



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Barrett Middle School	34-67447-6034375	June 2nd, 2022	June 28th 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.



Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Root Cause Analysis 4
 - Resource Inequities 5
- Stakeholder Involvement 5
- Resource Inequities 6
- Goals, Strategies, & Proposed Expenditures..... 7
 - SPSA/Goal 1 7
 - SPSA/Goal 2 10
 - SPSA/Goal 3 14
 - SPSA/Goal 4 20
- Budget Summary 22
 - Budget Summary 22
 - Other Federal, State, and Local Funds 22
- Budgeted Funds and Expenditures in this Plan 23
 - Funds Budgeted to the School by Funding Source..... 23
 - Expenditures by Funding Source 23
 - Expenditures by Budget Reference 23
 - Expenditures by Budget Reference and Funding Source 23
 - Expenditures by Goal 24
- School Site Council Membership 25
- Recommendations and Assurances 26

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Returning to in-person learning we are able to use different forms of data to establish which areas of need are will be the focus for the the 2022/2023 school year.

Overall student performance in math from fall to winter we saw an increase from 14% at grade level to 25% at grade level and overa increase of 11%. When looking at students one grade level below from fall to winter, we maintained at 32%. Students who were 2 to 3 levles below betwee fall and winter, we decreased from 53% to 48% below. An overall 5% decresase in math. When looking at reading from fall to winter we increased from 28% in the fall to 35% in the winter. Students who were 1 grade level below from fall to winter increased from 20% to 23%. Students who were 2 to 3 grade level below we decreased from 53% to 41%.

When looking at our School Survey a few areas stand out. Only 48.7% of students have a teacher who checks on them regularly. 43.1% of parents and 50% of students feel that students are able to stay focused on their school work. 45.5% fo students feel that Barrett provides opportunities for academic support when students are struggling. 53.1% or parents and 57.1% of students feel bullying is an issue on campus.

In conclusion, based on the data, 64% of our students are meeting standard in reading and 76% of our students are not at grade level in math. In regards to student social/emotional well being 51.3% of students do not have a staff on campus who checks on them regularly, 50% students are not able to star focused in class to learn and 42.3% of students feel that bullying is an issue on campus.

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Based on stakeholder discussion the following root causes were identified.

Overall Barrett students are struggling in Math and English. 64% of our students are reading between a kindergarten and 5th grade level. Barrett did offer an intense reading intervention program. We had 4 sections of reading that was taught by 2 teachers. Each had between 15-20 students. We did see growth with individual students in the reading intervention

class. However, we only targeted roughly 80 students and according to the data we needed to target close to 400 students. In math 76% of our students are not at standard. We did use ELO funds to hire an extra math teacher to create math intervention classes. We targeted 50 students in 7th grade and 50 students in 8th grade. We did see individual growth but based on the data we needed to target closer to 400 students.

Based on student survey, close to 50% of our students do not have a teacher who they connect with, bullying is an issue, and staying focused in class is a challenge. We believe that COVID and Distant Learning played a major part in students' lack of social development which caused a negative impact on students and schools. Barrett did implement an advisory period which is 30 minutes each day to help with connecting with students, focus on I-Ready lessons, and a time for makeup tests. We did not do any focus on bullying strategies. We also hired a 3rd counselor with ELO funds to focus on students who were struggling with behavior and academics.

1. Barrett did not implement enough behavior intervention plans
2. Barrett did not do enough teaching around bullying
3. Barrett needs to change the reading intervention class to target more students
4. Barrett needs to change the math intervention class to target more students
5. Barrett staff needs to put in more effort on connecting with all students.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Students in grades 6-8 were placed in a reading intervention class however more students needed to be placed in reading intervention classes to see substantial improvement

Students in grades 6-8 were placed in a math intervention class however more students needed to be placed in the math intervention classes to see substantial improvement

Barrett did not place enough focus on students' social/emotional needs.

Based on the inequities, Barrett will continue to focus on the reading intervention and math intervention but will need to incorporate the strategies in all English and math classes so more students will be benefiting from the reading and math strategies.

We will use ELO funds to hire an extra math teacher to keep math class numbers between 18-25 students. Barrett will continue with the 30-minute advisory class which will focus on I-Ready lessons and focus on building community within the class. Barrett will use ELO funds to hire a 3rd counselor who will work with students struggling with behavior and emotion supports. Site Leadership will work on creating bullying strategies that can be taught to students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Barrett Middle School has a variety of school community stakeholders involved in the planning and reviewing of our SPSA and student/school data. Barrett's School Site Council, along with the Leadership Team and Department Chairs, participated in the Comprehensive Needs Assessment

and development of the SPSA. Our teaching staff also spends one day a each quarter to take a deep dive into math and English data. The SSC, LT, and DC meet multiple times throughout the year to review data, identify priority areas and actions. On 9/15/21, 12/15/21, 3/16/22. and 5/25/22, I met with our EL families during the ELPAC meeting to get input on their concerns and look at academic data and behavior data. Each meeting we asked for participants to join Site Council but non were interested. Overall, parents and teachers are concerned about the numbers of students that are below grade level in math and English. Both staff and parents are concerned about student social/emotional well being. On June 2, the SSC met to review the this plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the Comprehensive Needs Assessment, the following resource inequities were identified:

Students in grades 6-8 were placed in a reading intervention class however more students needed to be placed in reading inventervention classes to see substantial improvement

Students in grades 6-8 were placed in a math intervention class however more student needed to be placed in the math intervention classes to see substantial improvement

Barrett did not place enough focuss on students social/emtional needs.

Based on the inequities, Barrett will be will continue to focus on the reading intervention and math intervention but will need to incorporate the strategies in all English and math classes so more students will be benfitting from the reading and math strateties. We will use ELO funds to hire an extra math teacher to keep math class numbers between 18-25 students. Barrett will continue with the 30-minute advisory class which will focus on I-Ready lesson and focus on building community within the class. Barrett will use ELO funds to hire a 3rd counselor who will work with students struggling with behavior and emotion supports. Site Leadership will work on creating bullying straties that can be taught to students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assessment assets and needs, and connect student and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Parent/Student Survey and quarterly celebration participation,

What worked and didn't work? Why? (monitoring)

Being able to be in large groups and having families on campus, and creating fun activities for students

What modification(s) did you make based on the data? (evaluation)

The importance for families and students to come on campus and celebrate student success and connect with staff

2021-22

Identified Need

Based on Parent survey we need to work with parents on supporting students at home, listen to parents concern, and give more opportunities for parent sto come on campus to help build relationships between school and family
 Increase Student Attendance

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Parent response to the Parent/Teacher/Student Survey Student Attendance Report	<ul style="list-style-type: none"> Staff at my school provides resources or ideas that help parents support their students at home. 56.9% agree Staff at our school listens to parent concerns about issues. 66.7% agree The school offers parents opportunities to be involved in school and classroom activities. 40% agree Student attendance for fall 2021 	<ul style="list-style-type: none"> Staff at my school provides resources or ideas that help parents support their student at home. 75% agree Staff at our school listens to parents concern about issues. 75% agree The school offers parents opportunities to be involved in school and classroom activities. 60% agree Increase student attendance by 2% by spring 2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Purchase materials and supplies for school wide events and programs that focus on Family and	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000 1500	Aug 2021 - June 2022

	Community Outreach, Parent Technology Night, virtual BTSN, and ELAC Meeting. Also provide extra assignment pay for our ELAC Coordinator			LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries		
1.2	Attendance Incentives	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ Attendance Clerk	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	Aug 2021 - June 2022

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Character Education/Leadership Skills

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

WEB participation, quarterly grades, Parent/Student Survey, number of entries in visits, behavior data

What worked and didn't work? Why? (monitoring)

Creating activities for students improved behavior and positivity among students and staff

What modification(s) did you make based on the data? (evaluation).

Continue creating fun activities for students and staff too participate

2021-22

Identified Need

Increase Student Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Parent/Student/Staff Survey Behavior Data	<ul style="list-style-type: none"> Overall rating of all questions regarding school culture parents agree 76.6% Overall rating of all questions regarding school culture students agree 78.3% Overall rating of all question regarding school culture staff agrees 58.8% Between Aug 2021 and Dec 2021 we suspended 1.42% of our studernts 	<ul style="list-style-type: none"> Overall rating of all questions regarding school culture parents agree 85% Overall rating of all questions regarding school culture students agree 85% Overall rating of all questions regarding school culture staff agrees 75% Between Aug 2022 and Dec 2022 we suspended .5% of our students

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Solutions Team-Incentive Program, materials and supplies to support engagement and attendance and culture and climate	All Students English Learners X Low-Income Students Foster Youth Other	Carter/Murphy /Smith/Cortez/ Honegger/ Green/Lennert z/Ottar/Trotti	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000	School Year 2022-2023

2.2	<p>WEB Program: “Where Everybody Belongs” is a middle school orientation and transition program welcoming 6th graders and makes them feel comfortable throughout the first year of their middle school experience. WEB also acts as an anti-bullying program, providing a cadre of 8th grade student leaders who look for bullying behavior and help stop it. WEB gives older students permission to be aware of and report any negative behavior they</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration / Leadership Team / Teachers / Staff</p>	<p>Other 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>3500 1500</p>	<p>School Year 2022-2023</p>
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	see, creating a safer school for everybody. Grant funded activity.					
2.3	Purchase materials and supplies to enrich and supplement the clubs and to pay for staff running the clubs after school.	X All Students English Learners Low-Income Students Foster Youth Other	Administration / Leadership Team / Teachers / Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1500 7500 2000	School Year 2022-2023
2.4		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Quarterly grades, I-Ready scores for fall and winter

What worked and didn't work? Why? (monitoring)

Some of our students are still slipping through the cracks - especially those students that are not in intervention classed

What modification(s) did you make based on the data? (evaluation)

We need to teach all students reading and math strategies. Not just those in the intervention classes

2021-22

Identified Need

Target Reading Intervention
Target Math Intervention

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
I-Ready data for Math I-Ready data for English	Fall I-Ready Data Math-14%% of student at or above grade level Math-85% of students below grade level English-28% at or above grade level English-73% below grade level Winter I-Ready Math 25% of students at or above grade level Math 76% if students below grade level Reading 35% of students at or above grade level Reading 64% of student below grade level	In math and english we would like to see an increase of 15% of students meeting grade level standards based on the winter 2023 I-Ready assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Release time for teachers and staff to observe, collaborate and attend trainings and	All Students English Learners Low-Income Students Foster Youth Other	Administration /Leadership Team /Teachers / Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated	5000	School year 2022-23

	conferences to improve instruction related to the CCSS, NGSS and ELD. Substitute teacher costs for conferences, trainings and workshops.			Personnel Salaries		
3.2	Provide supplemental materials, supplies, curriculum, technology and resources that support student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Administration /Leadership Team /Teachers / Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000	School year 2022-23
3.3	Provide additional copy machines and maintenance in support of intervention curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	School year 2022-23

3.4	Purchase, curriculum, books, and programs to support and increase foundational reading skills.	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ ELD Teacher/Resource teacher/English teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other	4636	School year 2022-23
3.5	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 FTE ELD Teacher	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ ELD Teachers/Counselors	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	78,054	School year 2022-23
3.6	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	68,944	School year 2022-23

	<p>performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor</p>					
3.7	<p>Extra assignment pay and supplies/materials to support Power Hour (after school study help and tutoring program). Extra assignment pay to support EL Intervention program: After school tutoring support will be offered by teachers twice a week to support the needs of our English Learners. LCAP District Funded.</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration/ Leadership Team/Teacher s/Counselors</p>	<p>Other 1000-1999: Certificated Personnel Salaries</p>	10000	<p>School year 2022-23</p>

3.8	Provide funding for enrichment activities that support the core curriculum and support student learning. Plays and productions, guest speakers and special events for all content areas.	All Students English Learners Low-Income Students Foster Youth Other	Administration/ Leadership Team/Teacher s/Counselors	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School year 2022-23

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential and prepares them for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Quarter Grades

What worked and didn't work? Why? (monitoring)

AVID buliding of community was a huge success

What modification(s) did you make based on the data? (evaluation)

We are adding a 2nd AVID class for the 2022-23

2021-22

Identified Need

Getting students ready for College

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Q grades

1st quarter grades will be the starting point

Improvement in 4th quarter grades



Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	AVID	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ AVID Teacher	LCFF Supplemental Site Allocation 4000- 4999: Books And Supplies	5000	School Year 2022- 2023

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.	School year 2022-23 	Credentialed and classified staff, materials and supplies, transportation, salary, and benefits Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts. Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses Salary and benefits, materials, and supplies.	\$1,200,000 \$617,219 100,000 771,420	Title I 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$213,634.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$68,944.00
LCFF Supplemental English Learner Central	\$78,054.00
LCFF Supplemental Site Allocation	\$53,136.00
Other	\$13,500.00

Subtotal of state or local funds included for this school: \$213,634.00

Total of federal, state, and/or local funds for this school: \$213,634.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	53,136.00	0.00
LCFF Supplemental English Learner Central	78,054	0.00
LCFF Supplemental Centralized Services (District Only)	68,944	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	68,944.00
LCFF Supplemental English Learner Central	78,054.00
LCFF Supplemental Site Allocation	53,136.00
Other	13,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	170,998.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	34,136.00
5000-5999: Services And Other Operating Expenditures	6,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	68,944.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	78,054.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	14,000.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	34,136.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
1000-1999: Certificated Personnel Salaries	Other	10,000.00
5000-5999: Services And Other Operating Expenditures	Other	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,000.00
Goal 2	22,000.00
Goal 3	178,634.00
Goal 4	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Amy Alexander-Carter	Principal
Brenda Danzinger	Classroom Teacher
Tami Irvine	Classroom Teacher
Lindsay Morrow	Parent or Community Member
Richele Bridges	Parent or Community Member
Olive Galddis	Secondary Student
Christina Otta	Other School Staff
Sabrina Young	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

ON-FILE

English Learner Advisory Committee

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.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06/02/22.

Attested:

Amy Alexander-Carter

Principal, Amy Alexander-Carter on 06/02/22

Richele Bridges

SSC Chairperson, Richele Bridges on 06/02/22

Budget By Expenditures

John Barrett Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$68,944.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$68,944.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$68,944.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central \$78,054.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$78,054.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$78,054.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$53,136.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Barrett Middle School

Provide funding for enrichment activities that support the core curriculum and support student learning. Plays and productions, guest speakers and special events for all content areas.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
AVID	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures
Purchase materials and supplies for school wide events and programs that focus on Family and Community Outreach, Parent Technology Night, virtual BTSN, and ELAC Meeting. Also provide extra assignment pay for our ELAC Coordinator	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
Attendance Incentives	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	\$1,500.00	Connected School Communities
Solutions Team-Incentive Program, materials and supplies to support engagement and attendance and culture and climate	4000-4999: Books And Supplies	\$6,000.00	Character Education/Leadership Skills
Purchase materials and supplies to enrich and supplement the clubs and to pay for staff running the clubs after school.	4000-4999: Books And Supplies	\$1,500.00	Character Education/Leadership Skills
	4000-4999: Books And Supplies	\$1,500.00	Character Education/Leadership Skills
	1000-1999: Certificated Personnel Salaries	\$7,500.00	Character Education/Leadership Skills
	2000-2999: Classified Personnel Salaries	\$2,000.00	Character Education/Leadership Skills
Release time for teachers and staff to observe, collaborate and attend trainings and conferences to improve instruction related to the CCSS, NGSS and ELD. Substitute teacher costs for conferences, trainings and workshops.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs

John Barrett Middle School

Provide supplemental materials, supplies, curriculum, technology and resources that support student learning.	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs
Provide additional copy machines and maintenance in support of intervention curriculum.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Engaging Academic Programs
Purchase, curriculum, books, and programs to support and increase foundational reading skills.	4000-4999: Books And Supplies	\$4,636.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$53,136.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
WEB Program: "Where Everybody Belongs" is a middle school orientation and transition program welcoming 6th graders and makes them feel comfortable throughout the first year of their middle school experience. WEB also acts as an anti-bullying program, providing a cadre of 8th grade student leaders who look for bullying behavior and help stop it. WEB gives older students permission to be aware of and report any negative behavior they see, creating a safer school for everybody. Grant funded activity.	5000-5999: Services And Other Operating Expenditures	\$3,500.00	Character Education/Leadership Skills	
Extra assignment pay and supplies/materials to support Power Hour (after school study help and tutoring program). Extra assignment pay to support EL Intervention program: After school tutoring support will be offered by teachers twice a week to support the needs of our English Learners. LCAP District Funded.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs	

John Barrett Middle School

Other Total Expenditures: \$13,500.00

Other Allocation Balance: \$0.00

John Barrett Middle School Total Expenditures: \$213,634.00