

[Addendum](#): General instructions & regulatory requirements.[Appendix A](#): Priorities 5 and 6 Rate Calculations[Appendix B](#): Guiding Questions: Use as prompts (not limits)[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]; Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Single Plan for Student Achievement (SPSA) Template

School Name Barrett Elementary School

Contact Name and Title Mary Alice Callahan, principal

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the school serves them.

Barrett is an exceptional place for learning where staff, parents, volunteers, and businesses work together for academic excellence. Bengal pride abounds daily, but is also evident at whole-school assemblies and school events where we share school spirit, honor student achievement, provide opportunities for students to perform and celebrate our diverse community and all of its assets. Barrett fosters a climate of awareness, acceptance, and inclusiveness that allows all students to succeed.

Our staff members embrace learning opportunities and have consistently aligned instruction and methods with state adopted curriculum with a focus on Common Core standards. From its opening through the current year, Barrett has been a school deeply focused on the teaching of reading. We understand that the better a child can utilize the domains of reading, speaking and writing, the better they will be able to demonstrate their academic and social-emotional growth and their understanding of all other subject areas. We have enriched our reading program, investigated effective teaching of writing, studied number sense in mathematics, and redefined curriculum based on data analysis and research. Best practices adopted include peer mentoring, Guided Language Acquisition Design (GLAD) strategies, Constructing Meaning strategies and varied instructional techniques such as guided reading and writer's' workshop which enable differentiation for all learners. We believe strongly in providing intellectual stimulation and rigorous academic standards every minute of the day. Our curriculum emphasizes real-world experiences, visual and performing arts, and the development of leadership through student involvement in numerous community service activities and projects. Barrett's strength is in the commitment of home, school, and community working together towards the common goal of ensuring a nurturing and engaging educational experience for all.

All teachers participate in weekly collaboration where our focus is on best instructional practices such as readers' workshop, writers' workshop and the habits which foster mathematical reasoning. Student data is analyzed to inform all of our instructional strategies. We examine data from state tests and district benchmark assessments as well as formal and informal classroom assessments. Teachers examine test results and share instructional ideas in teams to come up with the best strategies to meet student needs. Teachers also participate in professional development activities and share that information through collaboration meetings, modeled classroom lessons and grade level team lessons in the Teacher Learning Lab.

Barrett is a shared community collaborative school and partners with many community services to maintain and improve the community's health and welfare. For example, through a community support group called Project Cornerstone staff and parents are given information and support to build developmental assets for their children as they grow into adulthood. One of the most successful programs to come out of this organization at Barrett has been Los Dichos con la Casa. Spanish speaking parents partner with English speaking parents to read a picture book to classes that focuses on traditions and culture. Rich conversations and increased parental participation have come as a result. Other Project Cornerstone programs at Barrett include ABC readers and an array of counseling and social emotional support for students and families. Barrett hosts numerous after-school and evening events with our community partners in order to provide multiple opportunities for families to connect to Barrett as a place of academic and social learning. Barrett believes that students who feel connected personally with their school thrive in that environment. Many of our events focus on family fun to build connections and resiliency. We believe that students who view the school as a hub of social and intellectual activities will be more successful in academically.

Barrett is proud of the work that we do that extends and enriches our student's curriculum beyond the classroom. We have two afterschool YMCA programs, after-school tutoring groups to assist struggling students as well as a math group for advanced students. We have a music teacher with a professional degree in music who teaches singing in grades K-5. We hold monthly Spirit Days and school assemblies as well as provide opportunities for students to attend field trips that enrich their learning experiences. Our student council assesses student needs and generates options for addressing them. We also have an after school program with a Multicultural Club that fosters second language acquisition and offers new opportunities to study other cultures. The after school program also offers new opportunities to students such as choir, lessons in group sports, game development and puppetry. We host a monthly fun friday where students can come together to play for a couple of hours after school.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

Two theories of action guide the instruction and culture of Barrett Elementary and the development of the SPSA. First, research clearly shows that increasing the pedagogic capacity of teachers improves learning in students. Barrett has developed a Teacher Learning Lab and will continue to offer professional development throughout the year in guided reading, writers' workshop, Guided Language Acquisition Design strategies, and creating learning environments that support mathematical reasoning and the mathematical habits that foster deep mathematical understanding. Second, teaching students in flexible small groups encourages student talk which is necessary for knowledge creation and retention. This is especially important for students who are reluctant to share their knowledge in whole class settings. Barrett will continue to focus on three areas: increasing language arts proficiency, increasing math proficiency and increasing parent involvement. Additionally, Barrett will enter its first year of Positive Behavioral Interventions and Supports (PBIS) training.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Based on the comparison of the last two years of CAASPP data (State results are shown below), Barrett is approaching standards and has shown growth for all subgroups in English Language Arts. Likewise, Barrett is approaching standards in mathematics and has maintained or shown growth in math in all subgroups, with the exception of Asian students who are English learners.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Barrett has shown growth in math in all subgroups, with the exception of English learners. Hispanic students maintained their growth toward standards but did not increase their performance. The Asian student subgroup (23 students) dropped significantly by 31.9 points from high to medium growth. While Barrett data is moving in a positive direction, Barrett teachers and staff remain committed to reaching standard for all subgroups.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

	Student Performance	Number of Students	Status	Change
All Students		339	Low 55.7 points below level 3	Increased +7.2 points
English Learners		118	Low 73.3 points below level 3	Declined -6.7 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		206	Low 79.1 points below level 3	Increased +6.6 points
Students with Disabilities		42	Very Low 110 points below level 3	Increased Significantly +24.1 points
African American		5	*	*
American Indian		3	*	*
Asian		23	Medium 15.2 points below level 3	Declined Significantly -31.9 points
Filipino		6	*	*
Hispanic		208	Low 76.1 points below level 3	Maintained +3.4 points
Pacific Islander		3	*	*
Two or More Races		11	Low 26.4 points below level 3	*
White		79	Medium 18.5 points below level 3	Increased Significantly +19.9 points

Barrett needs to address a performance gap for English learners in mathematics. Specifically, Asian students scoring in the medium range dropped 31.9 points from high to medium status. Additionally, all students need to progress toward mastering the standards. Barrett will address this gap through professional development for the teachers and through data analysis throughout the year during collaboration meeting on key mathematical standards.

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year

\$180,401.82

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the SPSA for SPSA Year

\$180,401.82

Briefly describe any differences between budgeted and expended resources. .

Because of the projected 20% cut to our Title 1 funds, Barrett will have to scale back its reading support programs this school year in order to balance its expended resources with its allocated budget.

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$36,109.57

Percentage of SPSA Budget that is Supplemental or Concentration Funds

20%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

Barrett staff and site plans have focused deeply on helping all students become fluent readers and writers. English learners and students of poverty often struggle in reading due to less academic language acquisition and an experience gap that inhibits language acquisition. By supporting struggling readers and promoting early literacy, Barrett students show significant progress toward language fluency which allows them full access to the rich curricular content of their education.

Budget Summary:

	Unrestricted Lottery	Unres. Lottery Extracurricular	Restricted Lottery	LCFF Supplemental	Title 1 Alternative support	Title 1	Grants & Donations
Allocated	54,120	8 stipends (\$12,800) assuming 1 stipend = 1600 (plus \$12,500 for supplies totals to \$25,300)	5863	36,109.57	23,517	84,309.25	
Budgeted*				36,109.57	23,517	84,309.25	
Spent YTD							
Encumbered							
Available							
*SPSA budget by action tracker	Unrestricted Lottery	Unres. Lottery Extracurricular	Restricted Lottery	LCFF Free and Reduced	Title 1 Alternative Support	Title 1	Grants & Donations

1.1	780	0	880	0	0	0	
1.2	11,073.59 1600 add hours for V prep		0	36,109.57	23,517	82,709.25 + 5	
1.3	1170						
1.4	1170		700				
2.1						1600	
3.1	\$2640						
3.2		1000					
3.3		26,240					

Stakeholder Engagement

SPSA Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

The principal holds monthly meetings with the ELAC, School Site Council and the Home and School Club. Additionally, the principal works with the staff through the staff meetings to report on progress toward SPSA goals and to seek input on needs that can impact student learning. The principal met with the ELAC committee on March 27, 2017 to present the R-30 report and to discuss the school's 2016 CAASPP data. After the presentations, parents discussed the 2016-17 SPSA goals and developed recommendations to be presented to the School Site Council for the 2017-18 SPSA goals. The ELAC members proposed keeping the same goals but wanted the school to increase its focus on mathematics instruction through professional development. The principal made the same presentation on the R-30 report and the CAASPP data to the School Site Council on April 25, 2017. The ELAC delegate presented their recommendations to the School Site Council. These recommendations were accepted. The principal also attended the Home and School Club and updated them on the SPSA plans for 2017-18 and requested their input on Barrett's programs funded both during and after school. The principal will continue the practice of holding frequent ELAC, School Site Council and Home and School Club meetings and updating each of these groups on the progress of the SPSA goals. Additionally, the principal hosts an annual tour of programs for these groups each February so that the members can see the actions of the goals in practice in the school and give input into the next year's SPSA.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

The ELAC committee recommendations were accepted by the School Site Council and the actions of the 2016-7 SPSA were continued in the 2017-18 SPSA with a change in emphasis on mathematics instruction and professional development. The Home and School Club recommended that we continue calendaring the after school opportunities as early as possible to facilitate advertising of the events. Teachers met with the principal to discuss the reading programs and their needs in order to continue to provide differentiated guided reading in their first instruction and to discuss plans for providing supplemental reading supports to struggling readers and early readers. All of these concerns are reflected in the goals of the SPSA for 2017-18.

