THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT BARNARD ELEMENTARY SCHOOL

2016-17

37-68338-6039184
CDS Code

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

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

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

Board Approval: June 28, 2016

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.
2016-2017 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Barnard Elementary

DUE March 11, 2016

SITE CONTACT PERSON:

PHONE:  
FAX:  
E-MAIL ADDRESS:

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

☒ Title 1 Schoolwide Programs (SWP)  ☐ Program Improvement (PI)
☐ Y1  ☐ Y2  ☐ Y3  ☐ Y4  ☐ Y5  ☐ Y5+

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☐ English Learner Advisory Committee (ELAC)  Date of presentation: ________
☐ Community Advisory Committee for Special Education Programs (CAC)  Date of presentation: ________
☐ Gifted and Talented Education Program Advisory Committee (GATE)  Date of presentation: ________
☒ Site Governance Team (SGT)  Date of presentation: 2/16/16
☐ Other (list): ________  Date of presentation: 2/16/16

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 2/16/16

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

Aida Hernandez  
Type/Print Name of School Principal  
Signature of School Principal  
3/23/16  
Date

Ellen Brakespear  
Type/Print Name of SSC Chairperson  
Signature of SSC Chairperson  
3/23/16  
Date

Kimie Lancefield  
Type/Print Name of Area Superintendent  
Signature of Area Superintendent  
4-11-16  
Date

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

Updated 01.14.16mj8
**TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
   A. Data Reports
   B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
   C. Home/School Compact
   D. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
   E. 2016-17 SPSA Assessment and Evaluation
   F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
   G. WASC Recommendations (WASC Schools Only)
SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

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

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

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

SCHOOL VISION AND REALITY
Barnard students will develop the ability to successfully use their knowledge of diverse cultures to think and act globally and become thoughtful, responsible and successful global citizens. The blending of a world language program with a challenging and well-rounded academic program taught in English will enable Barnard students to face and triumph over the challenges of the 21st century. Barnard has adopted new Mandarin curriculum that is standards based, and incorporates a balanced literacy approach. Barnard students will now have a clear, consistent language acquisition pathway that builds on skills learned in grades Kindergarten through fifth grade.

CORE AND SUPPLEMENTAL SUPPORTS
In order that Barnard students receive the support and challenge of a rigorous Mandarin Immersion, and English program, Barnard students will have access to online supports via the Better Chinese Online program to support the acquisition of Mandarin, and Achieve 3000 to support and challenge their English Literacy skills.

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

| Grades K-3: | 1:24 |
| Grades K-3 with CSR: | 1:22 |
| Grade 4-6: | 1:32.13 |
Grades 7-8: 1:28.73
NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.
Enrollment/Days Per Week
1-592 = 1 day per week
593-1,185 = 2 days per week
1,186-1,774 = 3 days per week
COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site. K-8 schools are allocated FTE based on the Elementary ratio except for grades 6-8 which are prorated based on the Middle School ratio of 1:481.
Enrollment Days Position Equivalent FTE
1-493 1 .2
494-726 1.5 .3
727-960 2.0 .4
961-1,195 2.5 .5
1,196-1,429 3.0 .6
HEALTH TECHNICIAN
Allocation is based on projected enrollment and managed centrally.
Enrollment Days Per Week
1-374 1
375-1511 2
1512-2267 3
The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

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

**PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)**

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

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

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Li</td>
<td>Teacher</td>
</tr>
<tr>
<td>Benjamin Liu</td>
<td>Parent</td>
</tr>
<tr>
<td>Aida Hernandez</td>
<td>Principal</td>
</tr>
<tr>
<td>Bonita Sobieck</td>
<td>Other</td>
</tr>
<tr>
<td>Ellen Brakespear</td>
<td>Teacher</td>
</tr>
<tr>
<td>Gladys Wong</td>
<td>Parent</td>
</tr>
<tr>
<td>Tomira Baca-Craig</td>
<td>Parent</td>
</tr>
<tr>
<td>Ana Estrella</td>
<td>Teacher</td>
</tr>
<tr>
<td>Lily Higman</td>
<td>Parent</td>
</tr>
<tr>
<td>Janis Tan</td>
<td>Parent</td>
</tr>
</tbody>
</table>
## SINGLE PLAN FOR STUDENT ACHIEVEMENT

### Area 1: English/Language Arts

**English/Language Arts SMART Goal:**
* By 06/16/2017, 80% of Barnard Elementary Students, Grades 3-5 will meet or exceed standards in SBAC

**Closing the Gap SMART Goal:**
* By 06/16/2017, 51% of Barnard Elementary Special Education, Grades 3-5 will meet or exceed standards in SBAC

### WHAT DATA DID YOU USE TO FORM THESE GOALS?

- [ ] API
- [ ] AYP
- [ ] CAHSEE
- [x] CELDT
- [ ] Other
- [x] Interim Assessments
- [ ] End-Of-Course Exams
- [x] SBAC
- [ ] DRA2

**Other Assessments (Please Specify):**
DRA/ARI Assessment and informal classroom observations

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

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

**Title 1 Arts Grant (Award Sites ONLY):**
## Area 2: Mathematics

**Mathematics SMART Goal:**
* By 06/16/2017, 80% of Barnard Elementary Students, Grades 3-5 will meet or exceed standards in SBAC

**Closing the Gap SMART Goal:**
* By 06/16/2017, 51% of Barnard Elementary Special Education, Grades 3-5 will meet or exceed standards in SBAC
* By 06/16/2017, 65% of Barnard Elementary English Learner, Grades 3-5 will meet or exceed standards in SBAC

### WHAT DATA DID YOU USE TO FORM THESE GOALS?

- API
- AYP
- CAHSEE
- CELDT
- Other
- Interim Assessments
- End-Of-Course Exams
- SBAC
- DRA2

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

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

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Professional Development with a focused lens on student soft and hard data will drive teacher professional learning, classroom instruction and monitoring. Analysis of these results and professional development will result in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Title 1 Arts Grant (Award Sites ONLY):**
Area 3: English Learner

English Learner SMART Goal:
* By 06/16/2017, 65 % of Barnard Elementary English Learner, Grades 3-5 will meet or exceeds standards in California English Language Development Test

There also continues to be a gap between native English speaking students and English language learners in the area of ELA, reading comprehension is the largest gap in achievement for our English learners.

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

What data did you use to form these goals?

API □ AYP □ CAHSEE □ CELDT □ Other □ Interim Assessments □ End-Of-Course Exams □ SBAC □ DRA2

Other Assessments (Please Specify):

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

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

Title 1 Arts Grant (Award Sites ONLY):
### Area 4: Graduation/Promotion Rate

**Graduation Rate SMART Goal:**
* By 06/16/2017, 80% of Barnard Elementary Students, Grade 05 will meet or exceeds standards in SBAC

**Closing the Gap SMART Goal:**
* By 06/16/2017, 65% of Barnard Elementary English Learners Enrolled in School 3 years or More, Students, Grade 05 will meet or exceed standards in SBAC

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- [ ] API
- [ ] AYP
- [ ] CAHSEE
- [x] CELDT
- [ ] Other
- [ ] Interim Assessments
- [ ] End-Of-Course Exams
- [x] SBAC
- [ ] DRA2

**Other Assessments (Please Specify):**
DRA, and informal classroom assessments.

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

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

**Title 1 Arts Grant (Award Sites ONLY):**
### Area 5: Parent Involvement and Community Engagement

**Parent Involvement and Community Engagement SMART Goal:**
* By 06/16/2017, 85% of Barnard Elementary Parents/Guardians will participate in a minimum of 4 school events as measured by Attendance.

**Targeted Population:**
All populations with an emphasis on English Learner, and low socio economic parents. Past experience has shown that children within these demographics tend to have less parent connection and less parent participation at the school site due to many reasons, among which for some is the inability to support their children academically in our Mandarin language immersion and our FLES program.

**What data did you use to form these goals?:**
Goals were based on classroom sign-in sheets, PTA sponsored events, and surveys.

**Progress and Growth Monitoring:**
Teachers will review parent sign in sheets from Back-to-School/curriculum Night, Open House, Parent-Teacher Conference, Math Night, Science Night and other family school events. Teachers will monitor parent attendance of those unable to attend and contact them by phone, to provide them with suggestions and activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

**Title 1 Arts Grant (Award Sites ONLY):**
Area 6: Additional Site Identified Area (Optional)

<table>
<thead>
<tr>
<th>Additional Site Identified SMART Goal:</th>
<th>Closing the Gap SMART Goal:</th>
</tr>
</thead>
</table>

**What data did you use to form these goals?**

- API
- AYP
- CAHSEE
- CELDT
- Other
- Interim Assessments
- End-Of-Course Exams
- SBAC
- DRA2

**Other Assessments (Please Specify):**

- Progress and Growth Monitoring:
- Title 1 Arts Grant (Award Sites ONLY):
<table>
<thead>
<tr>
<th>Core Program</th>
<th>Edit the core program for your site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Access to Strong Core Instructional Program (Tier 1)</td>
<td>- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.</td>
</tr>
<tr>
<td>- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.</td>
<td>- Teachers will provide balanced literacy instruction including daily guided reading.</td>
</tr>
<tr>
<td>- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)</td>
<td>- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.</td>
</tr>
<tr>
<td>- Staff will provide language development that is integrated and supported throughout the day.</td>
<td>- Teachers will use graphic organizers and Thinking Maps to support student understanding.</td>
</tr>
<tr>
<td>- Teachers will provide language development that is integrated and supported throughout the day.</td>
<td>- ELST will work with targeted students to improve language development.</td>
</tr>
<tr>
<td>- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.</td>
<td>- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.</td>
</tr>
<tr>
<td>- Teachers will use graphic organizers and Thinking Maps to support student understanding.</td>
<td>- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.</td>
</tr>
<tr>
<td>- ELST will work with targeted students to improve language development.</td>
<td>- Counselor, nurse, guidance assistant, health assistant will facilitate medical, dental and mental health referrals to community agencies.</td>
</tr>
<tr>
<td>- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.</td>
<td>- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher</td>
</tr>
<tr>
<td>- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.</td>
<td>- Educational specialist will provide push in supplemental small group instruction for targeted students in need.</td>
</tr>
<tr>
<td>- Counselor, nurse, guidance assistant, health assistant will facilitate medical, dental and mental health referrals to community agencies.</td>
<td>- ELST will consult with teachers to provide supports for targeted English Learners.</td>
</tr>
<tr>
<td>- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher</td>
<td>- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.</td>
</tr>
<tr>
<td>- Educational specialist will provide push in supplemental small group instruction for targeted students in need.</td>
<td>- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.</td>
</tr>
<tr>
<td>- ELST will consult with teachers to provide supports for targeted English Learners.</td>
<td>- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.</td>
</tr>
<tr>
<td>- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.</td>
<td>- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.</td>
</tr>
</tbody>
</table>
**Barnard Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT**

- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

**Intensive Intervention (Tier 3)**
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- PAL will provide monthly check in with families of at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):**
The school is working on bell to bell instruction. All staff members will provide opportunities for student growth throughout the curriculum during instructional hours. Understanding that Barnard Asian Pacific Language Academy is a Mandarin Immersion magnet school, all staff members will continue to strengthen school-wide implementation of research based instructional practices through the use of Better Chinese Immersion curriculum, supplemental materials, differentiation, and professional development. Our funds will be used to continue to grow our Mandarin Immersion program, and to support our high needs sub-group populations.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you monitor these strategies/activities?:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Bell to bell instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Regular classroom observations and feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):**
Teachers will continue to use newly adopted Mandarin curriculum (Better Chinese), Common Core Math, Literacy Units, Achieve 3000, and attend professional development in these areas to keep abreast of current instructional practices.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you monitor these strategies/activities?:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Bell to bell instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Regular classroom observations and feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):

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

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How will you monitor these strategies/activities?:**

*Attendance at cluster and site professional development
*Grade level team meetings/PLC
*Continue monitoring of student progress by administration, ILT and teachers

### 4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):

Barnard will continue to support student's social and emotional supports by providing a counselor one day a week, school nurse once a week, and a health technician every day of the week.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How will you monitor these strategies/activities?:**

*Phone calls home
*SARB letters
*Counselor interventions such as individual and group meetings
*Student Study Team meeting with teachers, parents, support staff...etc.

### 5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new science curriculum.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software License</td>
<td>-</td>
<td>$1,488.00</td>
<td>0017-30100-00-5841-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 03</td>
<td>Achieve 3000 and Smarty Ants software to support ELA.</td>
</tr>
<tr>
<td>Prof&amp;Curriclm Dev Vist Tchr</td>
<td>-</td>
<td>$3,600.00</td>
<td>0017-30100-00-1192-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03</td>
<td>Send classroom teachers for Professional Dev. in ELA &amp; Math.</td>
</tr>
<tr>
<td>Classroom Teacher Hrly</td>
<td>-</td>
<td>$3,000.00</td>
<td>0017-30100-00-1157-1000-7110-01000-0163</td>
<td>Title I Basic Program</td>
<td>01, 02, 03</td>
<td>After school tutoring for intervention and support in ELA and Math.</td>
</tr>
<tr>
<td>Inservice supplies</td>
<td>-</td>
<td>$988.00</td>
<td>0017-30103-00-4304-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>03, 05</td>
<td>Coffee and light snacks for parent meetings.</td>
</tr>
</tbody>
</table>

**How will you monitor these strategies/activities?:**
Sign in sheets; attendance records; surveys.
## Local Control Funding Formula Goals

### Goal 1: Intervention Supports
Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

**Intervention Support Goal:**
Health Tech to provide health and emotional support to students. This will increase attendance rates in the classroom, and help promote student achievement.

Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments to learn intervention support techniques.

**Identified Need:**
Provide health and emotional support to students at risk, and increase attendance to promote student achievement because they are in class.

**Target Group:**
Students at risk due to absenteeism

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

**Personnel Responsible:**
District Nurse and Principal
Lead Teachers, ILT and Principal

### Goal 2: Classroom Supports
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

**Classroom Support Goal:**
Health Tech to provide health and emotional support to students this will increase attendance in the classroom at the site and help promote student achievement.

Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments to learn ways to provide additional support techniques.

**Identified Need:**
Provide health and emotional support to student at risk and increase attendance to promote student achievement because they are in class

**Target Group:**
Students at risk due to absenteeism

**Monitoring:**
Health tech log including interactions with students, parents and the classroom teacher;
Development of ELA and math, lesson planning cycle, and development and review of assessments.
**Goal 3: Professional Development**

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

**Professional Development Goal:**

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

**Identified Need:**

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

**Target Group:**

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

**Monitoring:**

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

**Personnel Responsible:**

Lead Teachers, ILT and Principal

---

**90% Unduplicated Count Schools Only (1.0 FTE):** Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.

**LCFF Intervention Supports**

Please provide a DETAILED description of the activity or strategy and the targeted students.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Health Technician</td>
<td>0.3500</td>
<td>$11,897.90</td>
<td>0017-09800-00-2236-3140-0000-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>LCFF 1</td>
<td>Additional health office support</td>
</tr>
<tr>
<td>Position Regular Teacher</td>
<td>1.0000</td>
<td>$78,121.00</td>
<td>0017-09806-00-1107-1000-1110-01000-0000</td>
<td>LCFF S/C Positions</td>
<td>LCFF 1, LCFF 2</td>
<td>* Class size reduction teachers provide smaller learning environments which allow for additional opportunities for targeted instruction.</td>
</tr>
<tr>
<td>Conference Local</td>
<td>-</td>
<td>$3,169.00</td>
<td>0017-09800-00-5209-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>LCFF 3</td>
<td>conferences</td>
</tr>
<tr>
<td>Retired Clsrn Teacher Hrly</td>
<td>-</td>
<td>$4,000.00</td>
<td>0017-09800-00-1189-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>LCFF 2</td>
<td>Use for Retired Visiting Teacher to do CELDT testing.</td>
</tr>
<tr>
<td>Interprogram Svs/Paper</td>
<td>-</td>
<td>$1,999.00</td>
<td>0017-09800-00-5733-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>LCFF 2</td>
<td>copy paper</td>
</tr>
<tr>
<td>Interprogram Svs/Paper</td>
<td>-</td>
<td>$1.00</td>
<td>0017-09800-00-5733-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>LCFF 2</td>
<td>Copier Paper for additional Classroom support.</td>
</tr>
</tbody>
</table>
APPENDICES

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

A. Data Reports
B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
C. Home/School Compact
D. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
E. 2016-17 SPSA Assessment and Evaluation
F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
G. WASC Recommendations (WASC Schools Only)
APPENDIX A

DATA REPORTS

Data Reports:
(See SPSA Guidelines for instructions)
APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)
Title 1 Parent Involvement Policy

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

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

Barnard Asian Pacific Language Academy provides parents the opportunity to attend monthly Family Fridays for all grades. Parents are invited to attend educational presentations, visit classrooms, look at student work, and read with their children. They also have an opportunity to visit with the administrator and support staff and have refreshments. Topics at these meetings will include:
- Provide training that will help parents work with their children at home
- Discuss student assessment data and student progress
- Provide school, district and state resources for student academic improvement
- Evaluate the effectiveness of the school’s parent involvement policy
- Improve communication between the school and the home
- Value cultural diversity

School staff communicates with parents and informs them about the state education standards, the educational program, student progress, school procedures and policies through the following:
- School Website
- Back to School Night and Spring Open House
- Progress Reports each trimester
- Parent-Teacher Conferences.
- District sends parents reports of their child’s assessment results annually
- Student Learning Contracts
- Instructional Student Study Team Meetings
- Individual Education Plan (IEP) Meetings
- School Accountability Report Card (SARC)
- Student Handbook
- Parent Handbook
- Office Bulletin Board
- Parent letters and flyers
- Student performances and assemblies
- Student recognition events
- School Messenger
- PTA eblast
- Social Media

02/16
HOME/SCHOOL COMPACT

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

*This Home/School Compact is in effect during school year 2016-17.*

School Responsibilities

_Barnard Asian Pacific Language Academy will:_

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California’s student academic achievement standards as follows:**
   - Standards based lesson planning.
   - Inquiry methods/strategies across the curriculum areas.
   - Teachers will incorporate the use of short-term assessments to monitor student learning, plan instruction and re-teach students who have not mastered the content.
   - Provide 21st Century technology.

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.**
   - Conferences are held in the Fall and Spring, and by appointment during the year.
   - Student Study Teams are conducted as needed on an ongoing basis.
   - Individual Education Plan (IEP) meetings are conducted as mandated.
   - 504 Plans are reviewed on an ongoing basis.

3. **Provide parents with frequent reports on their child’s progress.**
   - Progress Reports will be sent home with the students throughout the school year.
   - Semester Report Cards are issued at the end of 18 and 36 weeks of school.
   - Teachers may send home additional grade printouts at a parent’s request or according to that teacher’s policy.

4. **Provide parents reasonable access to staff.**
   - Each staff member will have an open door policy.
   - Each staff member will use and maintain their email account.
   - Each staff member will use Barnard’s website.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

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

Student Responsibilities

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

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

Parent Responsibilities

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

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

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)
San Diego Unified School District
Site: 0017 Barnard Elementary
As of Date 03-31-2016
Extended Summary

<table>
<thead>
<tr>
<th>Name</th>
<th>MONTHS/AMOUNT</th>
<th>TOTAL</th>
<th>MONTHS/AMOUNT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1157 Classroom Teacher Hrly</td>
<td>3,000.00</td>
<td>3,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1192 Prof&amp;Curriclm Dev Vist Tchr</td>
<td>3,600.00</td>
<td>3,600.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>1,127.28</td>
<td>1,127.28</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4304 Inservice supplies</td>
<td>-</td>
<td>-</td>
<td>988.00</td>
<td>988.00</td>
</tr>
<tr>
<td>5841 Software License</td>
<td>1,488.00</td>
<td>1,488.00</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

30100 Title I Basic Program

<table>
<thead>
<tr>
<th>Name</th>
<th>MONTHS/AMOUNT</th>
<th>TOTAL</th>
<th>MONTHS/AMOUNT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocated:</td>
<td>9,215.00</td>
<td>Ly</td>
<td>Allocated:</td>
<td>988.00</td>
</tr>
<tr>
<td>Distributed:</td>
<td>9,215.28</td>
<td>Ly</td>
<td>Distributed:</td>
<td>988.00</td>
</tr>
<tr>
<td>Remaining:</td>
<td>(0.28)</td>
<td>-</td>
<td>Remaining:</td>
<td>-</td>
</tr>
</tbody>
</table>

Printed by Weinshanker, Susan
APPENDIX E

2016-17 SPSA ASSESSMENT AND EVALUATION
# APPENDIX E

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

### EVALUATION AND ASSESSMENT SURVEY SUMMARY

**School Name:** Barnard Asian Pacific Language Academy

---

<table>
<thead>
<tr>
<th>Analysis Of Scores - Focus Area</th>
<th>Notes/Action/Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximizing Instructional Time</strong></td>
<td>Bell to bell teaching expectation established; Strategies that give access to content for our English Learners, African-American, Low-Socio Economic, and Spec. Ed. Populations are an integral part of all staff PD’s, PLC’s, grade level and program meeting discussions. Development of a curricular map for Mandarin program established. Achieve 3000 provided as a support. <em>Goal is to continue to monitor our effectiveness in managing instructional time and transitions.</em></td>
</tr>
<tr>
<td><strong>Closing the Achievement Gap</strong></td>
<td>Monitoring and supports for our sub-groups (EL’s, Low Socio-Econ., African Am., Spec. Ed.) in place to inform lesson planning and PD’s. Assessments (soft &amp; hard) used to assess if we are meeting our achievement goals for our sub-groups. ILT meets regularly to assess grade level data, and develop intervention plan of action. <em>Goal is to continue to use data to inform school how we are doing in meeting the needs of our sub-groups.</em></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>SBAC data, DRA’s, Interim Assessments, and classroom data used to inform PD area of need. Lesson Study Professional Dev. Groups in Writer’s Workshop &amp; Differentiation on-going; All teachers have attended district PD’s, GATE PD’s, and school PD. Book Study group—“Choice Words” on-going; <em>Goal is to continue using school data to support/inform professional development. Also continue with staff personal growth based on their area of need via Lesson Study groups.</em></td>
</tr>
<tr>
<td><strong>Graduation/Promotion</strong></td>
<td>Common Core curriculum in both English and Mandarin used to ensure students are receiving instruction that will set them up for success. Student Data (hard &amp; soft) used to monitor, evaluate and establish a plan of action for our students who are not meeting standards. Goal is to continue to use school data to inform Professional Development and planning to close the achievement gaps between our sub groups, and ensure all students are College and Career ready.</td>
</tr>
<tr>
<td>PARENT ENGAGEMENT</td>
<td>Parent engagement at our site has been fairly successful, with the exception of getting our English Learner families to attend more school events. Goal is continue with Family Fridays, PTA events, Navy Support Services, YMCA, 3 Treasures, and on-going after school activities. In addition, our goal is to provide “free admission” and “free dinner” tickets to our English Learner and sub-group families to encourage greater participation in school events.</td>
</tr>
</tbody>
</table>
APPENDIX F

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY
**APPENDIX F**

School Name: Barnard Asian Pacific Language Academy

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2016-17 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT SCHOOLS**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Acct</th>
<th>Description of how funds reserved for PD will be used to remove the school from PI status</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ 30100</td>
<td>1192</td>
<td>Visiting Teacher PD for all classroom teachers</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>□ 30106</td>
<td>1157</td>
<td>Teacher hourly; After school Tutoring</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>☑ 30100</td>
<td>5841</td>
<td>Online Programs</td>
<td>$1,488.00</td>
</tr>
<tr>
<td>□ 30106</td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>□ 30100</td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>□ 30106</td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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

Total Allocated - Must be at least 10% of the sum of 30100 and 30106 $8,088.00

10% allocation has been met **YES**
APPENDIX G

WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)