-	-	-
WO Disabilities	49	71.4	58	77.6	46	65.2	78	83.3	73	79.5	8.1	-3.8	49	65.3	55	81.8	46	82.6	80	88.8	74	86.5	21.2	-2.3
Homeless	0	-	0	-	0	-	1	-	1	-	-	-	0	-	1	-	0	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	5	-	3	-	6	-	4	-	-	-	4	-	5	-	3	-	7	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	44	50.0	53	69.8	59	69.5	47	68.1	81	81.5	31.5	13.4	44	52.3	53	64.2	59	67.8	47	59.6	83	79.5	27.2	19.9
Female	23	52.2	24	70.8	28	75.0	31	74.2	47	83.0	30.8	8.8	23	39.1	24	58.3	28	64.3	31	54.8	49	77.6	38.5	22.8
Male	21	47.6	29	69.0	31	64.5	16	56.3	34	79.4	31.8	23.1	21	66.7	29	69.0	31	71.0	16	68.8	34	82.4	15.7	13.6
African American	2	-	3	-	1	-	2	-	5	-	-	-	2	-	3	-	1	-	2	-	5	-	-	-
Asian**	5	-	8	-	6	-	6	-	21	90.5	-	-	5	-	8	-	6	-	6	-	22	86.4	-	-
Filipino	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Hispanic	21	33.3	23	47.8	19	36.8	14	50.0	23	65.2	31.9	15.2	21	38.1	23	39.1	19	31.6	14	50.0	23	65.2	27.1	15.2
Indochinese**	0	-	2	-	3	-	4	-	-	-	-	-	0	-	2	-	3	-	4	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	9	-	9	-	21	81.0	9	-	12	100.0	-	-	9	-	9	-	21	85.7	9	-	12	91.7	-	-
Multiracial	7	-	8	-	9	-	12	75.0	18	83.3	-	8.3	7	-	8	-	9	-	12	58.3	18	83.3	-	25.0
English Learner	13	0.0	10	10.0	8	-	7	-	5	-	-	-	13	7.7	10	20.0	8	-	7	-	6	-	-	-
English-Speaking	31	71.0	43	83.7	51	80.4	40	72.5	76	85.5	14.5	13.0	31	71.0	43	74.4	51	78.4	40	60.0	77	83.1	12.1	23.1
Reclassified†	7	-	7	-	6	-	5	-	11	90.9	-	-	7	-	7	-	6	-	5	-	11	90.9	-	-
Initially Eng. Speaking	24	66.7	36	83.3	45	82.2	35	74.3	65	84.6	17.9	10.3	24	66.7	36	72.2	45	80.0	35	62.9	66	81.8	15.1	18.9
Econ. Disadv.*	30	36.7	32	56.3	22	50.0	18	66.7	21	61.9	25.2	-4.8	30	46.7	32	53.1	22	36.4	18	61.1	22	59.1	12.4	-2.0
Non-Econ. Disadv.	14	78.6	21	90.5	37	81.1	29	69.0	60	88.3	9.7	19.3	14	64.3	21	81.0	37	86.5	29	58.6	61	86.9	22.6	28.3
Gifted	11	63.6	16	87.5	27	81.5	14	92.9	31	96.8	33.2	3.9	11	81.8	16	87.5	27	81.5	14	78.6	32	96.9	15.1	18.3
Not Gifted	33	45.5	37	62.2	32	59.4	33	57.6	50	72.0	26.5	14.4	33	42.4	37	54.1	32	56.3	33	51.5	51	68.6	26.2	17.1
With Disabilities	6	-	4	-	6	-	8	-	4	-	-	-	6	-	4	-	6	-	8	-	4	-	-	-
WO Disabilities	38	57.9	49	69.4	53	75.5	39	74.4	77	84.4	26.5	10.0	38	60.5	49	63.3	53	73.6	39	66.7	79	82.3	21.8	15.6
Homeless	0	-	0	-	0	-	3	-	1	-	-	-	0	-	0	-	0	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	5	-	2	-	3	-	-	-	6	-	4	-	5	-	2	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	39	64.1	45	60.0	51	68.6	63	77.8	47	72.3	8.2	-5.5	39	56.4	45	44.4	51	56.9	63	69.8	46	58.7	2.3	-11.1
Female	19	73.7	26	65.4	25	72.0	32	81.3	31	80.6	6.9	-0.7	19	57.9	26	38.5	25	52.0	32	65.6	31	64.5	6.6	-1.1
Male	20	55.0	19	52.6	26	65.4	31	74.2	16	56.3	1.3	-17.9	20	55.0	19	52.6	26	61.5	31	74.2	15	46.7	-8.3	-27.5
African American	1	-	2	-	3	-	2	-	2	-	-	-	1	-	2	-	3	-	2	-	2	-	-	-
Asian**	5	-	4	-	8	-	6	-	11	81.8	-	-	5	-	4	-	8	-	6	-	11	72.7	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	16	25.0	21	47.6	21	57.1	20	60.0	15	53.3	28.3	-6.7	16	31.3	21	38.1	21	38.1	20	50.0	15	40.0	8.7	-10.0
Indochinese**	1	-	0	-	2	-	4	-	-	-	-	-	1	-	0	-	2	-	4	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	11	90.9	12	83.3	9	-	21	90.5	7	-	-	-	11	81.8	12	50.0	9	-	21	81.0	7	-	-	-
Multiracial	5	-	6	-	8	-	10	70.0	12	75.0	-	5.0	5	-	6	-	8	-	10	70.0	11	63.6	-	-6.4
English Learner	5	-	7	-	4	-	6	-	3	-	-	-	5	-	7	-	4	-	6	-	3	-	-	-
English-Speaking	34	73.5	38	71.1	47	74.5	57	82.5	44	77.3	3.8	-5.2	34	64.7	38	52.6	47	59.6	57	75.4	43	62.8	-1.9	-12.6
Reclassified†	9	-	9	-	14	78.6	8	-	9	-	-	-	9	-	9	-	14	64.3	8	-	9	-	-	-
Initially Eng. Speaking	25	80.0	29	69.0	33	72.7	49	83.7	35	80.0	0.0	-3.7	25	72.0	29	48.3	33	57.6	49	75.5	34	67.6	-4.4	-7.9
Econ. Disadv.*	18	44.4	25	56.0	32	62.5	21	61.9	19	68.4	24.0	6.5	18	27.8	25	40.0	32	53.1	21	52.4	19	52.6	24.8	0.2
Non-Econ. Disadv.	21	81.0	20	65.0	19	78.9	42	85.7	28	75.0	-6.0	-10.7	21	81.0	20	50.0	19	63.2	42	78.6	27	63.0	-18.0	-15.6
Gifted	24	79.2	13	69.2	17	88.2	18	77.8	16	87.5	8.3	9.7	24	70.8	13	69.2	17	82.4	18	83.3	16	81.3	10.5	-2.0
Not Gifted	15	40.0	32	56.3	34	58.8	45	77.8	31	64.5	24.5	-13.3	15	33.3	32	34.4	34	44.1	45	64.4	30	46.7	13.4	-17.7
With Disabilities	3	-	15	26.7	6	-	8	-	7	-	-	-	3	-	6	-	6	-	8	-	7	-	-	-
WO Disabilities	36	69.4	39	69.2	45	68.9	55	83.6	40	75.0	5.6	-8.6	36	61.1	39	51.3	45	55.6	55	74.5	39	64.1	3.0	-10.4
Homeless	1	-	0	-	0	-	2	-	2	-	-	-	1	-	0	-	0	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	6	-	4	-	9	-	2	-	-	-	1	-	6	-	4	-	9	-	2	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: BARNARD ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1-Support for Struggling Students

***Strategy/Activity - Description**

Professional Development for staff will focus on ELA with a in-depth analysis of the Critical Concepts and "learning targets" for each concept, along with "success criteria" in order that students have a clear understanding of the learning expectation/outcome for each lesson, with the goal of enabling students to self-assess their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Student Support Team (RSP, SLP, school counselor, school psychologist, In-schl. Res. tchr., principal, nurse) with the intention of providing in class academic and socio-emotional support during content area instruction in class.
Visiting teachers will release classroom teachers for monthly PLCs providing teachers time to collaborate and analyze Critcal Concepts for ELA in order that uniform learning targets and success criteria can be established.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr – Elana Resh	0.17500	$24,603.46	09800-1109	work with students to improve ELA levels.	• Students are increasing at min. one reading level.	• More time • at school. • Increase work hours. • Serve more students.	• If budget allows increase work hours.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1-Supporting Struggling Learners

***Strategy/Activity - Description**

Professional Development for staff will focus on Math with an in-depth analysis of the Critical Concepts and "learning targets" for each concept, along with "success criteria" in order that students have a clear understanding of the learning expectation/outcome for each lesson, with the goal of enabling students to self-sasess their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Student Support Team (RSP, SLP, school counselor, school psychologist, principal, nurse) with the intention of providing in class academic and socio-emotional support during content area instruction in class.
Visiting teachers will release classroom teachers for monthly PLCs providing teachers time to collaborate and analyze Critcal Concepts for Math in order that uniform learning targets and success criteria can be established.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$5,860.61	09800-1192	Release time for teachers to attend PLCs in the area of Math.	• Teacher clarity and increased student understanding in Math.	• Sometime subs do not show up. •	Possible partnership cross visitations; two grades out for PLC at the same time. Vertical planning purposes.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1-Supporting English Learners

***Strategy/Activity - Description**

Professional Development for staff will focus on ELD, ELA and Math with a in-depth analysis of the Critical Concepts and "learning targets" for each concept, along with "success criteria" in order that students have a clear understanding of the learning expectation/outcome for each lesson, with the goal of enabling students to self-access their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Student Support Team (RSP, SLP, school counselor, school psychologist, principal, nurse) designed with the intention of providing in class academic and socio-emotional support during content area instruction in class.
Visiting teachers will release classroom teachers for monthly PLCs providing teachers time to collaborate and analyze Critcal Concepts for ELA, Math and ELD standards in order that uniform learning targets and success criteria can be established.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time for teachers to attend PLCs in the area of Math, ELD and ELA.	Teacher clarity and increased student understanding in Math.	Sometimes subs cancel or do not show up.	

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1-Students with Disabilities

***Strategy/Activity - Description**

Professional Development for staff will focus on ELD, ELA and Math with a in-depth analysis of the Critical Concepts and "learning targets" for each concept, along with "success criteria" in order that all students, including students with disabilities, have a clear understanding of the learning expectation/outcome for each lesson, with the goal of enabling students to self-access their learning, make adjustments, and be able to seek help and/or additional resources when and where needed.
Student Support Team (RSP, SLP, school counselor, school psychologist, In-schl. Res. tchr., principal, nurse) designed with the intention of providing in class academic and socio-emotional support during content area instruction in class for students with disabilities, and struggling students.
Visiting teachers will release classroom teachers for monthly PLCs providing teachers time to collaborate and analyze Critcal Concepts for ELA, Math and ELD standards in order that uniform learning targets and success criteria can be established. PLC teams will analyze student data, focusing on students with disabilities in order to implement and design an intervention plan.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time for teachers to attend PLCs in the area of Math, & ELA.	• Greater understanding of core content areas (Math & ELA.).	Sometimes subs do not show up or cancel job.	

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1-Closing the Equity Gap

***Strategy/Activity - Description**

Resources were allocated to fund the following:
In-school resource teacher will continue to support struggling learner groups (latino/hispanic, SWD, ELs) with tier 2 interventions; provide support to English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness in providing more individualized instruction and supports for students in Designated ELD, ELA and Math for target sub-groups, including Latino/Hispanic, ELs and SWD. Additionally, PLC teams to meet regularly focusing on student performance targets in Math and ELA to develop and implement intervention strategies and supports for all struggling learners and students performing below grade level.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr – Elana Resh	--	--	09800-1109	Provides Tier2 interventions to struggling learners and specific subgroups.	▪ Struggling students are gaining one or more reading levels.		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?