

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BARNARD ELEMENTARY** SCHOOL

2022-23

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: Chao, Kingsley

Contact Person: Chao, Kingsley

Position: Principal

Telephone Number: 619/224-3306;

Address: 2445 Fogg St, Barnard Elementary, San Diego, CA, 92109,

E-mail Address: kchao@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: *January 24, 2023*

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Barnard Mandarin Magnet Elementary PHONE: 858-800-5700 FAX: 858-283-8799
 SITE CONTACT PERSON: Kingsley Chao E-MAIL ADDRESS: kchao@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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:

- | | | |
|-------------------------------------|---|--------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/28/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>10/3/22</u> |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/3/22

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.

Kingsley Chao
Type/Print Name of School Principal

Trina Naurong
Type/Print Name of SSC Chairperson

Viani Soto Lopez
Type/Print Name of ELAC Representative

Christina Casillas
Type/Print Name of Area Superintendent

[Signature]
Signature of School Principal / Date

[Signature]
Signature of SSC Chairperson / Date

[Signature]
Signature of ELAC Representative / Date

[Signature]
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements for a Non-Title 1 School. The staff and community at Barnard Mandarin Magnet Elementary School (Barnard) strive 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's 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.

ENGAGING EDUCATIONAL PARTNERS

At Barnard, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-2022, stakeholders were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, PTA, ILT/BLT, Principal Chats/Family Forums, and Staff Meetings held throughout the year.

January 19, 2022 - Sent out Family Budget Survey to determine 2022-2023 priorities

January 19, 2022 - Sent out Staff Budget Survey to determine 2022-2023 priorities

January 26, 2022 - SSC and SGT met to discuss 2022-2023 evaluation and assessment surveys

January 31, 2022 - Family Forum to discuss 2022-2023 Budget Survey Results

February 8, 2022 - ILT/BLT met to discuss 2022-2023 evaluation and assessment surveys and budget priorities

February 10, 2022 - ELAC met to discuss 2022-2023 evaluation and assessment surveys and budget priorities

February 15, 2022 - Staff Meeting for 2022-2023 SPSA input and collaboration

February 15, 2022 - PTA Board Meeting to discuss 2022-2023 Budget survey and priorities

February 17, 2022 - SSC and SGT met, reviewed, and approved the 2022-2023 budget

September 28, 2022 - ELAC met to discuss, and approve the 2022-2023 SPSA

October 3, 2022 - SSC met, reviewed, and approved the 2022-2023 SPSA

RESOURCE INEQUITIES

Barnard's largest site funded investments in student achievement are visiting teachers to support learning loss, Professional Learning Communities, and professional development, as well as the creation of after-school programs to support student achievement. Although traditionally Barnard Mandarin has seen gains in English Language Arts and Mathematics since the 2016-17, the COVID-19 pandemic had a tremendous impact on student instruction, learning, and assessments.

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 3rd-5th grade student group's Smarter Balanced Assessment System (SBAC) scores indicate an overall decrease in English Language Arts and Mathematics. In comparison to the 2019 assessment, 77.7% of the total 3rd-5th grade population met or exceeded the grade level standards. However, in 2022, there was an 11.8% decrease, down to 65.9%. Similarly, there were decrease in the English Learners subgroup (-2.2%). However, the Students with Disabilities (SWD) subgroup saw a gain of 9.1%. In mathematics, comparing the 2019 assessment to 2022, the overall 3rd-5th grade population saw a decrease from 76.4% to 71.5% (-4.9%). However, in the English Learners subgroup there was a gain of 9.8% (23.5% to 33.3%) as well as a 15.8% gain in the Students with Disabilities subgroup (from 31.3% to 47.1%). The decrease in student achievement can be attributed to the COVID-19 pandemic, which caused students to lose instructional time. As a result of this data, Barnard Mandarin is committed to focusing on improving student achievement and closing the achievement gap specifically with our English Learners, Black and Hispanic students, Socio-Economically Disadvantaged, and Students with Disabilities.

17.15% of Barnard Mandarin students in TK-5th grade were chronically absent in 2021-2022. Additionally, five subgroups, SWD, EL's, Hispanic, Socioeconomically Disadvantaged, and White students surpassed the overall school Chronic Absenteeism Rate. According to SDUSD Hoonuit platform, the overall student population saw a 12.64% increase in chronic absenteeism, which could be attributed to the COVID-19 pandemic and changes to student attendance protocols.

Supporting Student Progress in English Language Arts and Mathematics

- Monthly professional development will focus on language development through the use of the text *Teaching Advanced Literacy Skills: A Guide for Leaders in Linguistically Diverse Schools* by Nonie K. Lesauz, Emily Phillips Galloway, and Sky H. Marietta. During the 2022-2023 school year, the focus will be specifically on Hallmark 2: Talk/Discuss to Build Language and Knowledge and Hallmark 4: Study a Small Set of High-Utility Vocabulary Words Needed to Master Language and Content.

- Professional Learning Communities will meet regularly, a minimum of once of month, to collaborate, align teaching practices, examine grade-wide trends, and design next steps for learning

- Mandarin classes will be utilizing the Leveled Learning program to ensure language is taught through content and to ensure alignment with grade level Common Core Learning Standards

- After-school programs will be designed to support extra-support in literacy, mathematics, and Mandarin for students falling 2 levels behind

Barnard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- School-wide instructional expectations will be embedded into classrooms in order to strengthen Tier One instruction and provide consistency across classrooms, grade levels, and language programs
- Common formative and summative assessments will be administered throughout the year

Supporting Chronic Absenteeism:

- Consistent communication with families, through various modalities, will address student attendance
 - School Messenger
 - Daily Phone Calls
 - Weekly Family Newsletters from the Principal
 - Parent Teacher Association (PTA) Bi-Monthly EBlast
 - Monthly Coffee with the Principal Meetings
 - Monthly PTA Meetings

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

There will be goals put in place to increase parent engagement and strengthen the home-school relationships with families

Safe, Positive, Inclusive Environments

- We will continue to support and promote Restorative Practices at a school-wide level to cultivate a positive school culture for all stakeholders
- The Ally Action (anti-bullying) program, will continue in the 2022-23 school year in conjunction with SDUSD Youth Advocacy, and our full-time counselor. The counselor will also be presenting Second Steps' social emotional learning program to all classrooms from UTK to 5th grade, to promote a healthy social-emotional culture rooted in conflict resolution, anti-bullying, and mental health coping strategies.
- The Rainbow Club will begin its second year at Barnard for LGBTQIA students, and their allies, as a means to create a safe environment for students to be their authentic selves.
- Barnard staff is continuing to be trained in the Leader In Me program, which will focus on building leadership and life skills in students.
- A school psychologist will be on-site three times per week, a school counselor on-site full-time, and a school nurse on-site once a week to support students with social-emotional needs
- Our Special Education Resource teachers, Speech-Language Pathologist, and school counselor will support students by conducting weekly executive functioning and coping skills lessons for students with this need.

Parent Engagement

A goal of Barnard Mandarin is to increase parent engagement and strengthen the home-school relationships with families.

- Family activities such as Day at the Bay, Writer's Night, Lunar New Year Celebration will welcome all families
- Monthly PTA Meetings and bi-monthly Parent EBlasts
- Use of social media to promote school activities
- Monthly Coffee with the Principal gatherings
- Weekly Family Newsletters from the Principal
- In-Person activities to invite parents onto the school campus

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Trina Nouvong - SSC Chairperson	Teacher
Amanda Dempsey	Teacher
Chia-Ying Chung	Teacher
Jackie Wasiluk	Parent
Dwayne Sanders	Parent
Adrian Pacheco	Parent
Yvonne Kenniston	Parent
Marilyn Harvey	Parent
Kingsley Chao	Principal
Lucinda Torres - SSC Secretary	Other

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The overall rate of chronic absenteeism at Barnard decreased by 2.54%, from 7.05% to 4.51%

The rate of chronic absenteeism for Students with Disabilities increased by .25% (from 6.00% to 6.25%)

The rate of chronic absenteeism for English Learners decreased by 18.48% (from 27.91% to 9.43%)

The rate of chronic absenteeism for Hispanic students decreased by 1.04% (9.57% to 8.53%)

The rate of chronic absenteeism for Socioeconomically Disadvantaged students decreased by 1.81% (from 10.53% to 8.72%)

The rate of chronic absenteeism for White students increased by 1.45% (from 4.35% to 5.80%)

The rate of chronic absenteeism for Black students increased by 1.51% (from 16.67% to 18.18%)

To encourage attendance, Barnard has 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 completed laps. Collecting these charms act as a motivation for students to attend, thus increasing the percentage of students arriving early. *The Walk/Jog program had to be paused since March 2020 due to the COVID-19 pandemic. However, as health and safety protocols change, the program will begin to be reimplemented.

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As noted above, our schoolwide data from the 2019 California Dashboard, shows that our Chronic Absenteeism dropped from 7.05% to 4.51%. However, we need to ensure that ALL subgroups are attending school regularly. Barnard has established 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 Spirit Rallies, and presented to staff during professional learning opportunities; and shared with families during Principal Chats/Family Forums. Additionally, email, social media, eBlasts, 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 (while online). Our goal is to maintain the 0% suspension rate for the 2021-22 school year (and beyond). Barnard staff and students are currently being trained in Restorative Justice Practices, and in conjunction with the Youth Advocacy Department and our counselor, will reestablish the Ally Action student leader training. Our entire school community will also be engaging in the No Place For Hate (NPFH) program, to encourage leadership around equity, diversity, acceptance, and understanding. Our .6 counselor will also be presenting Second Steps lessons to all classes. These strategies/activities/programs will promote positive culture and climate at Barnard, and ultimately will lead to increased attendance, and fewer suspensions.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

2020-2021's online learning presented challenges to implementation within a virtual setting. While students were engaged through online learning for the better part of the 2020-2021 school year, attendance policies changed. This change included students who were present in daily synchronous work, as well as students who were not present in daily synchronous work but submitted class work from that day. During the 2021-2022 school year, attendance was based on in-person learning, or those students who submitted completed Independent Study Contracts. During the 2021-2022 school year, social-emotional learning lessons and activities to support this goal were conducted in person.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Goal

By June 2023, there will be a 10% decrease in the rate of chronic absenteeism, from 17.15% to 7.15%, as measured by San Diego Unified Hoonuit Attendance Dashboard.

Data

- The overall rate of chronic absenteeism at Barnard increased by 12.64%, (from 4.51% to 17.15%)
- The rate of chronic absenteeism for Students with Disabilities increased by 19.84% (from 6.25% to 26.09%)
- The rate of chronic absenteeism for English Learners increased by 22.88% (from 9.43% to 32.31%)
- The rate of chronic absenteeism for Hispanic students increased by 17.52% (8.46% to 25.98%)

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- The rate of chronic absenteeism for Socioeconomically Disadvantaged students increased by 17.75% (from 8.72% to 26.47%)
- The rate of chronic absenteeism for White students increased by 10.79% (from 5.88% to 16.67%)
- The rate of chronic absenteeism for Black students increased by 26.26% (from 18.18% to 44.44%)

Strategies/Activities

- To encourage attendance, Barnard has a morning Walk/Jog program which begins 20 minutes prior to the start of the school day. Due to some COVID-19 protocols being lifted, and with the nature of the program being outdoors on a shared field, parents have been welcomed to join their child in walking an outlined perimeter of the field. Incentives include earning a charm for every 20 completed laps.
- Barnard Mandarin has established 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.
- Attendance data will be shared and communicated with all stakeholders through staff meetings, Coffee with the Principal, PTA meetings, PTA EBlasts, Weekly Family Newsletters from the Principal, social media, and the school's marquee, and School Messenger.
- The Site Attendance Committee will also start an Attendance Challenge initiative to encourage daily attendance. Incentives will be provided based on the goal for each month.

*Identified Need

The 2022-2023 attendance goal was established based on the increase of chronic absenteeism during the 2021-2022 school year. While comparing the 2020-2021 and 2021-2022 school year's attendance data, it is important to note that the data is impacted by changing student attendance protocols during the COVID-19 pandemic, lockdown, and hybrid learning.

Chronic Absenteeism Data from the Hoonuit Dashboard

- The overall rate of chronic absenteeism at Barnard increased by 12.64%, (from 4.51% to 17.15%)
- The rate of chronic absenteeism for Students with Disabilities increased by 19.84% (from 6.25% to 26.09%)
- The rate of chronic absenteeism for English Learners increased by 22.88% (from 9.43% to 32.31%)
- The rate of chronic absenteeism for Hispanic students increased by 17.52% (8.46% to 25.98%)
- The rate of chronic absenteeism for Socioeconomically Disadvantaged students increased by 17.75% (from 8.72% to 26.47%)
- The rate of chronic absenteeism for White students increased by 10.79% (from 5.88% to 16.67%)
- The rate of chronic absenteeism for Black students increased by 26.26% (from 18.18% to 44.44%)

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK - 5th	Decrease	17.15%	7.15	Chronic Absenteeism	monthly
June 2023	UTK- 5th	Maintain	0%	0%	Suspension	monthly

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK - 5th	Socioeconomically Disadvantaged	Decrease Chronic Abs.	26.47%	10%	Chronic Absenteeism	monthly

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June 2023	UTK - 5th	English Learner	Decrease Chronic Abs.	32.31%	10%	Chronic Absenteeism	monthly
June 2023	UTK - 5th	Hispanic or Latino	Decrease Chronic Abs.	25.98%	10%	Chronic Absenteeism	monthly
June 2023	UTK - 5th	Black or African American	Decrease Chronic Abs.	44.44%	10%	Chronic Absenteeism	monthly
June 2023	UTK - 5th	Students with Disabilities	Maintain Chronic Abs.	26.09%	5%	Chronic Absenteeism	monthly
June 2023	UTK - 5th	Socioeconomically Disadvantaged	Maintain Suspension Rate	0%	0%	Suspension	monthly
June 2023	UTK - 5th	English Learner	Maintain Suspension Rate	0%	0%	Suspension	monthly
June 2023	UTK - 5th	Hispanic or Latino	Maintain Suspension Rate	0%	0%	Suspension	monthly
June 2023	UTK - 5th	Black or African American	Maintain Suspension Rate	0%	0%	Suspension	monthly
June 2023	UTK - 5th	Students with Disabilities	Maintain Suspension Rate	0%	0%	Suspension	monthly

Supporting Black Youth - Additional Goals

- ✓ 1. Barnard Mandarin Magnet Elementary School's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Barnard Mandarin Magnet Elementary School is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. [school name]'s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Barnard Mandarin Magnet Elementary School will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Barnard Mandarin Magnet Elementary School will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Barnard Mandarin Magnet Elementary School's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Barnard Mandarin Magnet Elementary School will intentionally engage parents, staff and community members identifying as Black/African

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American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Barnard Mandarin Magnet Elementary School will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Social-Emotional Learning Cultural Relevancy Work

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

In alignment to the San Diego Unified School District's priorities of "Equity, Belonging, and Thriving", Barnard Mandarin Magnet Elementary school is committed to ensuring all students are seen, heard, feel they belong, and are represented. Barnard Mandarin's student population is represented by diverse backgrounds:

- Female Students - 247
- Male Students - 241
- Black Students - 9
- Asian Students - 140
- Filipino Students - 10
- Hispanic Students - 114
- Multi-Racial Students - 142
- Pacific Islander Students - 2
- White Students - 71
- English Language Learners (ELL) - 64
- Special Education (SPED) - 39

Therefore, as a result to ensure the school community promotes equitable learning conditions for all students, and classrooms are designed with meaningful and inclusive education experiences in order for students to be agents of change:

- By the end of the 2021-2022 school year, all Barnard Mandarin staff and students were trained in **Restorative Justice Practices**
- Our Instructional Leadership Team, along with the counselor, are being trained in the **Leader in Me** program
- In conjunction with the Youth Advocacy Department, and our counselor, Barnard Mandarin will continue the **Ally Action** student leader training
- With support from the PTA, we have a **full-time counselor** which will allow her to expand their work, which included presenting Second Steps' social-emotional learning lessons in classrooms each week to promote conflict resolution, anti-bullying strategies, and positive peer relationships
- The counselor will also lead the **Rainbow Club**, which is part of GSA, a LGBTQIA advocacy club that provides a safe space for students to their authentic selves
- Fourth Grade students will participate on the **Student Council**, which will allow them to support in school-wide decisions

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- The PTA will spearhead the **4th and 5th Grade Student Ambassador Team** where students will serve as Barnard’s spokespeople at campus tours, Chinese New Year events, recruiting events, and more.
- As part of Barnard Mandarin's commitment to an inclusive environment, each month, we will highlight **cultural relevancy** by celebrating people who have made positive contributions to the society and culture around us based on National themes such as Hispanic/Latinx History Month, Black History Month, Asian American Pacific Islander Heritage Month, Womens History Month, Pride Month and more. This will be featured through weekly Staff Announcements and Family Newsletters, which can be shared with students. A bulletin board will also be created to feature these individuals.
- Additionally, a monthly **Culturally Relevant Book of the Month** will be chosen, based on the celebration of the month, and shared throughout the school community as a virtual Read-Aloud
- **Panda Pride**, a school-wide initiative to highlight leadership and citizenship characteristics, will continue. Students who are chosen at the end of each month will attend the Coffee with the Principal event where they will be highlighted for their achievement
- **Monthly social-emotional learning assemblies** will highlight the next Panda Pride characteristic, include a Feel-Good Friday dance to shake off our week, and student highlights
- The **Special Education Team**, comprised of the Education Specialist(s), Psychologist(s), and Speech-Language Pathologist will be monthly to ensure all students are receiving their identified services, and to ensure IEP compliance is complete on time. A shared Google Sheet will be created to track and monitor the process and ensure protocols are adhered to.
- A **Crisis Intervention Team** will also be established to provide behavioral support/strategies to classroom teachers and to ensure restorative practices are implemented. **Behavioral Support Resources** will also support in training staff members in best practices and strategies to support classroom management.

These strategies/activities will promote a positive culture and climate at Barnard, and ultimately will lead to increased attendance, and fewer suspensions.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00174S	Supplies		\$900.00	\$900.00	0017-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase of classroom library books that focus on culturally relevancy.

*Additional Supports for this Strategy/Activity

None

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Due to the COVID-19 pandemic, many California schools were shut down for most of the 2020-2021 school year. As a result, our students learned remotely for most of the school year. In April 2021, approximately 66% of our students returned to in-person learning.

Due to the pandemic, California did not require students to take the CAASPP assessment. Instead, students took local assessments to measure student achievement. Therefore, we were not able to collect state assessment data, and are still relying on data from the 2019 CAASPP. In Spring 2021, we utilized the FASTBridge ELA assessment, with 81% of our 3rd through 5th graders scoring proficient or above. Many students took the assessments at home. However, some students experienced connectivity and environmental factor issues, which may have affected their assessment results.

In order to meet ELA/Math/ELD goals, we have implemented a Cycle of Professional Learning to strengthen teaching in all academic areas. Teachers work in grade level Professional Learning Communities 11 half days per year. The purpose of the Professional Learning Communities is to analyze achievement and identify areas of need. Then we design lessons and assessments aligned to the Common Core Learning Standards.

During our PLCs, we set aside time to discuss our focus students, and those who may be struggling. We determine which interventions to use and plan intervention cycles. We also analyze data to determine which students are not making expected progress. We had a thorough RTI process in place, and the district provided monthly literacy PD to support continued learning in the areas of balanced literacy and Tier 1 strategies. In addition, we are committed to ensuring a diverse and differentiated curriculum, grounded in equity.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to the COVID-19 pandemic, most of our students learned remotely from home for most of the 2020-2021 school year. Approximately 66% of our students returned to in-person learning in April 2021. This required additional support and training for staff, students, and families, in order for us to continue to provide a rigorous, standards-based education for all of our students.

There is no CAASPP data for the 2019-20 and 2020-21 school years. Therefore, CAASPP scores are being carried forward from 2018-2019.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Goal

Based on SBAC, FAST, and DEMI assessment data, an area of focus is **language and vocabulary development**. Therefore, the overall goal is to engage all students in rigorous discussions and content area writing to foster and develop language and knowledge.

Overall Strategies/Activities

- **Monthly professional development** will focus on language development through the use of the text *Teaching Advanced Literacy Skills: A Guide for Leaders in Linguistically Diverse Schools* by Nonie K. Lesauz, Emily Phillips Galloway, and Sky H. Marietta. During the 2022-2023 school year, the focus will be specifically on Hallmark 2: Talk/Discuss to Build Language and Knowledge and Hallmark 4: Study a Small Set of High-Utility Vocabulary Words Needed to Master Language and Content.
- **Implement questioning and discussion protocols** to promote language development. Additionally, expand writing across all content areas, specifically with mathematics to address the Common Core Learning Standards' Mathematical Practice #3: Construct Viable Arguments and Critique the Reasoning of Others. Students can utilize strategies such as C.E.R. (Claim, Evidence, Reasoning) through all contents to provide clear explanations rooted in cited evidence.
- **Professional Learning Communities** will meet regularly, a minimum of once of month, to collaborate, align teaching practices, examine grade-wide trends, and design next steps for learning. An additional 3 modified days are added to the calendar to support this work in service of our students.
- **Classroom visits** will have a specified focus, per month, to support school-wide goals and classroom needs; coaching and support will be provided the Principal and model teachers
- **Mandarin classes** will begin utilizing the Leveled Learning program to ensure language is taught through content, and in context, and to ensure alignment with grade level Common Core Learning Standards
- **The Mandarin Resource teacher** will design and implement a pull-out program, servicing students in small groups 3 times a week
- Mandarin teachers who are eligible for the **E3 Growth and Development process**, will be provided ongoing coaching and mentorship throughout the year by the Mandarin Resource teacher
- **After-school programs** will be designed to support extra-support in literacy and Mandarin for students falling 2 levels behind
- **School-wide instructional expectations** will be embedded into classrooms in order to strengthen Tier One instruction and provide consistency across classrooms, grade levels, and language programs
- **Common formative and summative assessments** will be administered throughout the year; data analysis meetings will occur to monitoring student learning
 - Students in grades Kindergarten-2nd will be assessed using the Fountas and Pinnell metric three times per year
 - Students in 3rd-5th grades will be assessed using the FAST aaReading metric three times per year
 - Students in Kindergarten - 5th grade will be assessed in English Language Arts and Mathematics using the IReady program
 - Students in Grades 3-5 will be assessed using the DEMI metric three time per year

Identified Need - English Language Arts*Goal**

By focusing on language and vocabulary development, in regards to English Language Arts, students will improve on their reading comprehension and writing skills. Students will be able to use more precise language to better formulate their thoughts on paper in written explanations.

Data Analysis

An analysis of the 3rd-5th grade student group's Smarter Balanced Assessment System (SBAC) scores indicate an overall decrease in English Language Arts. In comparison to the 2019 assessment, 77.7% of the total 3rd-5th grade population met or exceeded the grade level standards. However, in 2022, there was an 11.8% decrease, down to 65.9%. Similarly, there was a decrease in the English Learners subgroup (-2.2%) and Hispanic subgroup (-3.5%). However, the Students with Disabilities (SWD) subgroup saw a gain of 9.1%. Based on the subgroup data, we need to continue focusing on improving and closing the student achievement gap specifically with our English Learners, Hispanic, Black, and Students With Disabilities populations. Additionally, an analysis of the FAST aReading scores indicates 78.8% of students in 2nd - 5th grade scored Low Risk/Advanced. 13.14% of those students were identified at Some Risk, while 7.8% were at High Risk. By grade level, fourth grade students were the largest subgroup of scoring at Some Risk and High Risk (a combined 22.0%). Second and third grade students scored 21.4% and 21.8%, respectively, in those combined categories, while fifth grade students scored 19.4%.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th	Meet or exceed standards	65.9%	75.9%	CAASPP ELA	yearly
June 2023	3rd - 5th	Meet or exceed	78.8%	88.8%	FAST aReading	yearly

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th	Hispanic or Latino	meet or exceed standards	54.1%	65%	CAASPP ELA	yearly
June 2023	3rd - 5th	English Learner	meet or exceed standards -non-RFEP ELs	11.1%	20%	CAASPP ELA	yearly
June 2023	3rd - 5th	Students with Disabilities	meet or exceed standards	52.9%	60%	CAASPP ELA	yearly
June 2023	3rd - 5th	Black or African American	meet or exceed standards	Baseline	10% above baseline	CAASPP ELA	yearly
June 2023	3rd - 5th	Black or African American	meet or exceed standards	Baseline	10% above baseline	FAST aReading	yearly
June 2023	3rd - 5th	Hispanic or Latino	meet or exceed standards	72%	82%	FAST aReading	yearly
June 2023	3rd - 5th	English Learner	meet or exceed standards	52%	62%	FAST aReading	yearly

*Identified Need - Math

Goal

By focusing on language and vocabulary development, and expanding writing across all contents, students will have multiple opportunities to focus on their process and mathematical thinking. This is in direct alignment to the Common Core Learning Standards' Mathematical Practice #3: Construct Viable Arguments and Critique the Reasoning of Others.

Data Analysis

In mathematics, comparing the 2019 assessment to 2022, the overall 3rd-5th grade population saw a decrease from 76.4% to 71.5% (-4.9%). However, in the English Learners subgroup there was a gain of 9.8% (23.5% to 33.3%) as well as a 15.8% gain in the Students with Disabilities subgroup (from 31.3% to 47.1%). The decrease in student achievement can be attributed to the COVID-19 pandemic, which caused students to lose instructional time. As a result of this data, Barnard Mandarin is committed to focusing on improving student achievement and closing the achievement gap specifically with our English Learners, Black and Hispanic students, Socio-Economically Disadvantaged, and Students with Disabilities. Additionally, in analyzing the District Essential Mathematics Indicators (DEMI) assessment, the strand that historically has shown to be the greatest challenge for students is Communication. On the Spring 2021 assessment, 23% of the total grade 3-5 population scored Strong under the Knowledge strand, 27% under the Application strand, and only 7% on the Communication strand. On the Spring 2022 assessment, 29.7% (6.7%) of the total grade 3-5 population scored Strong under the Knowledge strand, 26.3% (-0.7%) under the Application strand, and 8.2% (1.2%) under the Communication strand. Although there was a slight increase in the Communication strand, it is also the strand with the most incomplete answers, sitting at 32.4% on the Spring 2022 assessment (10.5% incomplete under Knowledge, and 20.6% incomplete under Application).

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th	meet or exceed standard	71.5%	81.5%	CAASPP Math	yearly
June 2023	3rd - 5th	meet or exceed standard-Knowledge	89.5%	100%	DEMI	yearly
June 2023	3rd - 5th	meet or exceed standard-Application	79.4%	90%	DEMI	yearly
June 2023	3rd - 5th	meet or exceed standard-Communication	67.6%	75%	DEMI	yearly

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th	Hispanic or Latino	meet or exceed standard	55.8%	65%	CAASPP Math	yearly
June 2023	3rd - 5th	English Learner	meet or exceed standards non-RFEP ELs	33.4%	43%	CAASPP Math	yearly

Barnard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3rd - 5th	Students with Disabilities	meet or exceed standard	47.1%	57%	CAASPP Math	yearly
June 2023	3rd - 5th	Black or African American	meet or exceed standard	Baseline Data	+ 10%	CAASPP Math	yearly
June 2023	3rd - 5th	Black or African American	meet or exceed standard-in all three areas (K,A,C)	Baseline 'Data	+10%	DEMI	yearly
June 2023	3rd - 5th	Hispanic or Latino	meet or exceed standard-in all three areas (K,A,C)	Baseline Data	+10%	DEMI	yearly
June 2023	3rd - 5th	English Learner	meet or exceed standard-in all three areas (K,A,C)	Baseline Data	+10%	DEMI	yearly
June 2023	3rd - 5th	Students with Disabilities	meet or exceed standard-in all three areas (K,A,C)	Baseline Data	+10%	DEMI	yearly

*Identified Need - English Learners

An analysis of the 3rd-5th grade English Learner's subgroup on the ELA Smarter Balanced Assessment System (SBAC) shows a decrease of students meeting or exceeding grade level proficiency. On the 2019 ELA SBAC, 13.3% of English Learners met or exceeded grade level standards. On the 2022 ELA SBAC, 11.1% (a 2.2% decrease) met or exceeded the grade level standards.

An analysis of the Communication competency in the DEMI assessment shows that the 3rd to 5th grade English Learner's subgroup scored 0% at the level of Strength, 57% under the level of Proficient, and 43% under the level of Incomplete Evidence. This is in direct alignment of Common Core Mathematical Practice #3: Construct Viable Arguments and Critique the Reasoning of Others.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th	English Learner	Meet or Exceeds Standards	11.1%	21.1%	Other (Describe in Objective)	Yearly
January 2023	3rd - 5th	English Learner	Meets or Exceeds Standards	57.0%	67.0%	Other (Describe in Objective)	Yearly

Barnard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need - Graduation/Promotion Rate							
TK-2nd grades - F&P Reading Assessment (3 times per year)							
3rd-5th grades - aaReading Assessment (3 times per year)							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd - 5th	meet or exceed standards	81%	89%	FAST aReading	yearly	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th	Hispanic or Latino	meet or exceed standards	54.1%	64.1%	CAASPP ELA	yearly
June 2023	3rd - 5th	English Learner	meet or exceed standards	11.1%	21.1%	CAASPP ELA	yearly
June 2023	3rd - 5th	Students with Disabilities	meet or exceed standards	52.9%	62.9%	CAASPP ELA	yearly
June 2023	3rd - 5th	Black or African American	meet or exceed standards	Baseline	10% above baseline	CAASPP ELA	yearly
June 2023	3rd - 5th	Black or African American	meet or exceed standards	Baseline	10% above baseline	FAST aReading	yearly
June 2023	3rd - 5th	Hispanic or Latino	meet or exceed standards	72%	82%	FAST aReading	yearly
June 2023	3rd - 5th	English Learner	meet or exceed standards	52%	48%	FAST aReading	yearly
June 2023	3rd - 5th	Students with Disabilities	meets or exceed standards	50%	60%	FAST aReading	yearly
Optional School Goal(s)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
Professional Learning Communities							
*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							

Barnard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Professional learning is a top priority for our school community. Our goal to ensure that every child meets or exceeds the standards, requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices, and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is imbedded into our vision by communicating that it is a core function for improvement, and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities (PLCs) so that teachers and staff are able to learn with, and from, each other in order to improve instructional practice and achieve equitable outcomes for all students.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

None

Professional Development

***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 learning is a top priority for our school community. Our goal to ensure that every child meets or exceeds the standards, requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices, and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students.

We combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is imbedded into our vision by communicating that it is a core function for improvement, and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities(PLCs) so that teachers and staff are able to learn with, and from, each other in order to improve instructional practice and achieve equitable outcomes for all students.

In relation to the goal, this year's Professional Learning will focus on language development through the text, Teaching Advanced Literacy Skills: A Guide for Leaders in Linguistically Diverse Schools by Nonie K. Lesaux, Emily Phillips Galloway, and Sky H. Marietta. For the 2022-2023 school year, the focus will be on Hallmark 2: Talk/Discuss to Build Language and Knowledge, and Hallmark 4: Study a Small Set of High Utility Vocabulary Words

Barnard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Needed to Master Language and Content. Subtopics during these sessions include building in talk routines as part of the curriculum, creating structures for student discussion, utilizing language objectives to focus on daily language/vocabulary goals, and using word walls to support student learning. Additionally, the Instructional Leadership Team will continue being trained in the Leader in Me program. IReady will also continue to support our English language teachers in understanding how to use the program most effectively, and planning using data.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

None

Supporting English Learners

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

All English Learners.

***Strategy/Activity - Description**

Designated and Integrated ELD woven into the English classroom 50/50 schedule, and within the Benchmark modules. PLCs 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, intending to enable students to self-assess their language learning, make adjustments, and be able to seek help and/or additional resources when and where needed. In addition, regular PLCs provide teachers time to collaborate and analyze ELD standards so that uniform learning targets and success criteria can be established, and quality ELD lessons developed.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00173G	Classroom Teacher Hrly		\$13,072.00	\$16,184.44	0017-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		After school tutoring to provide additional support in developing language, both written and oral, across all grade levels.
N00173W	Non Clsrn Tchr Hrly		\$5,000.00	\$6,190.50	0017-09800-00-1957-3160-	LCFF Intervention Support	English Learners,		Providing support and assessing English Learners, including administering ELPAC testing.

Barnard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					4760-01000-0000		Foster Youth, Low-Income		
N00178B	Non Clsrn Tchr Hrly		\$1,000.00	\$1,238.10	0017-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Staff training for PLCs to develop continuity across all grade levels regarding language development and vocabulary standards across all content. If staffing prevents visiting teachers, this budget may be transferred to teacher hourly.

***Additional Supports for this Strategy/Activity**

None

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

In order to increase parent involvement, events are scheduled at various times throughout the week. This includes morning drop-off times, evenings, and weekends.

Parent events, which include Coffee with the Principal, PTA Meetings, open attendance to SSC, ELAC, and SGT meetings, were widely advertised in order to seek and gain more input from parents regarding school programs.

In addition, our PTA schedules various activities and events during the evenings and weekends to encourage more family involvement/attendance.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Events were held on weekends and at later times, however, families' attendance rates remained the same. There were a few parents who normally do not attend a school event who were able to attend an event as a result of the changes. We will continue to send out surveys to families to determine what schedules work best for maximum attendance.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Goal

Our goal is to increase communication with 100% of our families in the 2022-2023 school year regarding their child's academic and citizenship progress.

Strategies/Activities***Modes of Communication***

Communication with Barnard Mandarin families include, but are not limited to:

- Progress and Report Cards
- SchoolMessenger
- Social Media
- Letters/Emails home to families (including positive communication)
- Parent/Teacher conferences
- Share formative assessment results
- Phone calls home (including positive calls)

Communication For School Events

- Weekly Family Newsletters sent via SchoolMessenger
- Social media updates from our PTA and Principal
- Teacher letters/emails sent home

Student Attendance

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

Parent Involvement

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

***Identified Need**

Based on the 2021-2022 CAL-SCHLS Parent Survey, the following data points showed to be the lowest:

1. Providing information about why your child is placed in particular groups or classes.
 - Very Well - 29%
 - Just Okay - 29%
 - Not Very Well - 12%
 - Does Not Do It At All - 12%
 - Don't Know/NA - 18%
2. Parents feel welcome to participate at this school.
 - Strongly Agree - 41%
 - Agree - 39%
 - Disagree - 9%
 - Strongly Disagree - 2%
 - Don't Know/NA - 9%
3. Letting you know how your child is doing in school between report cards.
 - Very Well - 31%
 - Just Okay - 51%
 - Not Very Well - 12%
 - Does Not Do It At All - 6%
 - Don't Know/NA - 0%

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Providing information about why your child is placed in particular groups or classes.	58%	100%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Parents feel welcome to participate at this school.	80%	100%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Letting you know how your child is doing inschool between report cards	82%	100%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	ELAC	Establishing site ELAC Committee, consisting of	Baseline being established	51%	Other - Describe in Objective

Barnard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		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.			
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Strategy/Activity 1-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, Parent Learning Workshops (B-PALS), Moon Festival, Barnard Dragon boat race, PB holiday parade, and our Chinese New Year fair.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

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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**

Barnard Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 24,513

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
[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

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)	\$ 24,513
[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): \$ 24,513

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 24,513

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Barnard Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	13,072.00	0	\$13,072.00
Barnard Elementary			1957 Non Clsm Tchr Hrly	Non Clsm Tchr Hrly	6,000.00	0	\$6,000.00
Barnard Elementary			3000 Benefits			0	\$4,541.04
Barnard Elementary			4301 Supplies	Supplies	900	0	\$900.00
Barnard Elementary		(blank) Total				0	\$24,513.04
Barnard Elementary	09800 LCFF Intervention Support Total					0	\$24,513.04

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Barnard Mandarin Magnet Elementary School
Parent and Family Engagement Policy 2022-23

Barnard Mandarin Magnet Elementary School 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 Back to School packets (hardcopy) and 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 practical, 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:

The 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 email, video conferencing, phone and in-person conferences (when safe to do so based on Federal, State, County, and District guidelines).

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
- 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 Mandarin Magnet Elementary School on October 3, 2022 and will be in effect for the period of the 2022-2023 school year.

The school will distribute the policy to all parents of students on, or before: October 7, 2022.



Kingsley Chao
Principal

October 3, 2022

APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

School-Parent Compact 2022-2023
Barnard Mandarin Magnet Elementary School

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

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 Magnet Elementary School 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 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. For instance, we have a music program and discovery science 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, the 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 SSC and SGT provide guidance to the Principal in budgetary decisions as it relates to student achievement and school facilities, staffing, maintenance, and operations.

B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child'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 Fall and Spring after the second reporting period.
 - Individualized Parent/Teacher Meetings (Upon Request)
 - Student Study Team Meetings - these meetings are interventions to support students who are struggling academically and behaviorally (upon request)
2. Frequent reports to parents on their children's progress.
 - 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 child's progress as needed.
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- 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.
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Distribute information via SchoolMessenger, in the student's home language
 - Distribute written information to parents in the student's home language
 - Provide information in the main office in multiple languages
 - Provide translation services as needed

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	161	68.3	160	67.5	189	77.8	206	77.7	214	65.9	-2.4	-11.8	158	64.6	160	68.8	191	75.4	208	76.4	214	71.5	6.9	-4.9
Female	80	71.3	83	71.1	110	81.8	115	81.7	110	68.2	-3.1	-13.5	78	59.0	83	66.3	111	72.1	118	76.3	110	70.0	11.0	-6.3
Male	81	65.4	77	63.6	79	72.2	91	72.5	104	63.5	-1.9	-9.0	80	70.0	77	71.4	80	80.0	90	76.7	104	73.1	3.1	-3.6
African American	6	-	6	-	9	-	8	-	5	-	-	-	6	-	6	-	9	-	8	-	5	-	-	-
Asian	19	89.5	21	90.5	28	92.9	52	88.5	50	80.0	-9.5	-8.5	19	94.7	21	95.2	30	90.0	54	83.3	50	86.0	-8.7	2.7
Filipino	0	-	1	-	2	-	4	-	7	-	-	-	0	-	1	-	2	-	4	-	7	-	-	-
Hispanic	66	47.0	56	51.8	57	68.4	59	57.6	61	54.1	7.1	-3.5	63	41.3	56	50.0	57	63.2	59	59.3	61	55.7	14.4	-3.6
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
White	42	85.7	39	76.9	41	85.4	35	94.3	35	68.6	-17.1	-25.7	43	76.7	39	71.8	41	80.5	35	88.6	35	77.1	0.4	-11.5
Multiracial	23	78.3	27	70.4	42	78.6	48	79.2	55	69.1	-9.2	-10.1	22	81.8	27	77.8	42	76.2	47	83.0	55	76.4	-5.4	-6.6
English Learner	30	10.0	25	24.0	19	36.8	15	13.3	18	11.1	1.1	-2.2	28	21.4	25	40.0	20	45.0	17	23.5	18	33.3	11.9	9.8
English-Speaking	131	81.7	135	75.6	170	82.4	191	82.7	196	70.9	-10.8	-11.8	130	73.8	135	74.1	171	78.9	191	81.2	196	75.0	1.2	-6.2
Reclassified†	18	83.3	22	68.2	21	81.0	32	75.0	44	68.2	-15.1	-6.8	18	77.8	22	68.2	21	76.2	32	75.0	44	72.7	-5.1	-2.3
Initially Eng. Speaking	113	81.4	113	77.0	149	82.6	159	84.3	152	71.7	-9.7	-12.6	112	73.2	113	75.2	150	79.3	159	82.4	152	75.7	2.5	-6.7
Econ. Disadv.*	85	55.3	75	57.3	59	66.1	65	64.6	57	50.9	-4.4	-13.7	82	50.0	75	54.7	59	64.4	67	61.2	57	52.6	2.6	-8.6
Non-Econ. Disadv.	76	82.9	85	76.5	130	83.1	141	83.7	157	71.3	-11.6	-12.4	76	80.3	85	81.2	132	80.3	141	83.7	157	78.3	-2.0	-5.4
Gifted	57	80.7	60	86.7	60	90.0	77	92.2	28	82.1	1.4	-10.1	57	86.0	60	85.0	60	90.0	78	92.3	28	89.3	3.3	-3.0
Not Gifted	104	61.5	100	56.0	129	72.1	129	69.0	186	63.4	1.9	-5.6	101	52.5	100	59.0	131	68.7	130	66.9	186	68.8	16.3	1.9
With Disabilities	15	26.7	16	43.8	17	41.2	16	43.8	17	52.9	26.2	9.1	15	40.0	16	50.0	17	35.3	16	31.3	17	47.1	7.1	15.8
WO Disabilities	146	72.6	144	70.1	172	81.4	190	80.5	197	67.0	-5.6	-13.5	143	67.1	144	70.8	174	79.3	192	80.2	197	73.6	6.5	-6.6
Homeless	0	-	1	-	3	-	2	-	2	-	-	-	1	-	1	-	3	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	15	73.3	12	83.3	17	70.6	9	-	10	60.0	-13.3	-	15	73.3	12	75.0	18	77.8	10	50.0	10	70.0	-3.3	20.0

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	63	73.0	50	64.0	79	83.5	0	-	82	65.9	-7.1	-	60	80.0	50	82.0	81	88.9	79	83.5	82	79.3	-0.7	-4.2
Female	30	76.7	30	66.7	47	87.2	0	-	43	74.4	-2.3	-	28	78.6	30	80.0	48	87.5	38	84.2	43	86.0	7.4	1.8
Male	33	69.7	20	60.0	32	78.1	0	-	39	56.4	-13.3	-	32	81.3	20	85.0	33	90.9	41	82.9	39	71.8	-9.5	-11.1
African American	1	-	2	-	5	-	0	-	2	-	-	-	1	-	2	-	5	-	1	-	2	-	-	-
Asian	7	-	7	-	16	93.8	0	-	20	75.0	-	-	7	-	7	-	18	94.4	21	85.7	20	90.0	-	4.3
Filipino	0	-	1	-	2	-	0	-	1	-	-	-	0	-	1	-	2	-	2	-	1	-	-	-
Hispanic	22	45.5	16	62.5	23	87.0	0	-	22	59.1	13.6	-	19	47.4	16	87.5	23	82.6	21	66.7	22	63.6	16.2	-3.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	21	85.7	9	-	11	72.7	0	-	12	75.0	-10.7	-	22	90.9	9	-	11	90.9	16	93.8	12	91.7	0.8	-2.1
Multiracial	9	-	10	60.0	20	85.0	0	-	25	64.0	-	-	8	-	10	80.0	20	90.0	18	94.4	25	84.0	-	-10.4
English Learner	13	15.4	13	46.2	6	-	0	-	10	20.0	4.6	-	11	36.4	13	69.2	7	-	8	-	10	60.0	23.6	-
English-Speaking	50	88.0	37	70.3	73	87.7	0	-	72	72.2	-15.8	-	49	89.8	37	86.5	74	91.9	71	90.1	72	81.9	-7.9	-8.2
Reclassified†	2	-	2	-	8	-	0	-	13	69.2	-	-	2	-	2	-	8	-	12	83.3	13	84.6	-	1.3
Initially Eng. Speaking	48	87.5	35	74.3	65	86.2	0	-	59	72.9	-14.6	-	47	89.4	35	85.7	66	90.9	59	91.5	59	81.4	-8.0	-10.1
Econ. Disadv.*	28	53.6	21	57.1	20	70.0	0	-	25	60.0	6.4	-	25	56.0	21	76.2	20	80.0	26	69.2	25	72.0	16.0	2.8
Non-Econ. Disadv.	35	88.6	29	69.0	59	88.1	0	-	57	68.4	-20.2	-	35	97.1	29	86.2	61	91.8	53	90.6	57	82.5	-14.6	-8.1
Gifted	28	82.1	16	93.8	28	96.4	0	-	1	-	-	-	28	92.9	16	93.8	28	100.0	30	93.3	1	-	-	-
Not Gifted	35	65.7	34	50.0	51	76.5	0	-	81	65.4	-0.3	-	32	68.8	34	76.5	53	83.0	49	77.6	81	79.0	10.2	1.4
With Disabilities	5	-	4	-	1	-	0	-	5	-	-	-	5	-	4	-	1	-	5	-	5	-	-	-
WO Disabilities	58	77.6	46	65.2	78	83.3	0	-	77	64.9	-12.7	-	55	81.8	46	82.6	80	88.8	74	86.5	77	79.2	-2.6	-7.3
Homeless	0	-	1	-	1	-	0	-	2	-	-	-	1	-	1	-	1	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	3	-	6	-	0	-	4	-	-	-	5	-	3	-	7	-	4	-	5	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	53	69.8	59	69.5	47	68.1	0	-	70	58.6	-11.2	-	53	64.2	59	67.8	47	59.6	83	79.5	70	64.3	0.1	-15.2
Female	24	70.8	28	75.0	31	74.2	0	-	30	46.7	-24.1	-	24	58.3	28	64.3	31	54.8	49	77.6	30	56.7	-1.6	-20.9
Male	29	69.0	31	64.5	16	56.3	0	-	40	67.5	-1.5	-	29	69.0	31	71.0	16	68.8	34	82.4	40	70.0	1.0	-12.4
African American	3	-	1	-	2	-	0	-	3	-	-	-	3	-	1	-	2	-	5	-	3	-	-	-
Asian	8	-	6	-	6	-	0	-	19	84.2	-	-	8	-	6	-	6	-	22	86.4	19	78.9	-	-7.5
Filipino	0	-	0	-	0	-	0	-	4	-	-	-	0	-	0	-	0	-	2	-	4	-	-	-
Hispanic	23	47.8	19	36.8	14	50.0	0	-	17	41.2	-6.6	-	23	39.1	19	31.6	14	50.0	23	65.2	17	47.1	8.0	-18.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	9	-	21	81.0	9	-	0	-	14	57.1	-	-	9	-	21	85.7	9	-	12	91.7	14	64.3	-	-27.4
Multiracial	8	-	9	-	12	75.0	0	-	13	53.8	-	-	8	-	9	-	12	58.3	18	83.3	13	69.2	-	-14.1
English Learner	10	10.0	8	-	7	-	0	-	6	-	-	-	10	20.0	8	-	7	-	6	-	6	-	-	-
English-Speaking	43	83.7	51	80.4	40	72.5	0	-	64	64.1	-19.6	-	43	74.4	51	78.4	40	60.0	77	83.1	64	70.3	-4.1	-12.8
Reclassified†	7	-	6	-	5	-	0	-	14	64.3	-	-	7	-	6	-	5	-	11	90.9	14	78.6	-	-12.3
Initially Eng. Speaking	36	83.3	45	82.2	35	74.3	0	-	50	64.0	-19.3	-	36	72.2	45	80.0	35	62.9	66	81.8	50	68.0	-4.2	-13.8
Econ. Disadv.*	32	56.3	22	50.0	18	66.7	0	-	21	33.3	-23.0	-	32	53.1	22	36.4	18	61.1	22	59.1	21	38.1	-15.0	-21.0
Non-Econ. Disadv.	21	90.5	37	81.1	29	69.0	0	-	49	69.4	-21.1	-	21	81.0	37	86.5	29	58.6	61	86.9	49	75.5	-5.5	-11.4
Gifted	16	87.5	27	81.5	14	92.9	0	-	15	73.3	-14.2	-	16	87.5	27	81.5	14	78.6	32	96.9	15	86.7	-0.8	-10.2
Not Gifted	37	62.2	32	59.4	33	57.6	0	-	55	54.5	-7.7	-	37	54.1	32	56.3	33	51.5	51	68.6	55	58.2	4.1	-10.4
With Disabilities	4	-	6	-	8	-	0	-	4	-	-	-	4	-	6	-	8	-	4	-	4	-	-	-
WO Disabilities	49	69.4	53	75.5	39	74.4	0	-	66	59.1	-10.3	-	49	63.3	53	73.6	39	66.7	79	82.3	66	66.7	3.4	-15.6
Homeless	0	-	1	-	3	-	0	-	2	-	-	-	0	-	1	-	3	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	5	-	2	-	0	-	2	-	-	-	4	-	5	-	2	-	4	-	1	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Barnard
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	45	60.0	51	68.6	63	77.8	0	-	62	74.2	14.2	-	45	44.4	51	56.9	63	69.8	46	58.7	62	69.4	25.0	10.7
Female	26	65.4	25	72.0	32	81.3	0	-	37	78.4	13.0	-	26	38.5	25	52.0	32	65.6	31	64.5	37	62.2	23.7	-2.3
Male	19	52.6	26	65.4	31	74.2	0	-	25	68.0	15.4	-	19	52.6	26	61.5	31	74.2	15	46.7	25	80.0	27.4	33.3
African American	2	-	3	-	2	-	0	-	0	-	-	-	2	-	3	-	2	-	2	-	0	-	-	-
Asian	4	-	8	-	6	-	0	-	11	81.8	-	-	4	-	8	-	6	-	11	72.7	11	90.9	-	18.2
Filipino	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Hispanic	21	47.6	21	57.1	20	60.0	0	-	22	59.1	11.5	-	21	38.1	21	38.1	20	50.0	15	40.0	22	54.5	16.4	14.5
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	12	83.3	9	-	21	90.5	0	-	9	-	-	-	12	50.0	9	-	21	81.0	7	-	9	-	-	-
Multiracial	6	-	8	-	10	70.0	0	-	17	88.2	-	-	6	-	8	-	10	70.0	11	63.6	17	70.6	-	7.0
English Learner	7	-	4	-	6	-	0	-	2	-	-	-	7	-	4	-	6	-	3	-	2	-	-	-
English-Speaking	38	71.1	47	74.5	57	82.5	0	-	60	76.7	5.6	-	38	52.6	47	59.6	57	75.4	43	62.8	60	71.7	19.1	8.9
Reclassified†	9	-	14	78.6	8	-	0	-	17	70.6	-	-	9	-	14	64.3	8	-	9	-	17	58.8	-	-
Initially Eng. Speaking	29	69.0	33	72.7	49	83.7	0	-	43	79.1	10.1	-	29	48.3	33	57.6	49	75.5	34	67.6	43	76.7	28.4	9.1
Econ. Disadv.*	25	56.0	32	62.5	21	61.9	0	-	11	63.6	7.6	-	25	40.0	32	53.1	21	52.4	19	52.6	11	36.4	-3.6	-16.2
Non-Econ. Disadv.	20	65.0	19	78.9	42	85.7	0	-	51	76.5	11.5	-	20	50.0	19	63.2	42	78.6	27	63.0	51	76.5	26.5	13.5
Gifted	13	69.2	17	88.2	18	77.8	0	-	12	91.7	22.5	-	13	69.2	17	82.4	18	83.3	16	81.3	12	91.7	22.5	10.4
Not Gifted	32	56.3	34	58.8	45	77.8	0	-	50	70.0	13.7	-	32	34.4	34	44.1	45	64.4	30	46.7	50	64.0	29.6	17.3
With Disabilities	15	26.7	6	-	8	-	0	-	8	-	-	-	6	-	6	-	8	-	7	-	8	-	-	-
WO Disabilities	39	69.2	45	68.9	55	83.6	0	-	54	79.6	10.4	-	39	51.3	45	55.6	55	74.5	39	64.1	54	74.1	22.8	10.0
Homeless	0	-	1	-	2	-	0	-	2	-	-	-	0	-	1	-	2	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	9	-	0	-	4	-	-	-	6	-	4	-	9	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: BARNARD ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Social-Emotional Learning

***Strategy/Activity - Description**

All Barnard staff and students will be trained in Restorative Justice Practices by the end of the 2021-22 school year. In conjunction with the Youth Advocacy Department, and our counselor, Barnard will continue the Ally Action student leader training. Our counselor will present Second Steps social-emotional learning lessons in classrooms each week to promote conflict resolution, anti-bullying strategies, and positive peer relationships. These three strategies/activities will promote positive culture and climate at Barnard, and ultimately will lead to increased attendance, and fewer suspensions.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Barnard Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$17,600.10	09800-1192	Staff training for PLCs to develop grade level Restorative Justice standards. If staffing prevents visiting teachers, this budget may be transferred to teacher hourly.	<p>The overall rate of chronic absenteeism at Barnard <u>increased</u> by 12.64%, (from 4.51% to 17.15%)</p> <p>The rate of chronic absenteeism for</p>	<p>An analysis of the 3rd-5th grade student group's Smarter Balanced Assessment System (SBAC) scores indicate an overall decrease in English Language Arts. In comparison to the 2019 assessment, 77.7% of the total 3rd-5th grade population met or exceeded the grade level standards. However, in 2022, there was an 11.8% decrease, down to 65.9%. Similarly, there was a decrease in the English Learners subgroup (-2.2%) and Hispanic subgroup (-3.5%).</p> <p>Additionally, an analysis of the FAST aReading scores indicate 13.14% of 3rd-5th grade students were identified at Some Risk, while 7.8%</p>	
Conference Local		\$668.00	09800-5209	Staff attending Restorative justice training.	<p>Students with Disabilities increased by 19.84% (from 6.25% to 26.09%)</p> <p>The rate of chronic absenteeism for English Learners increased by 22.88% (from 9.43% to 32.31%)</p> <p>The rate of chronic absenteeism for Hispanic students increased by 17.52% (8.46% to 25.98%)</p>		

Barnard Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>The rate of chronic absenteeism for Socioeconomically Disadvantaged students increased by 17.75% (from 8.72% to 26.47%)</p> <p>The rate of chronic absenteeism for White students increased by 10.79% (from 5.88% to 16.67%)</p> <p>The rate of chronic absenteeism for Black students increased by 26.26% (from 18.18% to 44.44%)</p> <p>An analysis of the 3rd – 5th grade student group’s Smarter Balanced Assessment System (SBAC) scores indicated the Students with</p>	<p>were at High Risk. By grade level, fourth grade students were the largest subgroup of scoring at Some Risk and High Risk (a combined 22.0%). Second and third grade students scored 21.4% and 21.8%, respectively, in those combined categories, while fifth grade students scored 19.4%.</p> <p>Teachers currently feel there is not enough time to engage students in instruction due to the transition between languages (English and Mandarin).</p>	
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Barnard Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>Disabilities (SWD) subgroup seeing a gain of 9.1%.</p> <p>Additionally, an analysis of the FAST aReading scores indicates 78.8% of students in 2nd - 5th grade scored Low Risk/Advanced.</p> <p>Additionally, all Kindergarten – 5th grade students are enrolled in the IReady program. Students take a diagnostic assessment 3 times a year which determines their path of learning, which is customized to their needs.</p>		
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Goal 2 - English Language Arts

PLCs

***Strategy/Activity - Description**

Professional learning is a top priority for our school community. Our goal to ensure that every child meets or exceeds the standards, requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices, and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is imbedded into our vision by communicating that it is a core function for improvement, and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities (PLCs) so that teachers and staff are able to learn with, and from, each other in order to improve instructional practice and achieve equitable outcomes for all students.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Barnard Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies		\$5,000.00	09800-4301	Instructional supplies to support equal access to non district supported curriculum.	<p>An analysis of the 3rd – 5th grade student group’s Smarter Balanced Assessment System (SBAC) scores indicated the Students with Disabilities (SWD) subgroup seeing a gain of 9.1%.</p> <p>Additionally, an analysis of the FAST aReading scores indicates 78.8% of students in 2nd - 5th grade scored Low Risk/Advanced.</p> <p>Additionally, all Kindergarten – 5th grade students are enrolled in the IReady program. Students take a diagnostic assessment 3 times a year which determines their path of learning,</p>	<p>An analysis of the 3rd-5th grade student group's Smarter Balanced Assessment System (SBAC) scores indicate an overall decrease in English Language Arts. In comparison to the 2019 assessment, 77.7% of the total 3rd-5th grade population met or exceeded the grade level standards. However, in 2022, there was an 11.8% decrease, down to 65.9%. Similarly, there was a decrease in the English Learners subgroup (-2.2%) and Hispanic subgroup (-3.5%).</p> <p>Additionally, an analysis of the FAST aReading scores indicate 13.14% of 3rd-5th grade students were identified at Some Risk, while 7.8%</p>	

Barnard Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					which is customized to their needs.	were at High Risk. By grade level, fourth grade students were the largest subgroup of scoring at Some Risk and High Risk (a combined 22.0%). Second and third grade students scored 21.4% and 21.8%, respectively, in those combined categories, while fifth grade students scored 19.4%. Teachers currently feel there is not enough time to engage students in instruction due to the transition between languages (English and Mandarin).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Staff training for PLCs to develop grade level ELA standards. If staffing prevents visiting teachers, this budget may be transferred to teacher hourly.			

Goal 3 - Mathematics

PLCs

***Strategy/Activity - Description**

Professional learning is a top priority for our school community. Our goal to ensure that every child meets or exceeds the standards, requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices, and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students.

We combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is imbedded into our vision by communicating that it is a core function for improvement, and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities(PLCs) so that teachers and staff are able to learn with, and from, each other in order to improve instructional practice and achieve equitable outcomes for all students.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Barnard Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Staff training for PLCs to develop grade level Math standards. If staffing prevents visiting teachers, this budget may be transferred to teacher hourly.	<p>An analysis of the 3rd – 5th grade student group’s Smarter Balanced Assessment System (SBAC) scores indicated the Students with Disabilities (SWD) subgroup seeing a gain of 9.1%.</p> <p>Additionally, an analysis of the FAST aReading scores indicates 78.8% of students in 2nd - 5th grade scored Low Risk/Advanced.</p> <p>Additionally, all Kindergarten – 5th grade students are enrolled in the IReady program. Students take a diagnostic assessment 3 times a year which determines their path of learning,</p>	<p>An analysis of the 3rd-5th grade student group's Smarter Balanced Assessment System (SBAC) scores indicate an overall decrease in English Language Arts. In comparison to the 2019 assessment, 77.7% of the total 3rd-5th grade population met or exceeded the grade level standards. However, in 2022, there was an 11.8% decrease, down to 65.9% Similarly, there was a decrease in the English Learners subgroup (-2.2%) and Hispanic subgroup (-3.5%).</p> <p>Additionally, an analysis of the FAST aReading scores indicate 13.14% of 3rd-5th grade students were identified at Some Risk, while 7.8%</p>	

Barnard Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					which is customized to their needs.	were at High Risk. By grade level, fourth grade students were the largest subgroup of scoring at Some Risk and High Risk (a combined 22.0%). Second and third grade students scored 21.4% and 21.8%, respectively, in those combined categories, while fifth grade students scored 19.4%. Teachers currently feel there is not enough time to engage students in instruction due to the transition between languages (English and Mandarin).	
Supplies	--	--	09800-4301	Instructional supplies to support math instruction, including supplemental math curriculum used by the site.			

Goal 4- Supporting English Learners

Supporting English Learners

***Strategy/Activity - Description**

Designated and Integrated ELD woven into the English classroom 50/50 schedule, and within the Benchmark modules. PLCs 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, intending to enable students to self-assess their language learning, make adjustments, and be able to seek help and/or additional resources when and where needed. In addition, regular PLCs provide teachers time to collaborate and analyze ELD standards so that uniform learning targets and success criteria can be established, and quality ELD lessons developed.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$4,999.67	09800-1192	Staff training for PLCs to work on ELD standards. If	An analysis of the 3 rd – 5 th grade student group's	An analysis of the 3rd-5th grade student group's	

Barnard Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>staffing prevents visiting teachers, this budget may be transferred to teacher hourly.</p>	<p>Smarter Balanced Assessment System (SBAC) scores indicated the Students with Disabilities (SWD) subgroup seeing a gain of 9.1%.</p> <p>Additionally, an analysis of the FAST aReading scores indicates 78.8% of students in 2nd - 5th grade scored Low Risk/Advanced.</p> <p>Additionally, all Kindergarten – 5th grade students are enrolled in the IReady program. Students take a diagnostic assessment 3 times a year which determines their path of learning, which is customized to their needs.</p>	<p>Smarter Balanced Assessment System (SBAC) scores indicate an overall decrease in English Language Arts. In comparison to the 2019 assessment, 77.7% of the total 3rd-5th grade population met or exceeded the grade level standards. However, in 2022, there was an 11.8% decrease, down to 65.9% Similarly, there was a decrease in the English Learners subgroup (-2.2%) and Hispanic subgroup (-3.5%).</p> <p>Additionally, an analysis of the FAST aReading scores indicate 13.14% of 3rd-5th grade students were identified at Some Risk, while 7.8% were at High Risk. By grade level, fourth grade students were the largest subgroup of</p>	
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Barnard Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						<p>scoring at Some Risk and High Risk (a combined 22.0%). Second and third grade students scored 21.4% and 21.8%, respectively, in those combined categories, while fifth grade students scored 19.4%.</p> <p>Teachers currently feel there is not enough time to engage students in instruction due to the transition between languages (English and Mandarin).</p>	
Supplies	--	--	09800-4301	Supplemental supplies to provide equal access for our English Learners in Math and ELA.			

What are my leadership strategies in service of the goals?