School Year: **2023-24**

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	05/24/23	August 8, 2023

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)

> Schoolwide Program
>
> 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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. John Barrett Middle School met the criteria for the following student groups: These 5 student groups are performing below in math and English. Our African American, Socio-Economically Disadvantaged, Students with Disabilities and being suspended more often then the school average.

1. Black or African Americans
2. English Learners
3. Homeless
4. Socio-Economically Disadvantaged
5. Students with Disabilities

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

Barrett Middles school used multiple forms of data collection to get a clear understanding for where we need to focus for the 23/24 school

Overall student performance in math from fall to winter we saw an increase from 14.1% at grade level to 21.3% at grade level and overall increase of 7.2%. When looking at students one grade level below from fall to winter, we had a small decrease from 29.% to 28.2%. Students who were 2 to 3 levles below betwee fall and winter, we decreased from 49.6% to 41.1% below. An overall 8.5%% decrease in math. When looking at students at grade level reading from fall to winter we increased from 24.1% in the fall to 34.7% in the winter. Students who were 1 grade level below from fall to winter decreased from 34.7% to 24.1%. Students who were 2 to 3 grade level below we decreased from 46.3% to 44.4%.

Barrett was placed in ATSI (Additional Targeted Support and Improvement), based on the California Dashboard. The 5 subgroups of focus are African American(AA), English Learners(EL), Homeless(HOM), Socio-Economically Disadvantaged(SED), and Students with Disabilities(SWD).
Chronic Absenteeism---51.8%AA, 29.2% EL, 59.6% Homeless, 46.4% Socio-Economically Disadvantage, and 45.9% Students with Disabilities.
Suspension Rate for 1 or more days--22.8% African American, 13.3% Homeless, 12.3% Socio-Economically Disadvantage, and 15.1% Students with Disabilities
Math-African American 156.3 points below standard, English Learners 126.7 points below standard, Homeless 183 points below standard, Socio-Economically Disadvantaged 111 points below standard, and Students with Disabilities 180.4 points below standard
English-African American 84.9 points below standard, English Learners 71.4 points below standard, Homeless 129.8 points below standard, and Students with Disabilities 128.9 points below standard

When looking at our School Survey a few areas stand out. Only 39%% of students have a teacher who checks on them regularly. 23% students feel that students respect each other. 39% or students are motivated to do their work. 38% of students and 59% of parents feel that the school seeks input when making important decisions. Only 40% of students feel safe sharing different view points and perspectives at school.

This year Barrett performed 2 listening circles to get student input. Results from the listening circles
1. Students would like more opportunities for counseling one-on-one rather that working in small groups
2, Students would like more opportunities for student engagement outside of the traditional day. Example, rallies, clubs, dances, field trips, after school hang out
3. Students want more opportunities to be heard and their voice matters
4. Students want more supervision near the bathrooms and at lunch and would like teachers to lock their doors during class time
5. Students want teachers to give more praise and celebrate their success
6. Students want different ways to learn--project base learning, group activities, and science labs

When looking at our suspension data from August 2023 to April 2023, we suspended 5.99% of our students. When looking at our subgroups, we suspended 14% of our African American students, 10% of our low SES, 9% of our students with disabilites, 54% of our homeless students.

In conclusion, based on the data, Barrett students are still struggling in math and reading. Barrett students are stuggle connecting with adults on campus and with other students. Barrett students are asking for more opportunites to have activities that allow them to connect with students and teachers. The suspension data is showing a high rate of suspensions with out African American, Low SES, Students with disabilities, and our homeless population.

Root Cause Analysis

What did your root causes analysis reveal?

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

Based on stakeholder discussion the following root causes were identified.

Overall Barrett students are struggling in Math and English. 67.8% of our students are reading between a kindergarten and 5th grade level. 78.7% of our students are between kindergarten and 5th grade level in math. Barett is still feeling the effects of COVID and distance learning. 2nd semester we did implement an 8th grade intense intervention class during out 30-minute FLEX class. We focused on our students wheo 2 plus grade levels below in math. We put special focus on our subgroups--African America, English Language Learners, Homesll, Socio-Economically disadvantage, and Students with Disabilities.
4th quarter we added 2 more intervention math class during FLEX and focused on our 5 subgroups. One for 6th grade and one for 7th grade. Barrett also used ELO funds to hire a math teacher to keep math classes below 25 students in each class. However, based on our data, having an extra math teachers and lowering class sizes did not increase our math scores. Barrett does not offer a reading intervention class. During 4th quarter we did one FLEX reading intervention and targeted our subgroups. Teahers did use reading strategies in their classrooms to help increase reading scores. Teachers will be using release time to look at increasing reading strategies in the classroom. Barrett does see individual growth amongst students. However, we are not seeing a large growth in reading and math overall. Close to 400 students need to be targeted. Our intervention math during FLEX targets 30 8th, 7th, and 6th graders. That is 90 students out of 400. Our reading intervention targets 30 students.

Basesd on student survey, close to 60% of our students do not have a teacher who they connecct with, and staying motivated is a challenge. We believe that COVID and Distant Learning continue to played a major part is students lack of social developed which casused a negartive impact on students and schools. Barrett did implement and FLEX period which is 30 minutes each day to help with connecting with students, focus on I-Ready lesson, and a time for make up tests. However, when reflecting not all teahers used this time to connected with students and build relationships with the students in class. Many classes used this time for I-Ready lesson and making up school work that was missed due to absences. In addition, Barrett only offered 3 after school clubs--BSU, LGBTQ, and Dance Hall. These are outstanding clubs but it is important that more clubs be offered to that connect with all students on campus. We also hired a 3rd counselor with ELO funds to focus on students who were struggling with behavior and acaemdics.

According to our listening circle data students recognize importance of connecting with staff and students in a positive way. Barrett's main focus was academics. It is clear from our data that positive climate and culture needs to be the focus to help grow relationships amongst staff and students and build a solid community on our campus.

Barretts suspention rate overall is 6%. However, the concern is the high rates with our subgroups-African American, Socio-Economically Disadvantage, Students with Disabilities and Homeless. We need to look at our intervention and how we are using are ELO counselor, alternatives to suspensions, and tier 1 instruction in the classroom. A team will be created to revamp our referral system, implement a buddy room system, and focus time around good tier 1 instruction

This year Barrett did create an attendance team that was set to meet each quarter. The team consisted of 2 counselors, our MTSS counselor, the VP, the attendance clerk and a School Community Worker for Attendance Improvement. The team met only twice this year due to scheduling conflicts. There was no consitency in documenting in visits when contact

was made with the families. We did not create an incentive plan for students to encourage coming to school and celebrating students with good attendance. It is crucial that more time and resources are implement to improving student attendance.

1. Barrett did not implement enough behavior intervention plans
2. Barrett needs to increase the reading strategies in the classroom
3. Barrett needs to increase the number of kids in math intervention
4. Barrett staff needs to put in more effort on connecting with all students.
5. Barrett needs to on positve limate and culture
6. Barrett needs to look at the effectiveness of Power Hour and does it need to be revamped

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 provided with enough reading strategies and reading intervention classes were not offered.
Students in grades 6-8 were placed in a math intervention class during FLEX but this was the 2nd half of the school year and only 90 students were targeted.
Barrett did not place enough focuss on students climate and culture. After school activies need to increase
FLEX needs to be adjusted and add in time for SEL and relationship bulding
We need to look at our behavior interventions regarding our sub groups.

Based on the inequities, Barrett will continue to focus on the reading strategies classroom.   Math intervention during FLEX will continue but we but will need to incorporate math strategies in math classes to tarfet more students.
Barrett will continue with the 30-minute FLEX 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. Barrett will also focus on buidling a positive community on campus and giving student more activities to help them build strong relationships with studnets and teachers.

Input from Educational Partners

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 9/22/22, 11/15022, 3/9/23. and 5/2422, I met with our EL families during the ELAC meeting to get input on their concerns and look at academic data and behavior data. 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 and would like more opportunities to students to connect socially and build relatioships. Parents would like opportunities to participate on campus around activities or helping in the classroom.. On May 24, 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.

Students in grades 6-8 were provided with enough reading strategies and reading intervention classes were not offered.
Students in grades 6-8 were placed in a math intervention class during FLEX but this was the 2nd half of the school year and only 90 students were targeted.
Barrett did not place enough focuss on students climate and culture. After school activies need to increase
FLEX needs to be adjusted and add in time for SEL and relationship bulding
We need to look at our behavior interventions regarding our sub groups.
We will also look how effective is our after school homework help and what changes may need to be made.

Based on the inequities, Barrett will continue to focus on the reading strategies classroom.   Math intervention during FLEX will continue but we but will need to incorporate math strategies in math classes to tarfet more students.
Barrett will continue with the 30-minute FLEX 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. Barrett will also focus on buidling a positive community on campus and giving student more activities to help them build strong relationships with studnets and teachers.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.45%	0.89%	5	3	6
African American	6.4%	7.63%	6.4%	46	51	43
Asian	5.4%	5.09%	4.61%	39	34	31
Filipino	1.0%	1.35%	1.04%	7	9	7
Hispanic/Latino	19.7%	20.06%	18.6%	142	134	125
Pacific Islander	0.6%	0.45%	0.15%	4	3	1
White	57.8%	55.84%	60.42%	416	373	406
Multiple/No Response	8.5%	9.13%	7.89%	61	61	53
			Total Enrollment	720	668	672

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	172	170	196
Grade 7	270	247	250
Grade 8	278	251	226
Total Enrollment	720	668	672

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	51	65	95	7.10%	9.7%	14.1%
Fluent English Proficient (FEP)	71	55	41	9.90%	8.2%	6.1%
Reclassified Fluent English Proficient (RFEP)	3			5.9%		

Conclusions based on this data:

1.

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Caring Relationships	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) School has a climate that is caring.	198	70.26%	376	55.85%	28	82.14%
B) There are students and staff on campus who listen to students when they have something to say.	198	73.23%	375	59.73%	28	85.71%
C) There is an adult from the school who checks on how students are doing.	198	51.52%	372	39.25%	28	92.86%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	196	78.06%	370	61.89%	28	50.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					28	60.71%
F) Staff feels part of an effective team.					28	71.43%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Family and Staff Engagement	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	197	75.63%			28	92.86%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	197	77.66%			28	64.29%
C) The school offers families opportunities to be involved in school and classroom activities.	197	58.38%			28	46.43%
D) The school keeps families well-informed about school activities.	199	79.90%			28	53.57%
E) The staff at our school listens to family concerns about issues.	196	64.80%			28	75.00%
F) The staff at school are helpful and welcoming when families come to school or call.	198	83.84%			28	85.71%
G) The school and families are partners in promoting positive behavior for my student.	196	75.51%			28	78.57%
H) Families who speak a language other than English receive general information about our school in their home language.	200	81.50%			28	50.00%
I) Staff receive information about upcoming events and important information about the school.					28	67.86%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
School Decision Making	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) School seeks input when making important decisions.	196	59.18%	376	38.30%	28	57.14%
B) Important school decisions reflect diverse input.	195	52.82%	372	42.74%	28	67.86%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	192	77.60%				
D) The principal and staff listen to concerns of other staff members about issues.					28	71.43%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					28	46.43%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					28	67.86%
G) Our school uses data from this survey to inform site decision making.					28	42.86%
H) Staff voice matters in decision making.					28	42.86%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Safety	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Concerns about student safety are taken seriously.	199	78.99%	375	58.67%	28	75.00%
B) Concerns about student safety are addressed in a timely manner at my school.	199	70.35%	374	55.88%	28	78.57%
C) My school is a safe place for all students.	199	74.87%	372	51.34%	28	60.71%
D) My school is a safe place for all staff.					28	71.43%
E) Students know what staff member to go to if they have a safety concern.	197	75.13%	370	61.62%	28	75.00%
F) Students know school safety protocols.	196	83.16%	373	76.14%	28	60.71%
G) I feel safe sharing different viewpoints and perspectives at my school.	195	64.10%	374	40.11%	28	53.57%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Sense of Belonging	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) School staff respects student diversity.	197	80.20%	376	65.69%	28	85.71%
B) Adults at my school treat students respectfully.	199	80.40%	375	58.67%	28	85.71%
C) Students are respectful to each other at school.	198	47.98%	372	23.12%	28	35.71%
D) Students have opportunities to socialize with other students often at school.	196	83.16%	370	64.32%	28	96.43%
E) Students have an adult on campus they trust.	195	73.33%	369	64.50%	28	85.71%
F) Students trust other students at school.	192	81.25%	370	82.70%	28	71.43%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	196	66.84%	368	50.00%	28	82.14%
H) School staff reflects student diversity.	192	68.23%	370	54.59%	28	64.29%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Academic Progress	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Families and students understand how assignments and tests are graded.	200	78.50%	374	72.99%	28	64.29%
B) Questions and concerns about schoolwork are addressed.	200	75.00%	370	61.62%	28	85.71%
C) Student grades reflect their knowledge of the material.	199	78.39%	371	57.95%	28	78.57%
D) Adults at my school believe all students can be successful.	196	81.63%	371	61.46%	28	64.29%
E) Students feel comfortable and unjudged to ask their teacher for help.	196	67.86%	373	48.53%	28	89.29%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	198	81.31%	373	67.56%	28	92.86%
G) Teachers at my school go out of their way to help all students.	198	66.16%	373	46.11%	28	78.57%
H) Students receive timely and regular feedback on their learning.	197	75.13%	371	52.02%	28	92.86%
I) Staff at my school provides resources or ideas that help families support their students at home.	196	61.73%			28	75.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
High Expectations	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Students are challenged academically at school.	199	67.84%	373	56.03%	28	85.71%
B) School recognizes and celebrates the academic success of all students.	199	71.36%	370	60.54%	28	85.71%
C) Adults on campus motivate students to do their best.	193	64.77%	373	46.92%	28	85.71%
D) School provides additional academic support when students are struggling.	195	63.08%	367	55.04%	28	57.14%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.	194	74.23%	373	45.04%	28	53.57%
B) Students have access to classes and activities that meet their interests and talents.	195	74.36%	371	59.84%	28	67.86%
C) Students understand how to complete their schoolwork.	194	82.47%	375	68.80%	28	75.00%
D) Students complete assignments on time.	195	79.49%	372	56.18%	28	35.71%
E) Students are motivated to do their schoolwork.	195	66.67%	372	39.78%	28	28.57%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	191	52.36%	373	58.71%	28	60.71%
B) Students and families know what classes they will have to take and pass to graduate from high school.	191	50.79%	372	50.00%	28	42.86%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	193	75.13%	372	56.45%	28	46.43%
D) School offers college and career programs.	187	33.69%	369	38.48%	28	42.86%
E) Students participate in programs to learn about different jobs, careers, and colleges.	187	29.41%	369	31.98%	28	28.57%
F) Students are prepared for the next step of their educational experience.	185	55.68%	371	51.75%	28	35.71%
G) Staff are optimistic about the future of their career in San Juan Unified.					28	71.43%
H) There are equitable opportunities for advancement in the district.					28	42.86%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	196	73.98%	377	60.48%	28	75.00%
B) San Juan Unified School District is a district that I would recommend to other families.	194	77.32%	377	67.64%	28	75.00%

John Barrett Middle School 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	712	16	2.25%	38	20	2.81%	55	7.72%	103	14.47%
Black/African Am.	68	3	4.41%	12	3	4.41%	14	20.59%	30	44.12%
Hispanic or Latino	132	2	1.52%	2	2	1.52%	10	7.58%	11	8.33%
White	441	8	1.81%	15	10	2.27%	27	6.12%	53	12.02%
ELL	95	1	1.05%	1	1	1.05%	6	6.32%	9	9.47%
RFEP	45	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	292	11	3.77%	18	12	4.11%	30	10.27%	58	19.86%
SWD	165	4	2.42%	11	7	4.24%	17	10.30%	38	23.03%
FY	2	-	0.00%	-	-	0.00%	1	50.00%	1	50.00%
Homeless	25	4	16.00%	10	5	20.00%	5	20.00%	14	56.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
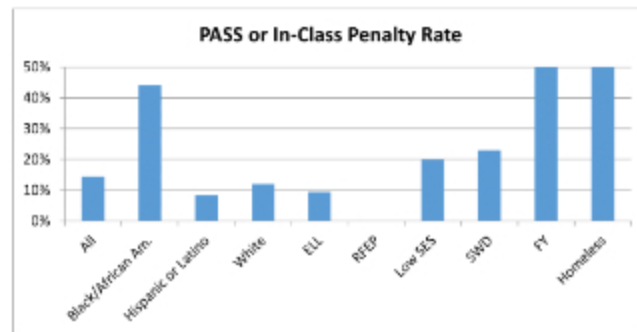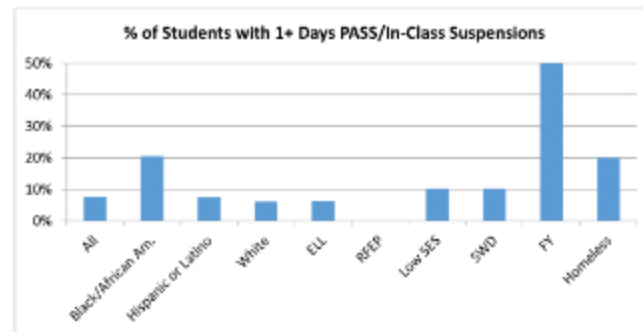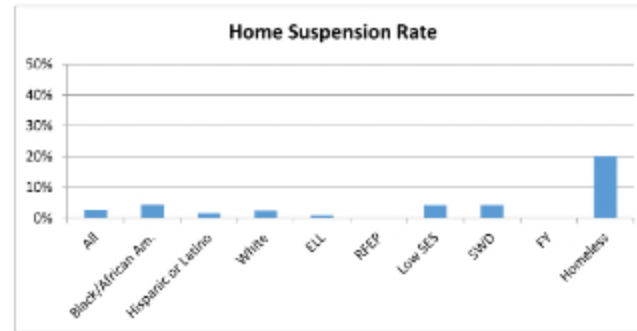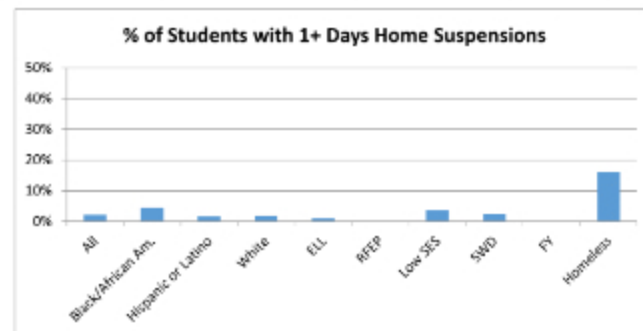
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

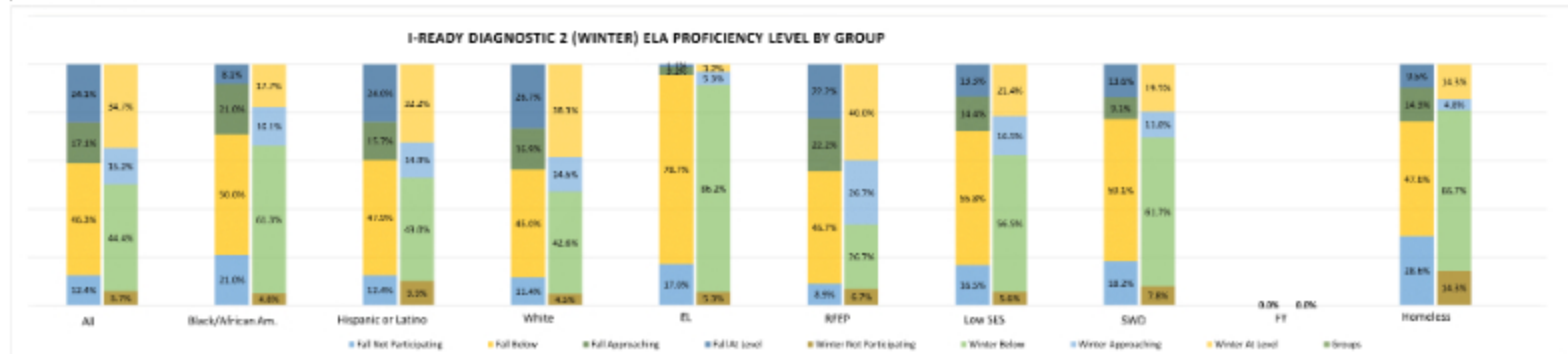John Barrett Middle School - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	671	83	311	115	162	38	298	102	233				
Black/African Am.	62	13	31	13	5	3	38	10	11				
Hispanic or Latino	121	15	58	19	29	12	52	18	39				
White	420	48	189	71	112	19	179	61	161				
EL	94	16	74	3	1	5	81	5	3				
RFEP	45	4	21	10	10	3	12	12	18				
Low SES	285	47	159	41	38	16	161	47	61				
SWD	154	28	91	14	21	12	96	17	30				
FY	2	0	1	0	1	0	0	1	1				
Homeless	21	6	10	3	2	3	14	1	3				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	671	12.4%	46.3%	17.1%	24.1%	5.7%	44.4%	15.2%	34.7%				
Black/African Am.	62	21.0%	50.0%	21.0%	8.1%	4.8%	61.3%	16.1%	17.7%				
Hispanic or Latino	121	12.4%	47.9%	15.7%	24.0%	9.9%	43.0%	14.9%	32.2%				
White	420	11.4%	45.0%	16.9%	26.7%	4.5%	42.6%	14.5%	38.3%				
EL	94	17.0%	78.7%	3.2%	1.1%	5.3%	86.2%	5.3%	3.2%				
RFEP	45	8.9%	46.7%	22.2%	22.2%	6.7%	26.7%	26.7%	40.0%				
Low SES	285	16.5%	55.8%	14.4%	13.3%	5.6%	56.5%	16.5%	21.4%				
SWD	154	18.2%	59.1%	9.1%	13.6%	7.8%	61.7%	11.0%	19.5%				
FY	2	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	50.0%	50.0%				
Homeless	21	28.6%	47.6%	14.3%	9.5%	14.3%	66.7%	4.8%	14.3%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

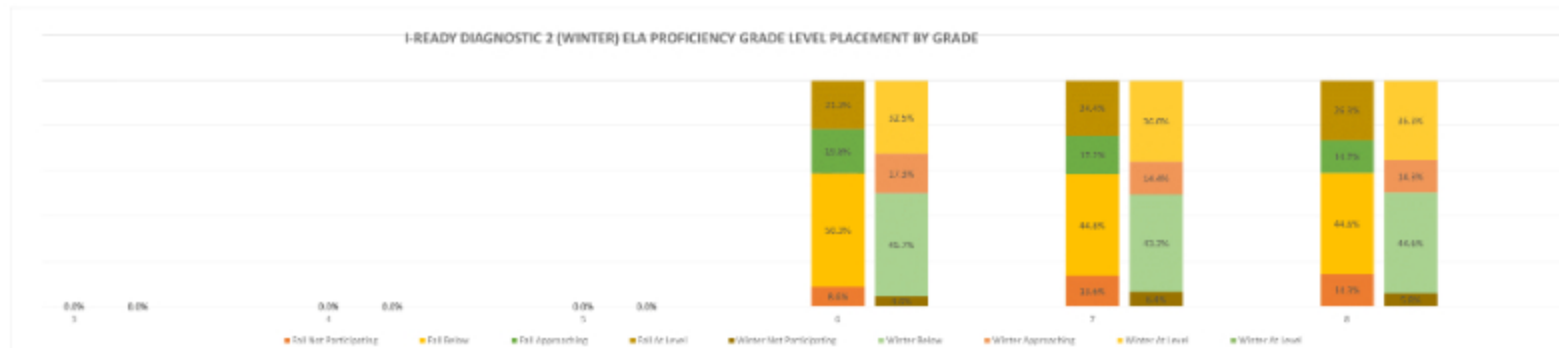| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	197	17	99	39	42	9	90	34	64				
7	250	34	112	43	61	16	108	36	90				
8	224	32	100	33	59	13	100	32	79				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	197	8.6%	50.3%	19.8%	21.3%	4.6%	45.7%	17.3%	32.5%				
7	250	13.6%	44.8%	17.2%	24.4%	6.4%	43.2%	14.4%	36.0%				
8	224	14.3%	44.6%	14.7%	26.3%	5.8%	44.6%	14.3%	35.3%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

John Barrett Middle School - i-Ready Diagnostic 2 Math Proficiency Level by Group
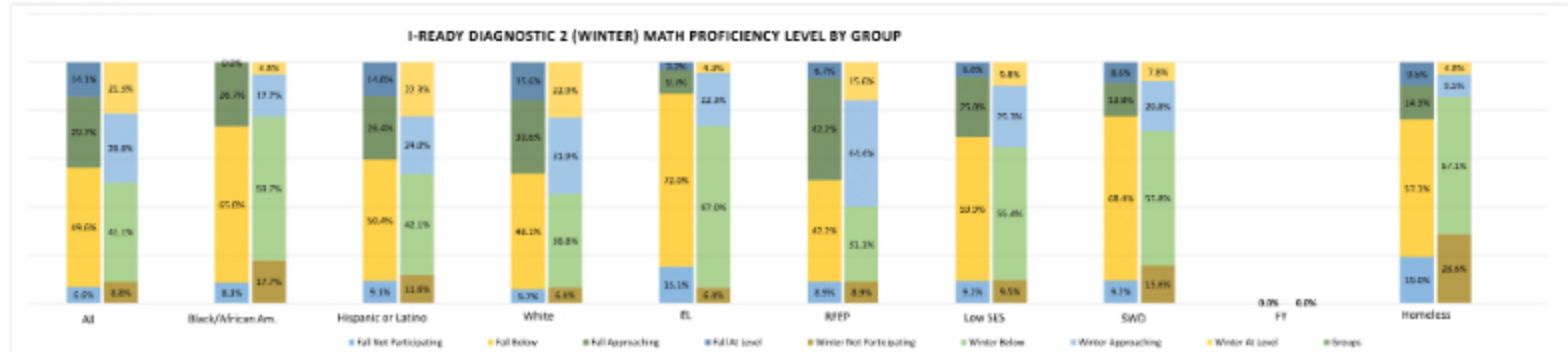
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	671	44	331	198	94	59	276	193	143				
Black/African Am.	62	5	39	16	0	11	37	11	3				
Hispanic or Latino	121	11	61	32	17	14	51	29	27				
White	420	24	201	128	65	27	163	134	96				
EL	94	14	67	9	3	6	63	21	4				
RFEP	45	4	19	19	3	4	14	20	7				
Low SES	285	26	170	71	17	27	158	72	28				
SWD	154	14	104	21	13	24	86	32	13				
FY	2	0	1	1	0	0	0	2	0				
Homeless	21	4	12	3	2	6	12	2	1				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	671	6.6%	49.6%	29.7%	14.1%	8.8%	41.1%	28.8%	21.3%				
Black/African Am.	62	8.3%	65.0%	26.7%	0.0%	17.7%	59.7%	17.7%	4.8%				
Hispanic or Latino	121	9.1%	50.4%	26.4%	14.0%	11.6%	42.1%	24.0%	22.3%				
White	420	5.7%	48.1%	30.6%	15.6%	6.4%	38.8%	31.9%	22.9%				
EL	94	15.1%	72.0%	9.7%	3.2%	6.4%	67.0%	22.3%	4.3%				
RFEP	45	8.9%	42.2%	42.2%	6.7%	8.9%	31.1%	44.4%	15.6%				
Low SES	285	9.2%	59.9%	25.0%	6.0%	9.5%	55.4%	25.3%	9.8%				
SWD	154	9.2%	68.4%	13.8%	8.6%	15.6%	55.8%	20.8%	7.8%				
FY	2	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%	0.0%				
Homeless	21	19.0%	57.1%	14.3%	9.5%	28.6%	57.1%	9.5%	4.8%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

John Barrett Middle School - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	197	14	95	53	34	14	74	64	45				
7	250	16	111	84	38	25	91	79	55				
8	224	14	125	61	22	20	111	50	43				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	197	7.1%	48.5%	27.0%	17.3%	7.1%	37.6%	32.5%	22.8%				
7	250	6.4%	44.6%	33.7%	15.3%	10.0%	36.4%	31.6%	22.0%				
8	224	6.3%	56.3%	27.5%	9.9%	8.9%	49.6%	22.3%	19.2%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE
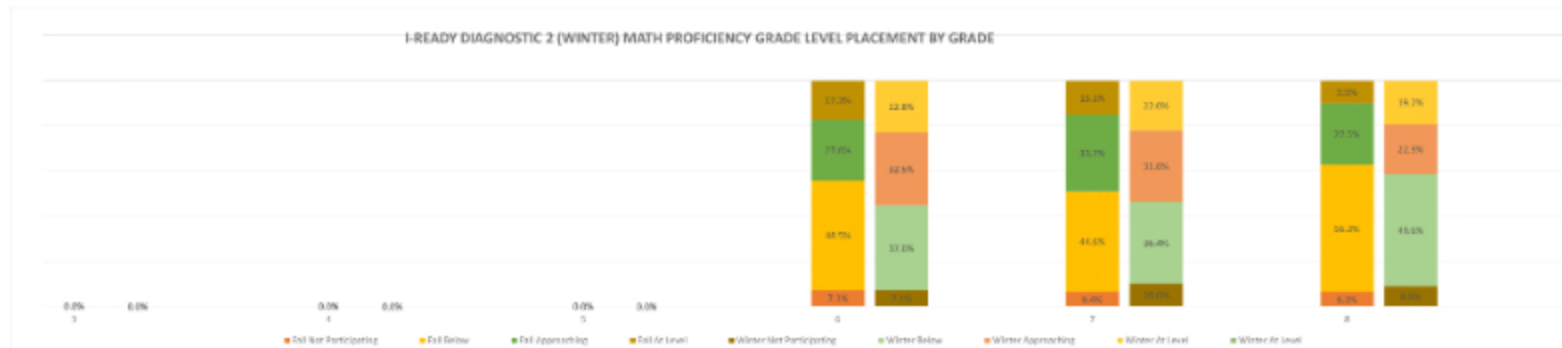
Conclusions based on this data:

1. Conclusions based on this Text Level data:
   We found that 21.3% of all students in grades 6-8 were at or above grade level proficiency in math
   We found that 32.8% of all students in grades 6-8 were at level or above in grade level proficiency in English
   We found that 17.7% of our African American students were at grade level in reading and 4.8% in math
   We found that 3.2% of our English Language Learners at grade level in reading and 4.3% at level in math
   We found that 14.3% of our Homeless students are at grade level in reading and 4.8% at grade level in math.
   We found that 19.5% of our Special Education students are at grade level in reading and 7.8% at grade level in math.
   We found that 21.4% of our Low SES students are at grade level in reading and 9.8% at grade level in math.

   Based on this data, we will continue with incorporating reading strategies into the English curriculum. We will continue with the math intervention during FLEX but will add math strategies in all math classes to help more students. The 30-minute FLEX class will be used for students to work on their I-Ready lessons in both reading and math. This time can also be used for re-test and re-teaching. From this dated it is very important that we create a 30 minute intervention/enrichment time during the school day to continue to work with students to increase their grade level in Math and English. We will continue with Power Hour to offer after school help in both math and reading. We will also be adding a math and reading intervention class for our students with disabilities. We continue with our ELD classes to give more support to our ELD students. m

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: 2022-23

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, listening circles

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. Barrett did not give enour opportunities for students to engage socially

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

2022-23

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent response to the Parent/Teacher/Student Survey Student Attendance Report	- 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	- 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	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500 1500	School Year 2023-24

	Family and Community Outreach, Parent Technology Night, virtual BTSN, and ELAC Meeting.				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	500	School Year 2023-24

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: 2022-23

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

2022-23
Identified Need

Increase Student Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent/Student/Staff Survey Behavior Data	- 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 students	- Overall rating of all questions regarding school culture parents agree 76.26% - 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	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 Supplemen tal Site Allocation 4000-4999: Books And Supplies	5840	School Year 2023-24

| 2.2 | 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 | All Students
English Learners
Low-Income Students
Foster Youth
Other | Administration / Leadership Team / Teachers / Staff | Other 5000-5999: Services And Other Operating Expenditures
LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2000

1000 | School Year 2023-24 |

		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 2023-24

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: 2022-23

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

2022-23
Identified Need

Target Reading Intervention Target Math Intervention

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
I-Ready data for Math I-Ready data for English	Fall I-Ready Data Math-14.1%% of student at or above grade level Math-79.3% of students below grade level/Approaching English-24.1% at or above grade level English-63.4% below grade level/Approaching Winter I-Ready Math 21.3% of students at or above grade level Math 69.9% if students below grade level/Aproaching Reading 34.7% of students at or above grade level Reading 59.6% of student below grade level/Approaching	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	All Students English Learners Low-Income Students Foster Youth Other	Administration /Leadership Team /Teachers / Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated	15000	School Year 2023-24

				Personnel Salaries		
	and conferences to improve instruction related to the CCSS, NGSS and ELD. Substitute teacher costs for conferences, trainings and workshops.					
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	2000	School Year 2023-24
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 2023-24

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	2500	School Year 2023-24
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 2023-24
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,	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 2023-24

	student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor					
3.7	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.	All Students English Learners Low-Income Students Foster Youth Other	Administration/ Leadership Team/Teachers/Counselors	Other 1000-1999: Certificated Personnel Salaries	5000	School Year 2023-24

	LCAP District Funded.					
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/Teachers/Counselors	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000	School Year 2023-24

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: 2022-23

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

2022-23
Identified Need

Getting students ready for College

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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 supplies and materials	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 2023-24

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
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		startcollapse endcollapse			
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		startcollapse endcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	$213,838.00

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 ($)

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	$59,840.00
Other	$7,000.00

Subtotal of state or local funds included for this school: $213,838.00

Total of federal, state, and/or local funds for this school: $213,838.00

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	59,840	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	59,840.00
Other	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	175,998.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	30,840.00
5000-5999: Services And Other Operating Expenditures	5,000.00

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	24,000.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	30,840.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
1000-1999: Certificated Personnel Salaries	Other	5,000.00
5000-5999: Services And Other Operating Expenditures	Other	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,500.00
Goal 2	19,840.00
Goal 3	184,498.00
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

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Amy Alexander-Carter	Principal
Brenda Danzinger	Classroom Teacher
Tami Irvine	Classroom Teacher
Rene Nicholson	Parent or Community Member
Richele Bridges	Parent or Community Member
Nataliya Sagar	Parent or Community Member
Amelia Rolf	Other School Staff
Christina Ottar	Classroom Teacher
8th Grade Student	Secondary Student
8th Grade Student	Secondary Student

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
[signature]	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 05/24/23.

Attested:

[signature]	Principal, Amy Alexander-Carter on 05/24/23
[signature]	SSC Chairperson, Richele Bridges on 05/24/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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)   **$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   **$59,840.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

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	$10,000.00	Engaging Academic Programs
AVID supplies and materials	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.	4000-4999: Books And Supplies	$2,500.00	Connected School Communities
Attendance Incentives	4000-4999: Books And Supplies	$500.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	$1,500.00	Connected School Communities
Incentive Program, materials and supplies to support engagement and attendance and culture and climate	4000-4999: Books And Supplies	$5,840.00	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	$1,000.00	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	$15,000.00	Engaging Academic Programs

John Barrett Middle School

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplemental materials, supplies, curriculum, technology and resources that support student learning.	4000-4999: Books And Supplies	$2,000.00	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	$2,500.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $59,840.00

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	$2,000.00	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	$5,000.00	Engaging Academic Programs	

Other Total Expenditures: $7,000.00

Other Allocation Balance: $0.00

John Barrett Middle School Total Expenditures: $213,838.00