



Single Plan for Student Achievement (SPSA) 2018-2019



School name: Barrett Elementary School		Morgan Hill Unified School District
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Link to District LCAP	Link to SARC	Link to Safety Plan
Link to State Dashboard	Link to School Website	Link To WASC resource appendix

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 learning, provide opportunities for students to perform and celebrate our diverse community and all of its assets. Barrett fosters a climate of 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 instructional techniques that support differentiation such as guided reading and writer's workshop. 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. In the 2018-20 school years, we will delve deeply in the pedagogy of mathematical instruction. Using the principles of "mathematical mindset" and "growth mindset" we will examine how to engage the natural curiosity of learners through "low floor-high ceiling" math problems and activities. We will train staff, both certificated and classified, as well as parent and community volunteers to support the development and implementation of small group instruction. We are able to do this because of grants from the Intrepid Foundation and the Live Oak Foundation.

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 after school 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.

Subgroup	Enrollment	Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
English Learners	26.9%	2017-18	453	20.5%	11.7%	16.8%	16.3%	17.2%	16.6%
Foster Youth	0.0%	2016-17	451	11.5%	16.0%	16.0%	18.0%	18.8%	19.5%
Homeless Youth	7.3%								
Migrant Education	4.2%								
Students with Disabilities	15.0%								
Socioeconomically Disadvantaged	57.4%								
All Students	453								

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 with each other and with the teacher. The collective wisdom of the group is captured and valued. Students learn that there is often more than one way to think about concepts and develop mental flexibility. Student talk is necessary for knowledge creation and for developing the memory cues for retention. This is especially important for students who are reluctant to share their knowledge in whole class settings either due to personality, confidence issues, language facility or the time allotted for discussion. During the Federal Program Monitoring audit in the 2017-18 school year, Barrett was praised for its school climate which has a low affective filter--meaning that all students are clearly willing and able to contribute their own ideas during instruction and while working with the teacher and each other.

Barrett will continue to focus on three areas: increasing language arts proficiency, increasing math proficiency and increasing parent involvement. Additionally, Barrett will enter its second year of Positive Behavioral Interventions and Supports (PBIS) training. In the first year, we have chosen our school behavior standards: Barrett students will show respect, make good decisions, solve problems and be kind and brave. We introduced each of these concepts through student-led assemblies and will focus our second year on positive school wide rewards and determining what behavioral data we want to systematically collect.



Review of Performance:

GREATEST PROGRESS: 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.

Barrett focuses on career and college readiness, parent engagement and student engagement in order to build a positive learning environment for all students. Based on the comparison of the last two years of CAASPP data (State results are shown below), Barrett is increasing in proficiency in math and has shown growth for all subgroups in math. English learners as a subgroup showed gains in math, where they had previously maintained (Hispanics) proficiency. There are currently no student groups indicated red or orange in mathematics on the state dashboard.

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High zero points to less than 35 points above	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
Medium 25 points below to zero	Yellow (None)	Yellow (None)	Yellow (None)	Green • White	Green (None)
Low More than 25 points below to 95 points below	Orange (None)	Orange (None)	Orange (None)	Yellow • All Students (School Placement) • English Learners • Socioeconomically Disadvantaged • Hispanic	Yellow • Students with Disabilities
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Mathematics Dashboard indicators by subgroups

Parent engagement is high and involves families across all demographic groups. Barrett fosters a positive environment for student engagement and focuses on giving the students authentic opportunities to shape the climate of the school and lead initiatives. For example, where most schools have student government in the upper grades, Barrett expanded its student leadership to the third grade in order to plan and implement activities for our youngest learners. These groups also engage with our community partners and have begun a SNAC (Student Nutrition Advisory Committee) committee with Public Health. The SNAC promotes healthy eating by renaming the district hot meals in appealing ways--Captain Corn Dog with his sidekick Wedges and or Super Strength Orange Chicken with Energized Brown Rice--and hosts a monthly tasting of a new fruit or vegetable. All students have the opportunity to vote on whether they liked it, loved it or thought it was not for them today. Students find that they often really enjoy the new item and choose it from the lunch options at future meals. They also

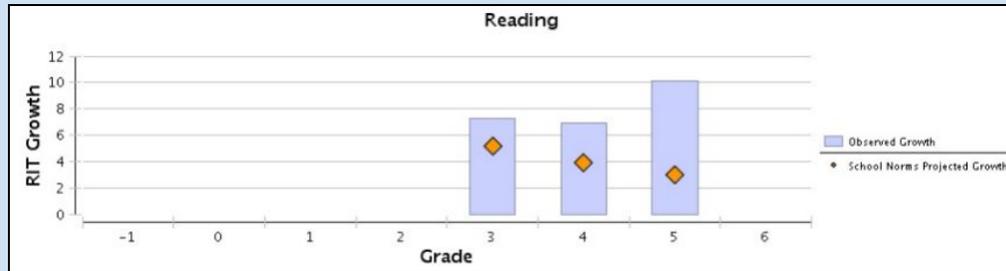
convinced the district Food Services to introduce a low sodium version of tahine to serve with fruits after tasting jicama and tahine at one of the monthly food tastings. [Link to Cafeteria Promotion](#)

GREATEST NEEDS: 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 staff or stakeholders have 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’s language arts showed declines in proficiency in all subgroups in English Language Arts as shown on the dashboard. However, similar measurements with the NWEA MAP assessment (bottom graphic) show Barrett growth exceeding national norm growth. This appears to be consistent with the unreliable growth measures being returned by the 2017 SBAC exam during the test’s initial development. Despite metric issues, raising both Math and ELA achievement remains the primary focus of our work. One need that we are addressing is the need for reliable data using multiple measures. In language arts, Barrett uses CAASPP data, NWEA data and Fountas and Pinnell data. The first two sources give us information about the aggregate growth of our students and allows us to examine particular subgroups to inform our instruction. Fountas and Pinnell data is collected at each trimester for students not yet at end of year grade level proficiency and gives us information about precise learning needs of our students individually. This facilitates flexible grouping of students throughout the year and targeted instruction in reading groups. Further, the reading TOSAs at Barrett enter each student’s score on an excel spreadsheet each year and we use this data to show growth over time. We can see trimester to trimester growth as well as year to year growth. Additionally we note Tier 2 reading supports that we offer to struggling readers and can assess whether more intensive support is still needed.

	Student Performance	Number of Students	Status	Change
All Students		231	Low 38.6 points below level 3	Declined Significantly -16.4 points
English Learners		85	Low 50.7 points below level 3	Declined -13.9 points
Foster Youth		0	*	*
Homeless		5	*	*
Socioeconomically Disadvantaged		121	Low 68.8 points below level 3	Declined Significantly -21.5 points
Students with Disabilities		39	Very Low 80.2 points below level 3	Declined Significantly -15.2 points
African American		3	*	*
American Indian		1	*	*
Asian		14	Low 6.8 points below level 3	Declined Significantly -33.2 points
Filipino		5	*	*
Hispanic		142	Low 52.5 points below level 3	Declined -11.7 points
Pacific Islander		1	*	*
Two or More Races		10	*	*
White		53	Low 14.2 points below level 3	Declined Significantly -27.7 points

State Dashboard for English Language Arts



NWEA English/Reading growth results

In mathematics, Barrett has increased in proficiency each year of the CAASPP test. Like the rest of the state, however, Barrett students are further from achieving proficiency in math than they are in English Language Arts. This is why Barrett is launching its professional development initiative in mathematics. Both the School Site Council and the ELAC representatives agreed that we should continue the strong literacy practices we have developed and work to implement similar strategies to change our mathematics instruction. Barrett is a highly collaborative staff and so we have selected a cadre of teachers across multiple grade levels to work with each other to take classes, research lessons, observe each other's instruction and then share that learning with the rest of the staff through collaboration meetings, professional development opportunities including a book study in mathematics and grade level team planning. Barrett will continue and expand its parent engagement activities that teach parents how to support their child's learning through fun family activities that support learning in both math and literacy.

	English Language Arts	Mathematics
All Students	36.8 pts. <u>below</u> level 3	48.5 pts. <u>below</u> level 3
English Learners	50.7 pts. <u>below</u> level 3	63.9 pts. <u>below</u> level 3
Socioeconomic Disadvantaged	68.8 pts. <u>below</u> level 3	76 pts. <u>below</u> level 3
Students with Disability	80.2 pts. <u>below</u> level 3	90.8 pts. <u>below</u> level 3
Hispanic	52.2 pts. <u>below</u> level 3	69.4 pts. <u>below</u> level 3
White	14.2 pts. <u>below</u> level 3	14.9 pts. <u>below</u> level 3

Performance Levels:
● Red (Lowest Performance) ● Orange ● Yellow ● Green ● Blue (Highest Performance)

PERFORMANCE GAPS: 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?

The only student group performing 2 or more levels below the All Student group is Students with Disabilities who are orange in student suspensions, and red in English Language Arts. Barrett has started offering additional professional development opportunities to the novice teachers in the Special Day Classes and to the Resource teacher. The teachers in these classes have been given support from a behavioral therapist to develop strategies for working with students with

severe learning difficulties. Additionally, Barrett has been training all of the special education teachers and several of the paraprofessionals in Leveled Literacy Intervention strategies. These are highly intensive reading groups of four or fewer students. Students work with this curricular material in addition to the district adopted materials and specific reading programs designed for special needs students. Wherever possible, students are mainstreamed for inclusion in general education classes to learn along with their peers. In the 2018-19 school year, Barrett will continue to grow the professional development opportunities for the paraprofessionals who work alongside the special education teachers. Part of the funds from the two grants Barrett won for next year will be dedicated to developing the skills of the paraprofessionals to work with the common core standards in effective small group instruction. Building a knowledgeable team of support around special needs students will help them advance in their early literacy skills.

	Student Performance	Number of Students	Status	Change
All Students		488	Very Low 0.4%	Increased +0.4%
English Learners		132	Low 0.8%	Increased +0.8%
Foster Youth		1	*	*
Homeless		25	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		270	Low 0.7%	Increased +0.7%
Students with Disabilities		82	Medium 1.2%	Increased +1.2%

INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED STUDENTS: Identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

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 will show significant progress toward language fluency which allows them full access to the rich curricular content of their education. Second, Barrett will focus on professional development for math instruction. Changing math practices will give students greater access to key concepts and develop their mathematical fluency. Focusing on a growth mindset will teach all students that they have innate math skills and developing small group instruction will give all students greater opportunities to demonstrate their learning and to learn from each other. Small group instruction also lowers the affective filter for English learners, low-income students and foster youth who might otherwise feel intimidated by speaking in class and sharing their own knowledge. Continuing this practice in literacy and developing it in math will expand their opportunities to engage deeply with the core curriculum. PBIS practices, student engagement and family engagement opportunities will also promote an inclusive environment. Barrett is a School-linked Community Collaborative school and offers many opportunities for students to receive additional services such as social skills and counseling as well as fun opportunities to engage with out community partners such as the Morgan Hill Public Library, the Morgan Hill Police Department, Discovery Services, Rebekah's Community Services, the YMCA and Public Health. Each of these partners provide valuable opportunities for students to feel connected to and supported by the school and the community. These relationships have a positive impact on all of our students.

SPSA Monitoring, Revision, and Stakeholder Engagement:

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

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 affect student learning. The principal met with the ELAC committee on March 21, 2018 to present the R-30 report and to discuss the school's 2017 CAASPP data. After the presentations, parents discussed the current SPSA goals and developed recommendations to be presented to the School Site Council for the 2018-19 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 March 20, 2018. The ELAC delegate presented their recommendations to the School Site Council at the April 24, 2018 meeting. These recommendations were accepted. The principal also attended the Home and School Community Club and updated them on the SPSA plans for 2018-19 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.

[Link to SSC Agendas and Minutes](#)

[Link to ELAC Agendas and Minutes](#)

REVISIONS TO SPSA: How did these consultations impact the SPSA for the upcoming year? (Include a brief list of revisions to the SPSA being made this year)

The ELAC committee recommendations were accepted by the School Site Council and the actions of the 2017-18 SPSA were continued in the 2018-19 SPSA. Both the SSC and the ELAC recommended keeping the reading supports as much as financing will allow and adding in the additional emphasis on mathematics instruction. The Home and School and Community Club recommended that we continue calendaring the after school opportunities as early as possible to facilitate advertising of the events. They also recommend looking at more ways to offer parent education opportunities such as our game night that offers fun ways to learn math and literacy skills at home. Teachers are also interested in keeping the reading programs in order to continue to provide differentiated guided reading in their Tier 1 instruction and supplemental reading supports to struggling readers and early readers in our Tier 2 programs. Additionally, the staff will study mathematical practices that enhance differentiation. All of these concerns are reflected in the goals of the SPSA for 2018-19.



Budget Overview: (Budget summary is [bookmarked here](#))

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

Total school site budget:	\$202,599.48
Total allocations for planned actions in the SPSA:	\$202,599.48
Percentage of school site budget allocated in the SPSA:	100 %
<i>Briefly describe any differences between budgeted and expended resources:</i>	
Total LCFF supplemental funds in the SPSA	\$37,091.59
Total Federal funds in the SPSA	\$111,507.89
Percent unduplicated student count	61.56 %
<i>Briefly describe how services have been improved for disadvantaged students (low socioeconomic, English learners, or foster/homeless). For school wide programs, indicate how they are the best way to serve disadvantaged students:</i>	
<p>Over the last few years, Barrett teachers have focused on provided highly differentiated instruction in reading and English Language Development. The instruction students receive in reading, closely monitors the various skills needed for proficiency and targets their reading instruction to give them the skills they need to grow to fluency. Second, Barrett has finished its first full year of PBIS training and is currently developing the norms for expected student behavior. In the process, we have engaged the students themselves to help us define and teach the norms. This allows for all students to feel personal agency in the climate of their school. Students who view the school as responsive to their needs likely to do better in all areas of their education. This is especially true for disadvantaged students.</p>	
Total carryover funds to your site budget at the Fall first interim.	\$TBD
<i>Briefly describe the reason for surplus carryover or negative balances from the prior year:</i>	

Goals, Actions, & Services: (including annual report on outcomes and actuals)

Goal 1	College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students
Statement of Goal	
Priorities Addressed by this goal:	STATE 1 2 4 5 7 8 LOCAL PRIORITIES: To increase English language proficiency in reading for all students and to increase math proficiency for all students
Identified Need	Barrett students will increase in proficiency levels in English language arts and math.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 1: College and Career Readiness:		Link to metric instructions		
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
CAASPP (Dashboard)	CAASPP (Dashboard)			
ELA status/change	Status only, gain scores n/a			
ELA status/change	ELA status/change			
--All student	--All student 36.8 below level 3			
Grade 3	Grade 3 2407.7			
Grade 4	Grade 4 2403.1			
Grade 5	Grade 5 2473.0			
--Low SES	--Low SES 68.8 below level 3	Maintain positive growth values for all student groups and grades and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
Grade 3	Grade 3 2370.9			
Grade 4	Grade 4 2375.2			
Grade 5	Grade 5 2443.7			
--SWD	--SWD 80.2 below level 3			
Grade 3	Grade 3 2363.4			
Grade 4	Grade 4 2359.6			
Grade 5	Grade 5 ***			
--EL	--EL 50.7 below level 3			
Grade 3	Grade 3 2345.4			
Grade 4	Grade 4 2342.3			
Grade 5	Grade 5 ****			

<p>Math status/change --All student Grade 3 Grade 4 Grade 5 --Low SES Grade 3 Grade 4 Grade 5 --SWD Grade 3 Grade 4 Grade 5 --EL Grade 3 Grade 4 Grade 5 Science status/change Grade 5 only --All student --Low SES --SWD --EL</p>	<p>Math status/change --All student 48.5 below level 3 Grade 3 2398.9 Grade 4 2435.0 Grade 5 2462.9 --Low SES 76 below level 3 Grade 3 2369.6 Grade 4 2404.3 Grade 5 2441.1 --SWD 90.8 below level 3 Grade 3 2346.6 Grade 4 2372.6 Grade 5 *** --EL 63.9 below level 3 Grade 3 2345.6 Grade 4 2378.9 Grade 5 *** Science status/change Grade 5 only --All student no score, pilot yr --Low SES --SWD --EL</p>			
<p>NWEA MAP Assessment Fall to Winter Growth: ELA --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Math --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Science--Optional --Grade 2 --Grade 3 --Grade 4 --Grade 5</p>	<p>NWEA MAP Fall to Winter School Growth: ELA School National --Grade K optional --Grade 1 optional --Grade 2 did not test midyr --Grade 3 7.3 5.2 --Grade 4 6.9 3.9 --Grade 5 10.1 3.0 Math --Grade K optional --Grade 1 optional --Grade 2 did not test midyr --Grade 3 7.3 5.6 --Grade 4 5.7 4.4 --Grade 5 8.5 3.7 Science --Grade 2 optional --Grade 3 optional --Grade 4 optional --Grade 5 optional</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>

Dashboard Academic Indicator Groups in Red/Orange:	Dashboard Academic Indicator Red: SWD in ELA Orange: All other student groups in ELA SWD in Suspension	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group
Biliteracy --EL Progress --EL status & change --EL Reclass Rate	Biliteracy --EL Progress: Medium (yellow) --status & change: 67.7%, -1.3% --Reclass Rate: 18.4%	Maintain high status or positive growth in all categories	Maintain high status or positive growth in all categories	Maintain high status or positive growth in all categories
Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	Special Education non SLP --# Referrals: 20 --# Qualified: 11 --# Exited: 0 --% Non EL: 55% --% EL: 45% Speech: --# Referrals: 20 --# Qualified: 10 --# Exited: 3 --% Non EL: 75% --% EL: 25%	Continue to hold SST meetings and look for the least restrictive environment that will support student success in moving toward grade level proficiency	Continue to hold SST meetings and look for the least restrictive environment that will support student success in moving toward grade level proficiency	Continue to hold SST meetings and look for the least restrictive environment that will support student success in moving toward grade level proficiency
Implementation Status: <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --Assessment Plan --MTSS Supports --PLC	Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.29 --Science: 1.88 --MTSS Academic: 3.1 --MTSS Soc Emot: 2.8 --PLC: 3.2	Fully implement Social Studies adoption	Fully implement NGSS adopted materials	

<p>Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar.</p> <p>--Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar.</p> <p>--Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar.</p> <p>--Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar.</p> <p>--Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar.</p> <p>--Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.</p>	<p>Fountas & Pinnell (F&P) by grade --Avg K Fall: --Avg K Mar: 0.8 --At level Mar: 83%</p> <p>--Avg 1 Fall: 1.0 --Avg 1 Mar: 1.7 --At level Mar: 60%</p> <p>--Avg 2 Fall: 2.3 --Avg 2 Mar: 2.6 --At level Mar: 65%</p> <p>--Avg 3 Fall: 2.9 --Avg 3 Mar: 3.3 --At level Mar: 49%</p> <p>--Avg 4 Fall: 3.9 --Avg 4 Mar: 4.1 --At level Mar: 43%</p> <p>--Avg 5 Fall: 4.8 --Avg 5 Mar: 5.0 --At level Mar: 31%</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age.</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p>
<p>MTSS Support Usage --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island</p>	<p>Usage Monitoring --Extended Day: 106 students --Blended System 44/Read 180, 21 students --LLI: 53 students --Lexia: 29% use, 40% at/above --Study Island: NA</p>	<p>Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through Read 180, LLI</p>	<p>Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through Read 180, LLI</p>	<p>Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through Read 180, LLI</p>
<p>Other Site Specific metrics: <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc.</i></p>	<p>--Read 180 21 4th/5th students --Reading Mastery 45 students --Horizons 26 students</p>	<p>Continue to support primary and upper elementary students who have not yet reached target proficiency levels</p>	<p>Continue to support primary and upper elementary students who have not yet reached target proficiency levels</p>	<p>Continue to support primary and upper elementary students who have not yet reached target proficiency levels</p>

GOAL 1 ACTION 1: Aligned to [District LCAP](#)

MTSS Description: Tier 1 Staff

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 Staff: Recruit, hire and retain a diverse group of certificated and classified staff to support high quality tier 1 instruction including teachers, administrators, and support staff. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Average class sizes of 24:1 in grade TK-3 and 29:1 in grades 4-12
2. Appropriate teacher support for new, intern, or veteran teachers such as New Teacher Project, Intern support and Teacher Support Network.
3. Customer service oriented site and central office administrators and administrative support staff
4. Customer service oriented classified central services employees, including maintenance
5. Academic counselors and or social emotional counseling
6. Implementation teachers on special assignment or implementation leads to support high fidelity implementation of new adoptions.

Additional Tier 1 staffing as part of the Single Plan for Student Achievement (SPSA)

1. Stipends for Safety Patrol (1.0), Technology facilitator (1.0), Student Leadership (1.0)
2. Hire a substitute teachers (estimated for up to 82 days) and hourly supervisors to work with teachers (estimated to be 900 hours), the MTSS paraprofessional (district funded) and volunteers to design and implement math centers
3. Hire extra supervisory help to support TK students
4. Stipends for 6 teachers on the Project Light Grant + \$1000 stipend for two additional teachers

Implementation status and actual actions completed to date:

1. Technology facilitator is an ongoing initiative.
2. The math initiative is new.
3. We hired one hour of additional supervisory help to support TK students this year and it was extremely helpful.
4. The math initiative is new

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Stipends support ongoing actions. Release time is needed to support our TK, and Read 180 students,

Allocation(s)	<ol style="list-style-type: none"> 1. \$1600 2. \$28575 3. \$1980 4. \$3500 <p style="text-align: right;">Return to budget summary here</p>
Source(s)	<ol style="list-style-type: none"> 1. \$1600 Unrestricted Lottery 2. \$14,288 Live Oak Grant and \$11,128 LCFF 3. \$1980 Unrestricted Lottery 4. \$3000 Project Light Grant and \$1000 from Title 1
Budget code(s)	<ol style="list-style-type: none"> 1. 3000 Certificated Salary and Benefits, release time for collaboration, Project Light Grant, Live Oak Foundation Grant
Anticipated changes	<ol style="list-style-type: none"> 1. No anticipated changes at this time.

GOAL 1 ACTION 2: Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Staffing

Students served: x Struggling Students Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and 3 Staff: Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English Language Learners, socioeconomically disadvantaged, and homeless/foster students. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Care Staff to monitor and serve the unique needs of underperforming students and link them with appropriate supports including Community Based Organizations, School Linked Services, and social emotional counseling
2. Teachers on Special Assignment to provide implementation support of tiered academic supports in the areas of Assessment, ELD services, ELA/ELD and Math, NGSS, Instructional Technology, and Migrant Services.
3. Certificated staff to provide equitable access for underperforming students to succeed in a comprehensive secondary program. (Secondary Equity staffing)
4. Intervention specialists to support early literacy deployed and funded through the elementary school plans.
5. Special Education services including but not limited to speech therapists, paraprofessionals, school psychologists, program specialists and other Special Education staff
6. Positive Behavior Intervention and Support implementation coach
7. School Resource Officer
8. School Linked Services coordinator
9. Migrant Program Community Liaison and clerical support

Additional Tier 2-3 staffing as part of the Single Plan for Student Achievement (SPSA)

1. Personnel: 0.6 FTE Reading Teacher, 1 FTE Bilingual Aide
2. Cal-Soap tutor
3. Hire extra supervisory help to support Read 180 students
4. Stipend for SST coordinator

Implementation status and actual actions completed to date:

1. Provide additional staffing for reading supports through programs such as Read 180, Leveled Literacy Intervention, Reading Mastery and Horizons
2. Utilize Cal-Soap tutor for push in support
3. We hired one hour of additional supervisory help to listen to Read 180 students to read and it helped their growth in reading, it also allowed us to double to the number of students receiving this support.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Read 180 as a stand alone class will be reconfigured through the movement of students across all teachers at that level in order to maintain this support service. The TOSA for Read 180 was funded through district funds in 2017-18 and those funds are no longer available.

Allocation(s)

1. \$108,372.20 Continue to fund Tier 2 supports through 0.6 reading TOSA, and Bilingual aide
2. \$500 Cal-Soap

	<ul style="list-style-type: none"> 3. \$1980 for Read 180 supervisory support 4. \$1600 SST coordinator <p style="text-align: right;">Return to budget summary here</p>
Source(s)	<ul style="list-style-type: none"> 1. 060-301000 Title 1 funds 2. 020-016100 Extended Day 3. 020-016100 Unrestricted Lottery 4. 020-016100 Unrestricted Lottery
Budget code(s)	<ul style="list-style-type: none"> 1. 3000, Certificated Salary and Benefits 2. 020-016100 Unrestricted Lottery 3. 020-016100 Unrestricted Lottery
Anticipated changes for following year	<ul style="list-style-type: none"> 1. Action will be monitored for effectiveness, no anticipated changes at this time.

GOAL 1 ACTION 3: Aligned to [District LCAP](#)

MTSS Description: Tier 1-3 Prof. Development

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Professional Development to support high fidelity Tier 1, 2 & 3 instruction and program implementations from intensive intervention to enrichment:

Actions as planned for the 2017-18 school year through the district LCAP:

Tier 1

1. Supervise a support network to provide assistance for veteran and intern teachers
2. Provided professional development opportunities for administrators.
3. Provide professional development opportunities for classified employees.
4. Supervise an induction program for new teachers
5. Provide PD to support implementation of core instructional programs (Math, ELA/ELD, Social Science, NGSS), instructional technology, assessment and strategic content.
6. Provide stipend positions for site leads to build internal capacity for ongoing training of core programs.

Tier 2 & 3

7. Provide PD to support for the unique needs of English Learners (CM, Systematic ELD), and EL Facilitators.
8. Provide PD to support enrichment, CTE, and College & Career Readiness for underrepresented students.
9. Provide PD to support the social-emotional support, safety, and campus climate programs for at risk students.
10. Provide PD to support classified staff with enrollment, attendance and effective use of the student information system to monitor at risk students.

Additional Professional Development related to site specific programs and initiatives and supported in the SPSA

1. Barrett teachers will study practices that encourage growth mindsets and mathematical mindsets and small group instruction in mathematics and English Language Arts.
2. Barrett teachers will continue to refine their own skills in providing instruction using ELD strategies. Teachers will participate in instructional rounds to expand and deepen their understanding of how to use ELD strategies such as GLAD and Constructing Meaning to enhance their classroom instruction in all subjects.
3. Barrett teachers will study and implement practices that support differentiation through a variety of instructional strategies which may include but are not limited to small group instruction, whole group instruction, inclusion practices, special programs as supplements, authentic writing practices and independent centers. This differentiation may be in any of the instructional content areas of the school.
4. Barrett teachers will work with the District technology TOSA to record videos of lessons to share during collaboration meetings.
5. 7 teachers enrolled in the online math course, principal enrolled in the online math course, one paraprofessional enrolled in the online math course
6. 6 teachers attend Jo Boaler's Mathematical Mindset Workshop through the grant and 2 others will attend using site funds.
7. The principal will attend the Mathematical Leadership Summit in August.

Implementation status and actual actions completed to date:

1. Book study (Jo Boaler's Mathematical Mindsets) begun but not completed.
2. Nearly 100% of the teachers are GLAD trained
3. Nearly 100% of the teachers are trained in guided reading, balanced literacy and readers' workshop models of instruction.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Shifting the priority to math instruction while maintaining differentiated reading instruction

2. The Math Grant is new and is a two-year initiative funded through a grant.
3. The Live Oak Foundation grant is new. The substitute teacher will help organize and direct the support for Tier 1 math centers. This is also a 2-year initiative funded through the Live Oak grant.

Allocation(s)	<ol style="list-style-type: none"> 1. \$3510 Three substitutes for 3 days for refresher on GLAD strategies Return to budget summary here 2. \$792 Consultants for GLAD/Constructing Meaning, Sub release for GLAD/Constructing Meaning 3. \$5976 + \$1756 + \$1584 = \$9,316 for registration, lodging + food + mileage, and substitutes for 6 teachers to attend Mathematical Mindsets conference 4. \$1988 conference fee + \$400 lodging + \$208 food/mileage + 2 release days for two teachers \$528 5. \$564 for the Project Light teachers to take the online Mathematical Mindset course. 6. Consultants (\$2300 + \$2150) for the Math initiative, sub release for 10 teachers for 3 days (\$3960). 7. \$400 Online class for paraprofessionals and teachers interested in joining the math initiative and for substitutes who are working with the math initiative 8. \$1000 + \$400 Conference fee + lodging/food/mileage for Principal to attend Math leadership conference 9. \$500 Books and materials for developing instructional strategies in any of the instructional content areas of the school.
Source(s)	<ol style="list-style-type: none"> 1. \$3510 LCFF 2. \$792 Glad Refresher consultants LCFF 3. \$9316 Project Light Grant 4. \$3124 LCFF 5. \$564 Project Light Grant 6. \$2300 from Project Light and \$6110 from LCFF 7. \$400 LCFF 8. \$1400 LCFF 9. \$500 LCFF
Budget code(s)	<ol style="list-style-type: none"> 1.
Anticipated changes for following year	<ol style="list-style-type: none"> 1. 2.

GOAL 1 ACTION 4: Aligned to [District LCAP](#)

MTSS Description: Tier 1 Educational Programs

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 Instructional Materials, technology, and educational programs in support of a rigorous College and Career Readiness and UC A-G aligned instructional program.

Actions as planned for the 2017-18 school year through the district LCAP:

1. Effective implementation of core instructional materials for [ELA/ELD](#) and Mathematics
2. Initial implementation including framework study, instructional materials and instructional shifts for [Social Science/History](#)
3. Initial implementation of [Next Generation Science](#) Standards including NGSS framework study, instructional shifts, preview Science programs, provide materials and lab supplies in support of NGSS development.
4. Support materials for school library inventory.
5. Ensure that all students have access to core instructional materials to support the General Education Curriculum including online curriculum where needed.
6. Curriculum, supplies and equipment in support of Career Technical Education and continue to enhance CTE pathways and College and Career Readiness opportunities.
7. Curriculum development to integrate a Visual and Performing Arts plan throughout the core curriculum to enhance VAPA access by under-represented students.
8. Enrichment coordinators and assessments to identify and support gifted students
9. Deploy and maintain student Chromebooks and instructional technology.
10. Support programs for Chromebooks software maintenance and student information management

Additional Tier 1 Educational programs related to site specific initiatives and supported in the SPSA

1. Barrett students' are assessed for their reading proficiency at each trimester in order to provide instruction within each student's zone of proximal development. The data from this assessment are analyzed for growth in order to provide differentiated instruction aimed at achieving grade level reading proficiency (or higher levels of proficiency) by the end of the school year. Assessments include F&P at grades TK-5, MAP at grades 2-5. MAP and F&P reading inventories may be used to prescreen students for Tier 2 additional reading supports. The school will monitor student proficiency toward goals and hold student study team meetings up to 3 times each semester to discuss the needs of students struggling to progress to proficiency.
2. Teachers will examine the district adopted curriculum, online resources such as Youcubed.org, the Silicon Valley Mathematics Initiative and research on instructional practices that promote mathematical literacy. They will modify current practices (as appropriate) to incorporate the practices learned through this professional development. Teachers will engage in collaborative planning during early release time to design common core standards-based lessons that include spiral review, guided practice, independent practice, and Benchmark analysis. Teachers will observe other teachers during math lessons and conference/plan using best practices and newly learned strategies.. Differentiated instructional materials, technology supplies, and other resources will be used to provide instructional support. Teachers will read Jo Boaler's book, [Mathematical Mindsets](#) and study current practices to incorporate strategies from the book into their instructional practices.
3. The principal will work with grade level teams to develop formative assessment tasks in mathematics. These will include released test items from the CAASPP test which will be taught to the students as a genre of writing. Students will keep a portfolio of written responses to the tasks and participate in a showcase opportunity to receive positive encouragement on their growth in writing responses to mathematical tasks. The principal will seek out evaluators knowledgeable in growth mindset theories to participate in the showcase to give feedback to the students. This may mean providing substitutes for middle and high school teachers in order to facilitate their participation.
4. Barrett teachers will continue to develop their small group reading practices in the classroom with the support of our reading TOSA who provides professional development. Teachers will assess students' levels of proficiency and identify students who may need additional reading support. Barrett's reading TOSAs and Bilingual Aide will work with the principal to design and implement a second tier of reading support for kindergarten and TK students and any struggling readers in first through fifth grades.

5. Barrett teachers will also review their writing instruction and review the principles of guided writing pedagogy. Student artifacts will be studied during collaboration meetings. Particular attention will be given to the needs of English Learners and common misunderstandings of the English language and of the structure of the English language. Teachers will read Jennifer Serravallo writing book for a school wide book study.
6. \$900 for math materials for the 7 teachers in the Project Light Grant + \$300 for two additional teachers in the initiative not covered by the grant. (The grant has a limit of 6 teachers.)

Implementation status and actual actions completed to date:

1. Teachers read part of the book, Mathematical Mindsets and a 6 teachers and two paraprofessionals are enrolled in an online class through Stanford University on mathematical mindsets. Further work will occur in the summer of 2017 and continue into the 2018-19 school year.
2. The Math workshop (a curricular resource book for teachers)
3. Nearly 100% of Barrett teachers have had PD on guided reading, readers' workshop, and writers' workshop instructional design.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Both the School Site Council and the ELAC members recommended continuing the school's reading, ELD and math initiatives.

Allocation(s)	<ol style="list-style-type: none"> 1. \$1056 Release time for secondary math teachers to judge the math showcase Return to budget summary here 2. \$4752 Release Time for Grade level collaboration and for the Math Grant collaboration and planning 3. \$13,000 classroom materials and resources including the book Math Workshop: Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More 4. \$800 for Jennifer Serravallo' Writing Strategies book 5. \$900 Project Light Grant + \$300 Unrestricted Lottery
Source(s)	<ol style="list-style-type: none"> 1. \$1056 Release time for secondary math teachers to judge the math showcase Return to budget summary here 2. \$2508 LCFF + \$2244 Project Light Grant 3. \$13,000 classroom materials and resources including the book Math Workshop: Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More 4. \$800 for Jennifer Serravallo' Writing Strategies book 5. \$900 Project Light Grant + \$300 Unrestricted Lottery
Budget code(s)	<ol style="list-style-type: none"> 1.
Anticipated changes for following year	<ol style="list-style-type: none"> 1.

GOAL 1 ACTION 5: Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Instructional Supports

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and Tier 3 strategic and intensive academic supports that meet students at their current level and promote their growth. This includes but is not limited to assessing student current level, linking students with strategic content support and monitoring of student growth. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Implement the district wide [assessment plan](#)
2. Implement district wide strategic supports such as Read 180, System 44, Lexia, LLI and Study Island
3. Utilize Cyberhigh as a credit recovery program for high schools.
4. Utilize supplementary instructional materials and assessments to inform and provide tiered supports.
5. Encourage through outreach and support increased enrollment of underrepresented students in Advanced Placement Classes
6. Utilize Cal Soap services improve access to college for underrepresented students and parents.
7. Provide [extended day support](#) and [extended day learning opportunities](#) for EL, Foster/Homeless, and socioeconomically disadvantaged
8. Implement supplemental support provisions of the [EL Master Plan](#)
9. Pre-school to serve eligible students
10. Provide extended learning opportunities to English Learner and Migrant Students.
11. Participate in outreach for TK/K enrollment including annual event. Extend the birth date range to December 31 for Transitional Kinder Enrollment.
12. Support growth of [Independent Learning Program](#) based on enrollment.
13. Implement and organize work consistent with the District's role as the [MTSS knowledge Development LEA](#) for Santa Clara County
14. Provide extended year learning opportunities for students with disabilities

Additional Tier 2-3 instructional supports related to site specific initiatives and supported in the SPSA

1. Barrett's reading TOSAs and Bilingual Aide will work with the principal to design and implement a second tier of reading support for kindergarten and TK students and any struggling readers in first through fifth grades.
2. The student study team will meet with families to support struggling students.
3. Leveled Literacy Instructional Materials to extend Barrett's ability to teach reading to students with the most intensive needs for reading, including students served in Special Day Classes and in Resource class.

Implementation status and actual actions completed to date:

- 1.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

- 1.

Allocation(s)

1. \$792 Sub release for SSTs
2. \$500 Read 180 materials, LLI materials, Reading Mastery and Horizon materials
3. \$24,100 for additional Leveled Literacy Instructional materials

[Return to budget summary here](#)

Source(s)

1. \$792 LCFF
2. \$500 Unrestricted Lottery

[Return to budget summary here](#)

	3. \$24,100 Unrestricted Lottery
Budget code(s)	1.
Anticipated changes	1.

GOAL 1 ACTION 6: Aligned to [District LCAP](#):

MTSS Description: SPSA Development and Monitoring

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Actions in support of the development of the Single Plan for Student Achievement :

See links to SPSA related documents referenced in the district LCAP, the SPSA header, or the SPSA metric grids:

1. SARC
2. California Public School Dashboard
3. School Safety Plan

Additional actions related to the development, refinement and implementation of the SPSA:

1. Training and supporting material needs of the School Site Council
2. Development and monitoring of local metrics for the SPSA
3. School presentations, communications and PR related to school achievement
4. Development of the school safety plan
5. Monthly updates on SPSA progress

Implementation status and actual actions completed to date:

1. We hold monthly SSC meetings and update some aspect of the SPSA at each meeting
2. We hold monthly ELAC meetings and update some aspect of the SPSA at each meeting.
3. We give a tour of programs each February to representatives of SSC, ELAC, and the HSCC. This allows for a real time view of how the programs operate in the classrooms so they can see the SPSA in action.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. We will do a safety plan review with Officer Scott Purvis of MHPD to review exiting the campus safely and efficiently in the event of catastrophe or extreme danger. We will invite the SSC members and ELAC members and YMCA care providers to join in this training.

Allocation(s)	1. None are anticipated	Return to budget summary here
Source(s)	1.	
Budget code(s)	1.	

**Anticipated
changes for
following year**

1.

GOAL 1 ACTION 7: Aligned to [District LCAP](#)

MTSS Description:
Tier 1-3 Non-Instructional Basic Services

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1-3 Non-instructional basic service to all sites, through support department operating budgets. specifically:

Actions as planned for the 2017-18 school year:

1. Communication and mailing expenses
2. Site specific facility projects
3. Transportation costs
4. Additional food service
5. Additional maintenance or custodial costs
6. Furniture and fixtures
7. Technology support and equipment
8. Office supplies
9. Recognition and awards
10. Other contracted services

Enter additional SPSA Actions beginning here (ie playground make over....maker spaces, etc.)

1. Provide the necessary resources for helping students when sick or injured
2. Provide bathroom supplies
3. \$1682 District Grant processing Fee for Project Light Grant
4. Additional campus supervisors

Implementation status and actual actions completed to date:

- 1.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

- 1.

Allocation(s)

1. \$200 health office supplies,
2. \$100 sanitary products, toilet paper
3. \$1682 District Grant processing Fee for Project Light Grant
4. \$3800 from Unrestricted Lottery + \$487 LCFF extra yard duty hours for campus supervision

[Return to budget summary here](#)

Source(s)

1. \$200 Unrestricted lottery
2. \$100 Unrestricted Lottery
3. \$1682 Project Light Grant
4. \$3800 + 487 Lottery

Budget code(s)	1.
Anticipated changes	1.

Goal 2 Statement of Goal	Parent Engagement All parents are valued as partners in their child’s education and are empowered to support their child’s preparation for college or career readiness.
Priorities Addressed by this goal:	STATE 3 5 6 LOCAL PRIORITIES: To continue to build a vibrant, inclusive community that supports all students
Identified Need	Continue active and targeted outreach to parents to increase parent monitoring and communication with an eye on improving favorable survey results for parents feeling like valued partners and part of the decision making process.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
SSC Agenda and Minutes	Link to SSC Agendas and Minutes	Link to SSC Agendas and Minutes	Link to SSC Agendas and Minutes	Link to SSC Agendas and Minutes
ELAC Agenda and minutes	Link to ELAC Agendas and Minutes	Link to ELAC Agendas and Minutes	Link to ELAC Agendas and Minutes	Link to ELAC Agendas and Minutes
Home & School Club Agenda and Minutes	Link to Barrett HSCC	Link to Barrett HSCC	Link to Barrett HSCC	Link to Barrett HSCC
Parent Volunteers cleared through HR.	Parent Volunteers # cleared through HR:43 new badges this year	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Total Raised: \$29,400 spent: \$29,400	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	Mass Phone completion rate: 84%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion rates	Mass email completion rate: 97%	Close gap to 100%	Close gap to 100%	Close gap to 100%

Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 62% Avg number visits per student: 49	Send out communications throughout the year to parents of students whose teachers post homework in aeries	Send out communications throughout the year to parents of students whose teachers post homework in aeries	Send out communications throughout the year to parents of students whose teachers post homework in aeries
Parent Education program completers	Parent Education program completers: 21 families who took the Power of Positive Parenting class--a ten week series on parenting strategies.	Monitor in conjunction with parent needs. Maintain consistent service	Monitor in conjunction with parent needs. Maintain consistent service	Monitor in conjunction with parent needs. Maintain consistent service.
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	4.2	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Our school encourages parent volunteers in a variety of roles:	4.15	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Our school makes parents feel like valued partners in education	4.2	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Parents are satisfied with level of 2-way communication	4.21	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Our school provides adequate monitoring info for grades & attendance	4.4	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Our school is physically safe:	4.05	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Ours school meets social emotional needs:	4.3	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Our school values diversity:	4.3	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Parents satisfied with learning environment	4.25	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,

Our school has a challenging curriculum	4.0	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Parents encourage after school participation	4.5	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Parents have a high knowledge of support and extended programs	3.8	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Our school has a high variety of extended programs available.	3.6	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
My child likes school:	4.45	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
My child feels safe at school:	4.35	Improve score on parent rubric,	Improve score on parent rubric,	Improve score on parent rubric,
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, los dichos, families referred to SLS (food/clothing support) etc.				

GOAL 2 ACTION 1--Aligned to [District LCAP](#)

MTSS Description: Tier 1 Parent Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 opportunities to assist all parents in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Support parent volunteer clearing service
2. Maintaining District parent advisory and support groups such as DELAC, and MPAC, meeting supplies, hospitality, and child care.
3. Providing LCAP parent consulting and advising opportunities
4. Implement provisions of the [family engagement plan](#)
5. Conduct Parent Engagement Survey (survey program subscription).
6. Coordinate Parent Education Nights for elementary schools that cover middle, high and college readiness information (part of the CalSoap contract).
7. Coordinate parent engagement activities and maintain the Special Education Advisory Committee (SEAC) to engage the parents of students with exceptional needs.

Additional actions related to Tier 1 site specific parent engagement activities supported in the SPSA

1. Barrett will continue to provide support to parents through a wide variety of community events. Some of the events will target parent education directly such as our Game Night, others will help foster a connection to the school that demonstrates to children the importance of school and pride in student work. [Barrett Calendar of Events](#)

Implementation status and actual actions completed to date:

1. Barrett holds Pizza with the Principal nights by grade level and the principal models simple ideas for supporting children at home with games that foster reading and/or math skills and growth mindset.
2. Barrett hosts a college night for 5th grade parents
3. Barrett hosts a night at the Morgan Hill Public Library so that all students can have access to the books and know the services that are freely available to all
4. Barrett offers PPP
5. Communication and Other Events to promote parent engagement

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. No cost to Barrett budget (pizza is purchased by HSCC)
2. No cost to Barrett budget (pizza is purchased by HSCC)
3. No direct cost
4. No direct cost, SLS contract covers the cost of services provided
5. Barrett will offer Nutrition classes through parent cooking classes, co-hosted with Santa Clara County Public Health
6. These are ongoing programs
7. Pay for fingerprinting of up to 20 volunteers

Allocation(s)	1-4: no direct costs 5: \$800 from Unrestricted Lottery for food for cooking class, related materials such as plates, silverware, napkins, cups 6: \$500 LCFF paper, stamps, envelopes, and other materials for the events as needed 7: \$1105 Title 1 parent engagement funds	Return to budget summary here
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Source(s)	Title 1 and Donations
Budget code(s)	Action 5: \$800 Unrestricted Lottery Action 6: \$500 LCFF Action 7: \$1105 060-301000 Title 1 funds
Anticipated changes for following year	

GOAL 2 ACTION 2--Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Parent Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and Tier 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Maintain Bilingual Community Liaisons at all sites
2. Conduct targeted outreach to include underrepresented parent volunteers
3. Provide translation services for district publications.
4. Provide information to immigrant parents regarding educational services.
5. Provide parent education opportunities such as Project to Inspire and Parent Institute for Quality Education.
6. Provide professional development to staff on working with diverse students and families.
7. Conduct outreach specifically for the purpose of gathering input into the district’s Local Control Accountability Plan through (District) English Learner Advisory Committees and Migrant Parent Advisory Committee.
8. Provide parent education in partnership with CBO’s to support positive parenting, substance abuse prevention, suicide prevention, and child abuse prevention.
9. Conduct outreach to help connect parents with local resources via School linked services and the CARE program.

Additional actions related to Tier 2-3 site specific parent engagement activities supported in the SPSA

1. Provide support to families for fostering better reading and math skills through games and homework support at home
2. Partner with Public Health and the YMCA to offer nutrition cooking classes
3. Provide Volunteer Badges to support student engagement and parent engagement activities

Implementation status and actual actions completed to date:

1. Barrett hosted a parent education night on ways to support struggling readers. All families whose child was in one of our reading support programs was invited to a parent education meeting on read alouds, questioning strategies for supporting the learner, games that would help and growth mindset

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Continue to offer parent evenings on both reading and math

Allocation(s)	<ol style="list-style-type: none"> 1. Lottery \$100 Materials and resources 2. Lottery \$1000 for cooking class supplies including food 3. Lottery \$750 + \$1000 Title 1 for Volunteer Badges \$1750 for 50 badges Return to budget summary here
Source(s)	<ol style="list-style-type: none"> 1. Lottery \$100 Materials and resources 2. Lottery \$1000 for cooking class supplies including food 3. Lottery \$750 + \$1000 Title 1 for Volunteer Badges \$1750 for 50 badges
Budget code(s)	

**Anticipated
changes for
following year**

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Goal 3 Statement of Goal	Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready
Priorities Addressed by this goal:	STATE 5 6 7 8 LOCAL PRIORITIES: To foster a positive and inclusive school climate where students have a sense of agency and leadership opportunities
Identified Need	Reduce chronic absenteeism and improve student connected to school as measured by feelings of safety, having a staff connection, and participation in school activities.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
Attendance Rate: 96.5%	Month 11 (website) 95.24%	Increase by >0.2 per year	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	Chronic Absenteeism Rates: (Dashboard) Overall: 12.7% SWD 15.9% SED 13% Foster N/A Homeless 28% EL 9.1% White 11.1% Latino 14.7%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# 2nd SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	SARB Compliance: --# First Notice: 155 tardy 143 Abs --# Second Notice: 72 tardy 81 Abs --# Third Notice: 46 tardy 46 Abs --# Conferences: 46 --# Hearings: 0	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	Suspension Rates Dashboard Overall: 0.4% SWD 1.2% SED 0.7% Foster --- Homeless --- EL 0.8% White 0.9% Latino 0.3%	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
Susp. Offenses: Controlled Substance Violence Weapons Behavior/Bullying	Offenses (DataQuest): Controlled Substance: 0 Violence/fighting 3 Weapons: 0 Behavior/Bullying: 0	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Maintain low rate	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	Drop Out Rate: 0%	Maintain below state rate	Maintain below state rate	Maintain below state rate
Local Student Survey	Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined			
I feel safe at school	3.3			
I feel safe at home	3.7			
I have a safe staff connection to talk to.	3.4			
I participate in school activities	3.0			
I am happy at school	3.2			
I am proud of my school	3.2			
My school is an outstanding school	3.2			

NWEA SEL survey (K-8)	Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)			
Teacher-student caring relationship	4.12			
Peer support for learning	3.91			
Family Support for learning	4.40			
Sense of self control	4.14			
Positive future outlook	4.38			
Intrinsic Motivation	3.87			
Students attending Extended Day:	# Attending Ext. Day:	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	Female: NA Male: NA Barrett does not offer extracurricular sports.	NA	NA	NA
Staff Survey PBIS Implementation:	Expectations Defined: 86% Expectations Taught: 82% Reward System: 82% Violations System: 50% Monitoring: 34% Management: 40% District Support: 60% Implementation Average: 52% Based on data collected prior to first year of PBIS training	Develop the School-wide reward system, the monitoring system and the violation system in year 2 of PBIS training	Finish implementing PBIS system in year 3 of training	Continue to refine and fully implement the PBIS practices
Support Referrals --To CBO counseling --To SLS (food/clothes) --Group Programs	pending			
Additional site specific: <i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i>	We are in the first year of PBIS training and will determine what data we want to collect and our site reward system next year	Continue with year 2 training of PBIS. Determine what data we want to collect and our site reward system next year	Continue to refine the PBIS actions through year 3 training	Fully implement PBIS policies and practices

GOAL 3 ACTION 1--Aligned to [District LCAP](#)

MTSS Description: Tier 1 Student Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 programs and supports to increase student engagement and connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Deploy as optional, the K-12 [service learning program](#).
2. Implement Positive Behavior Interventions and Supports (PBIS)
3. Liaise with MHPD Emergency Services and School Resource Officer (s) (staffing in Action 1.2)
4. Partner with the YMCA programs and services related to Project Cornerstone.
5. Develop and implement strategies to increase student attendance at all grade levels
6. Support schools to refine and update school safety plans
7. Implement student educational program for suicide prevention.
8. Provide large group social emotional learning opportunities to support healthy life skills and choices.
9. Conduct district wide climate surveys
10. Explore applications of Restorative Practices district wide as part of the MTSS Tier 1 program.

Additional actions related to Tier 1 site specific student engagement activities supported in the SPSA

1. Barrett will work on the school climate through the development of a PBIS team, begin writing a PBIS plan and work to keep a low suspension rate through a positive school climate and social emotional training for solving student conflicts.
2. Barrett will create opportunities for student leadership through a 4th/5th grade student leadership club and a 3rd grade student leadership club.
3. Each grade level class will plan and perform a curricular or behaviorally themed program for the school and for their families in the evening

Implementation status and actual actions completed to date:

1. Barrett has completed its first year of PBIS training and has developed a set of school rules and a matrix of what those rules look like in the various parts of the school (i.e. on a bus, in class, on the playground, etc...).
2. Barrett has at least one monthly meeting for student leaders and has started a Student Advisory Nutrition Committee (SNAC) which also meets monthly.
3. Barrett students taught the rest of the student body the four PBIS standards by writing and performing an assembly on each. One class took on each standard and presented it to the school.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Barrett will work on developing a positive school wide reward system and determine the data to collect with respect to student discipline.
2. Barrett students will continue to develop and present the behavior standards for the rest of the school.
3. Barrett fourth and fifth graders will provide safety support at the beginning of the day drop-off points and at the end of the day pick-ups.

Allocation(s)

1. \$2640 for substitutes in order for teachers and staff to attend the PBIS professional development days (assumes 5 teachers for 4 days of training).
2. \$3200 Stipend for Student leadership and Safety Patrol facilitators
3. \$330 Extra hourly pay to include yard duty personnel in PBIS training

[Return to budget summary here](#)

Source(s)	<ol style="list-style-type: none"> 1. \$2640 LCFF 2. \$3200 LCFF 3. \$330 Unrestricted Lottery
Budget code(s)	1.
Anticipated changes for following year	1.

GOAL 3 ACTION 2--Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Student Engagement

Students served: <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Homeless/Foster Youth <input type="checkbox"/> Low Income	
<p>Increase student engagement among underrepresented and struggling students and build connectedness to school and community and to promote a safe and productive school environment. Specifically by:</p> <p>Actions as planned for the 2017-18 school year through the district LCAP:</p> <ol style="list-style-type: none"> 1. Provide an Activity Bus to improve access to extended day programs for disadvantaged students. 2. Develop a comprehensive College and Career awareness and activities plan to support underrepresented students that includes Cal Soap, Naviance and AVID. 3. Implement Naviance at grades 6-12, including training and professional development support. 4. Implement AVID at JAMM and continue to support AVID at middle and high schools. 5. Provide social-emotional support and services by teaming with community based organizations 6. Monitoring school compliance with attendance reporting requirements and supporting school staff with intervening when students are chronically absent. 7. Implement the Advent program for Foster Youth 8. Provide CARE team oversight and support to serve the unique needs of Foster, homeless and disadvantaged students. 9. Implement Restorative Justice as an alternative to suspension 10. Develop a comprehensive Foster/Homeless education plan 11. Fund alternative placements for expelled students. <p>Additional actions related to Tier 2-3 site specific student engagement activities supported in the SPSA</p> <ol style="list-style-type: none"> 1. Continue the Barrett After School Program with specific outreach for participation by high need students. 	
<p>Implementation status and actual actions completed to date:</p> <ol style="list-style-type: none"> 1. In 2017-18, Barrett ran an after school program 3 days a week that included a choir for 4th and 5th grades, tutoring, Cal Soap push in support services, a multicultural club and a series of enrichment classes. 	
<p>Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:</p> <ol style="list-style-type: none"> 1. 	

Allocation(s)	<ol style="list-style-type: none"> 1. \$34,500 for the after school program which includes but is not limited to multicultural club, choir, tutoring/homework support, contracts with puppetry teacher, contract with performing arts group, Staff to run the programs including but not limited to teachers, paraprofessionals, music teacher 2. \$500 for Cal Soap <p style="text-align: right;">Return to budget summary here</p>
Source(s)	<ol style="list-style-type: none"> 1. \$34,500 LCAP Extended Day Program 2. \$500 LCAP Extended Day Program
Budget code(s)	
Anticipated	

changes for
following year

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Budget Summary: (return to [top of SPSA here](#))

	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day Program	Live Oak Foundation	Project Light Grant
Allocated	\$54,000	\$37,091	\$111,507	\$35,000	\$28,575	\$20,000 (Yr. 1)
Budgeted*	\$53,996	\$37,091	\$111,478	\$35,000	\$14,288 (yr 1)	\$20,006
Spent YTD						
Encumbered					\$14,287 (yr 2)	\$10,000 (Yr. 2)
Available	\$4	\$	\$29			
SPSA budget by action	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day Program	Live Oak Foundation	Project Light Grant
Action 1.1	\$1600 \$1980	\$11,128	\$1000		\$14,288	\$3000
Action 1.2	\$1980 \$1600		\$108,373	\$500		
Action 1.3		\$3510 \$792 \$3124 \$6110 \$400 \$1400 \$500				\$9316 \$564 \$2300
Action 1.4	\$1056 \$13,000 \$300 \$800	\$2508				\$900 \$2244
Action 1.5	\$500 \$24100	\$792				

Action 1.6	\$0					
Action 1.7	\$200 \$100 \$3800	\$487				\$1682
Action 2.1	\$800	\$500	\$1105			
Action 2.2	\$100 \$1000 \$750		\$1000			
Action 3.1	\$330	\$2640 \$3200				
Action 3.2				\$34,500		

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Mary Alice Callahan	Principal	callahanm@mhusd.org	4/24/18
2. Ami Downing	Teacher	downinga@mhusd.org	4/24/18
3. Jen Myers	Teacher	myersj@mhusd.org	4/24/18
4. Diane Wilson	Teacher	wilsondi@mhusd.org	4/24/18
5. Sabri Berisha	Parent	sabri@cluecentral.net	4/24/18
6. Lisa Cardenas	Parent	Lisa.Cardenas@morganhill.ca.gov	5/22/18
7. Julie Duran	Parent	duranj@mhusd.org	4/25/18
8. Maren McEuen	Parent	maren.mceuen@gmail.com	4/24/18
9. Ari Sufiati	Parent	ari.morganhill@gmail.com	5/29/18
10. Danielle Clampett	Classified	clampettd@mhusd.org	5/22/18

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	NA

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent Stakeholder Groups
 - Home and School Community Club
 - English Language Advisory Committee
 - Student Stakeholder Groups
 - NA
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

__Mary Alice Callahan_____ Typed name of School Principal	_____ Signature of School Principal	____4/25/18_____ Date
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__Julie Duran_____ Typed name of SSC Official	_____ Signature of SSC Official	____4/25/18_____ Date
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Western Association of Schools and Colleges Appendix ([Link to WASC resource page](#))

([Return to top](#))

Directions: WASC progress reporting includes the following reporting domains. Reference sections in the SPSA above and enhance any reporting domains with additional narrative below each section as needed.

I: Student/Community Profile Data: [See the narrative in the “Our Story” section of the SPSA above.](#)

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school’s vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

II: Significant Changes and Developments: [See the narrative in the “Our Story” and “Review of Progress” Sections above](#)

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

III: Ongoing School Improvement: [See the narrative in the “SPSA monitoring, progress, and revision” section above](#)

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation

and monitoring of the schoolwide action plan.

- Describe the process used to prepare the progress report.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan: See the “implementation status” under each action above.

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Note: The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

V: Schoolwide Action Plan Refinements: See the “revisions as a result of monitoring and stakeholder input” under each action above.

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school’s latest updated schoolwide action plan.

Links to WASC templates:

- Mid-cycle One-Day Visit: [Procedures](#) | [School Progress Report Template](#)
- Mid-cycle Two-Day Visit: [Procedures](#) | [School Progress Report Template](#)
- Probationary Visit: [Procedures](#) | [School Progress Report Template](#)
- Progress Report: [Procedures](#) | [School Progress Report Template](#)
- Special Progress Visit: [Procedures](#) | [School Progress Report Template](#)
- Special Visit: [Procedures](#) | [School Progress Report Template](#)
- Substantive Changes: [Procedures](#) | [ACS WASC Substantive Change Form](#)

- **Third-Year Progress Report (On-site visit not required):** [Procedures](#) | [School Progress Report Template](#)