



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	05/12/2021	September 28, 2021

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
Stakeholder Involvement	3
Resource Inequities	4
Goals, Strategies, & Proposed Expenditures.....	5
SPSA/Goal 1	5
SPSA/Goal 2.....	8
SPSA/Goal 3.....	12
SPSA/Goal 4	19
Budget Summary	21
Budget Summary	21
Other Federal, State, and Local Funds	21
Budgeted Funds and Expenditures in this Plan.....	22
Funds Budgeted to the School by Funding Source.....	22
Expenditures by Funding Source	22
Expenditures by Budget Reference	22
Expenditures by Budget Reference and Funding Source	22
Expenditures by Goal.....	23
School Site Council Membership	24
Recommendations and Assurances	25
Appendix A: Plan Requirements	26
Appendix B:.....	29
Appendix C: Select State and Federal Programs	31

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

On May5 we held a site collaboration meeting to discuss a 30 minute intervention period. We looked at data to help support the "why" it would be crucial to add this intervention period time within our school day to help support learning loss. In addition, we discussed the importance of adding 2 periods of intense math intervention in both 7th and 8th grade. On May 12, our Site Council met to look at I-Ready data, attendance data, and engagement data and discussed areas of focus/improvement and discussed the idea of a 30 minute intervention period. And the 2 periods of intense math intervention in both 7th and 8th grade. As a school site we also discussed positive incentives to help build climate and culture to focus on engagement and attendance. On May 11, our Site Leadership Team (SLT) looked at I-Ready, attendance, and engagement data and

discussed areas of improvement and how the implementation of intervention block would help support the data and adding math intervention. In addition, during the ELAC meeting I-Ready data was presented to parents. On May 12 our departments looked at grades and I-Ready data to decide where we need to focus/improve. Also on May 11 the PTA also looked at data and discussed ways to increase engagement and reading and math. On May 26, the School Site Council will reviewed the plan and vote. On June 2 the SPSA plan was sent to staff for feedback.

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 due to COVID there is not accurate data to see if the program was successful

Students in grades 6-8 we not being taught low level math

Barrett new grading system effected students academic grades. "Grading for Equity"

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: 2020-21

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

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

Based on the turn out of our family participation last school year our implementation was successful. Parental involvement activities were well attended until the pandemic occurred.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Do to COVID, we have added better communication by posting information on our Website, Facebook page, Instagram, and Google classroom. To increase parent participation we do monthly forums call, "Coffee with Carter," weekly phone calls to families with struggling students, and a virtual Back to School Night, and ELAC meetings.
 Creating a system to increase student attendance during Distant Learning

2020-21

Identified Need

Increase parent participation
 Increase Student Attendance

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
ELAC Meetings Parent Involvement Q data to track attendance	Track the % of families attending family events virtually Student attend for fall 2020 is 96.4%	Increase the number of families participating in virtual activities by 15% Increase our attendance by 2% by spring 2021

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 Community Outreach, Parent	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	2000 1500	Aug 2021 - June 2022

	Technology Night, virtual BTSN, Coffee with Carter, weekly phone calls, and ELAC Meeting. Also provide extra assignment pay for our ELAC Coordinator			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	2000	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: 2020-21

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

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

Barrett implementation of strategies were successful based on data acquired prior to the onset of distance learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Majors changes will be implementing a system to reward students for engagement during Distant Learning.

**2020-21
Identified Need**

Increase Student Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Barrett Engagement tracker	Based on fall engagement tracker 23% of students are disengaged African American-17% EL-9% SPED-15% Homeless-14%	Decrease the percent of overall students disengaged by 10%. In addition decrease the percent of disengaged students across sub groups.

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/Lennertz/Ottar/Trotti	LCFF Supplemental Site Allocation	7500	Aug-June 2021-22
2.2	WEB Program: “Where Everybody Belongs” is a middle school	All Students English Learners Low-Income Students Foster Youth Other	Administration / Leadership Team /	Other 5000-5999: Services And Other Operating	3500 1500	Aug. - June 2021-22

	<p>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.</p>		<p>Teachers / Staff</p>	<p>Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>		
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2.3	Purchase materials and supplies to enrich and supplement the clubs and to pay for staff running the clubs after school.	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	Aug. - June 2021-22
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: 2020-21

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

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

Last year our main focus was the implementation of our reading intervention program. Based on MAP data we had 85% of our students in the reading intervention program increase their reading levels by at least 1 grade level.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were not any major changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adding a math intervention class for students who are 2 to 3 grade levels below in math.

2020-21

Identified Need

Target Reading Intervention
Target Math Intervention

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
I-Ready data for Math I-Ready data for English	Fall I-Ready Data Math-43.8% of student at or above grade level Math-40.2% of students below grade level English-44.6% at or above grade level English-46.8% 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 spring 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 conferences to improve	All Students English Learners Low-Income Students Foster Youth Other	Administration /Leadership Team /Teachers / Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School year 2021-22

	instruction related to the CCSS, NGSS and ELD. Substitute teacher costs for conferences, trainings and workshops.					
3.2	Offer middle school math support to struggling learners. .2 FTE math teacher	X All Students English Learners Low-Income Students Foster Youth Other	Administration /Leadership Team /Teachers / Staff	LCFF Supplemental Centralized Services (District Only)	24,996	School year 2021-22
3.3	Offer 1.0 math intervention to support students struggling with foundational math skills, 6th, 7th,8th grades (grant funded)	X All Students English Learners Low-Income Students Foster Youth Other	Administration and math teacher	Other 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	13000 2500	School year 2021-22

3.4	Provide supplemental materials, supplies, curriculum, technology and resources that support student learning.	All Students English Learners Low-Income Students Foster Youth Other	Administration /Leadership Team /Teachers / Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,000	School year 2021-22
3.5	Provide additional copy machines and maintenance in support of intervention curriculum.	All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3,500	School year 2021-22
3.6	Purchase, curriculum, books, and programs to support and increase foundational reading skills. (partially grant funded)	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 10000	School year 2021-22

3.7	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 0.80 FTE ELD Teacher	All Students English Learners Low-Income Students Foster Youth Other	Administration/ ELD Teachers/Counselors	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	74,271	School year 2021-22
3.8	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	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 2021-22

3.9	<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>	Other	10000	School year 2021-22
3.10	<p>Provide funding for enrichment activities that support the core curriculum and support student learning. Plays and productions,</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration/ Leadership Team/Teacher s/Counselors</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	3000	School year 2021-22

guest speakers
and special
events for all
content areas.

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: 2020-21

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

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

This is the first year that this goal has been included in the SPSA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is the first year that this goal has been included in the SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is the first year that this goal has been included in the SPSA.

**2020-21
Identified Need**

Getting students ready for College

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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	1000	

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,847.00

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)	\$93,940.00
LCFF Supplemental English Learner Central	\$74,271.00
LCFF Supplemental Site Allocation	\$53,136.00
Other	\$36,500.00

Subtotal of state or local funds included for this school: \$257,847.00

Total of federal, state, and/or local funds for this school: \$257,847.00

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	0.00
LCFF Supplemental English Learner Central	74,271	0.00
LCFF Supplemental Centralized Services (District Only)	93,940	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	93,940.00
LCFF Supplemental English Learner Central	74,271.00
LCFF Supplemental Site Allocation	53,136.00
Other	36,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	32,496.00
1000-1999: Certificated Personnel Salaries	170,215.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	26,136.00
5000-5999: Services And Other Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	24,996.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	68,944.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	74,271.00
	LCFF Supplemental Site Allocation	7,500.00
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	26,136.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,500.00
	Other	20,000.00
1000-1999: Certificated Personnel Salaries	Other	13,000.00
5000-5999: Services And Other Operating Expenditures	Other	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,500.00
Goal 2	23,500.00
Goal 3	227,847.00
Goal 4	1,000.00

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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Amy Alexander-Carter	Principal
Brenda Danzinger	Classroom Teacher
Lindsay Tatieshi	Classroom Teacher
Karen Patterson	Classroom Teacher
Marni Gilbert	Parent or Community Member
Renee Nicholson	Parent or Community Member
Richele Bridges	Parent or Community Member
Christina Ottar	Other School Staff
Claire Symes	Secondary Student
Grace Rouse	Secondary Student
Moghul Hossein	Parent or Community Member

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



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 05/12/21.

Attested:



Principal, Amy Alexander-Carter on 05/12/21



SSC Chairperson, Marni Gilbert on 05/12/21

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

John Barrett Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$93,940.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Offer middle school math support to struggling learners. .2 FTE math teacher		\$24,996.00	Engaging Academic Programs	
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:		\$93,940.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$74,271.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 0.80 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$74,271.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$74,271.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

John Barrett Middle School

Funding Source: LCFF Supplemental Site Allocation

\$53,136.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
AVID	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
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	\$3,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$2,500.00	Engaging Academic Programs	
Provide supplemental materials, supplies, curriculum, technology and resources that support student learning.	4000-4999: Books And Supplies	\$8,000.00	Engaging Academic Programs	
Provide additional copy machines and maintenance in support of intervention curriculum.	5000-5999: Services And Other Operating Expenditures	\$3,500.00	Engaging Academic Programs	
Purchase, curriculum, books, and programs to support and increase foundational reading skills. (partially grant funded)	4000-4999: Books And Supplies	\$4,636.00	Engaging Academic Programs	
Purchase materials and supplies for school wide events and programs that focus on Family and Community Outreach, Parent Technology Night, virtual BTSN, Coffee with Carter, weekly phone calls, and ELAC Meeting. Also provide extra assignment pay for our ELAC Coordinator	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Attendance Incentives	4000-4999: Books And Supplies	\$2,000.00	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		\$7,500.00	Character Education/Leadership Skills	

John Barrett Middle School

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

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
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John Barrett Middle School

<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.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$3,500.00</p>	<p>Character Education/Leadership Skills</p>
<p>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.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$13,000.00</p>	<p>Engaging Academic Programs</p>
<p>Offer 1.0 math intervention to support students struggling with foundational math skills, 6th, 7th,8th grades (grant funded)</p>		<p>\$10,000.00</p>	<p>Engaging Academic Programs</p>
<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>\$10,000.00</p>	<p>Engaging Academic Programs</p>
<p>Other Total Expenditures:</p>	<p>\$36,500.00</p>		
<p>Other Allocation Balance:</p>	<p>\$0.00</p>		
<p>John Barrett Middle School Total Expenditures:</p>	<p>\$257,847.00</p>		