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	May 30, 2024	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

John Barrett Middle School met the criteria for ATSI, for the following indicators and/or student groups

- English Language Arts-African American and English Language Learners
- Mathematics-English Language Learners
- Suspensions-Homeless. Students with Disabilities, and Socioeconomically Disadvantage
- Chronic Absenteeism-Homeless

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

2023/2024 I-Ready ELA Data
Overall I-Ready ELA Data was 30% of our students are at or above grade level
ELA proficiency rate for 6th grade at or above grade level was 28%
ELA proficiency rate for 7th grade at or above grade level was 30%
ELA proficiency rate for 8th grade at or above grade level was 33%

Overall ATSI data in ELA data
Overall proficiency rate for EL was .02%
Overall proficiency rate for African American was 19%

Overal I-Ready math data was 18% of our students are at or above grade level
Math proficiency rate for 6th grade at or aboeve grade level was 22%
Math proficiency rate for 7th grade at or above grade level was 17%
Math proficiency rate for 8th grade at or above grade level was 17%

Overall ATSI data in Math data
Math proficiency rate for EL was 1%

Based on the above school data as well as our student impacted in ATSI data, the staff and Site Council recognized a disporportinate rate of achievement groups. Attendance data overall 92.41%. Our homeless attendance rate is 84.97%. Supension data is an overal 9.5%. Homeless is 21.1%, Students economically disadvantage 15.3%, and students with disability 13%. Barett will continue to focus on behavior interventions and tier 1 instructions to help reduce suspensions

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.45%	0.89%	0.40%	3	6	3
African American	7.63%	6.4%	4.31%	51	43	32
Asian	5.09%	4.61%	5.25%	34	31	39
Filipino	1.35%	1.04%	0.94%	9	7	7
Hispanic/Latino	20.06%	18.6%	20.59%	134	125	153
Pacific Islander	0.45%	0.15%	0.54%	3	1	4
White	55.84%	60.42%	58.28%	373	406	433
Multiple/No Response	9.13%	7.89%	9.69%	61	53	72
			Total Enrollment	668	672	743

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	170	196	196
Grade 7	247	250	299
Grade 8	251	226	248
Total Enrollment	668	672	743

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	65	95	113	7.10%	9.7%	15.2%
Fluent English Proficient (FEP)	55	41	70	9.90%	8.2%	9.4%
Reclassified Fluent English Proficient (RFEP)				5.9%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
672	**49.7**	**14.1**	**0.3**
Total Number of Students enrolled in John Barrett Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	95	14.1
Foster Youth	2	0.3
Homeless	25	3.7
Socioeconomically Disadvantaged	334	49.7
Students with Disabilities	121	18

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	6.4
American Indian	6	0.9
Asian	31	4.6
Filipino	7	1
Hispanic	125	18.6
Two or More Races	53	7.9
Pacific Islander	1	0.1
White	406	60.4

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. Overall performance has improvement. We are currently in the orange for Math and English.

2. Academic Engagement has moved to yellow

3. Our suspension rate has moved from red to green

School and Student Performance Data

Academic Performance
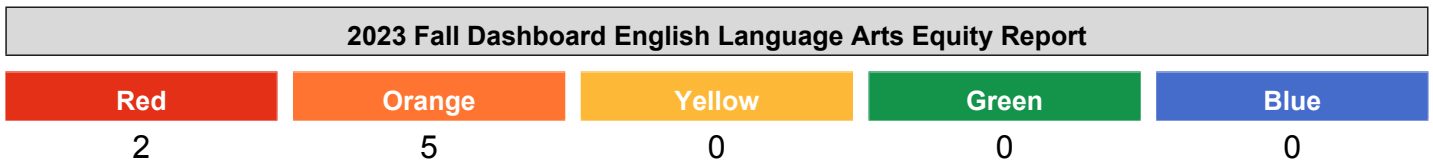## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	5	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
47 points below standard	113.1 points below standard	
Decreased Significantly -19.2 points	Decreased Significantly -41.7 points	2 Students
588 Students	88 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
138.8 points below standard	Orange	Orange
Maintained -2.2 points	69.4 points below standard	127.4 points below standard
23 Students	Decreased -11.5 points	Increased +5.2 points
	302 Students	107 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	73.9 points below standard	Less than 11 Students
95.8 points below standard	5 Students	Decreased Significantly - 38.7 points	7 Students
Decreased -11 points		27 Students	
37 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	Less than 11 Students	Orange
46.9 points below standard	43.4 points below standard	1 Student	41.4 points below standard
Decreased -11.8 points	Decreased -9.2 points		Decreased Significantly - 23.6 points
115 Students	45 Students		352 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
179.4 points below standard	40.9 points below standard	38.1 points below standard
Decreased Significantly -71.1 points	Decreased Significantly -24.9 points	Decreased -13.3 points
48 Students	41 Students	478 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

According to the dashboard, all students scored 47 points below the standard which was a decrease from the previous year. However, our African America students scored 95.8 points below standard which was a decrease from the previous school year. Our English learners scored 113.1 points below standard which was a decrease from the previous school year.

African American students are in the red for English Language Arts. There are two areas that are contributing to African American Students struggling in this area. When looking at our absenteeism, our African American students have the highest percent of absences at 39.2% which is 10.1% higher than our total chronic absences. The 2nd area of concern is the suspension rate. Evern though we improved from a very high suspension rate to medium it is still a contributing factor to our African American students missing school. When looking at our overall absenteeims, our LTEL students have a 34.6% rate of chronic absenteeism and the over school chronic absenteeism is 24.5% this 10.1% than our overall chronic absenteeism at Barrett. In addition, Barrett did not offer a reading intervention support.

To help support our African American Students and EL students we will be using our ELO core FTE to hirer a reading specialist that will create pull out groups that will focus on basic reading skills. We will be hiring a School Community Intervention Specialist and and ICT that will work with families around attendance, schedule meetings, plan and support intervention attendance meetings. Barrett will be work with the Leaderhip team to creade PD's around GLAD training to

incorporate reading strategies in all academic classes. We will also us title fund to purchas a program for our EL students call EL Achieve which will focus on reading. We will continue to provide after school hoemeowork help.

School and Student Performance Data
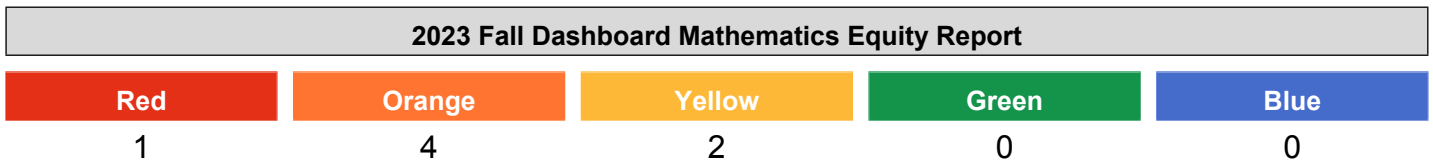
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
72.9 points below standard	128.6 points below standard	
Increased +8.6 points	Maintained -1.8 points	2 Students
587 Students	88 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
150.3 points below standard	Orange	Orange
Increased Significantly +53.7 points	100.8 points below standard	153.2 points below standard
23 Students	Increased +13.5 points	Increased Significantly +37.5 points
	302 Students	107 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	107.6 points below standard	Less than 11 Students
135.9 points below standard	5 Students	Decreased Significantly - 27.6 points	7 Students
Increased Significantly +20.4 points		27 Students	
37 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	Less than 11 Students	Orange
80 points below standard	66.1 points below standard	1 Student	63.3 points below standard
Increased Significantly +27.5 points	Increased +6.4 points		Maintained +1.2 points
114 Students	45 Students		352 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
161.9 points below standard	90.3 points below standard	65.3 points below standard
Maintained -1 points	Decreased Significantly -17.3 points	Increased +12.9 points
47 Students	41 Students	477 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

According to the dashboard, all students scored 72.9 points below the standard which was a decrease from the previous year. However,our English learners scored 128.6 points below standard which was a decrease from the previous school year. This is our lowest performing student group.

English Language Learners Students are in the red for math. Barrett did provide math intervention during FLEX however this is a 30 minute period 4 days a week for 7th and 8th grade students. Students were chosen by the teacher and we had a low number of EL's in the classes. When looking at our overall absenteeism, our LTEL students have a 34.6% rate of chronic absenteeism and the over school chronic absenteeism is 24.5% this 10.1% than our overall chronic absenteeism at Barrett.

This year Barrett added a math intervention for low performting student during FLEX period for 30 minutes. Barrett will be adding .4FTE for pull out math intervention during class time. These students will be targeted based on I-Ready and CAASPP scores. Teachers will be working with the math intervention teacher to target missing math skills. We will also be creating one 7th grade math class that will also target student that are near standard on CAASPP. We will continue to provide 1 FLEX intervention class to target students who do get support in the math pull out group. We will also higher a part time ICT who will work with our attendance clerk to plan and support intervention attendance meetings. The goal is to increase attendance for our EL students.

School and Student Performance Data

Academic Performance
## English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
0.559% making progress towards English language proficiency
Number of EL Students: 68 Students
Performance Level: 4
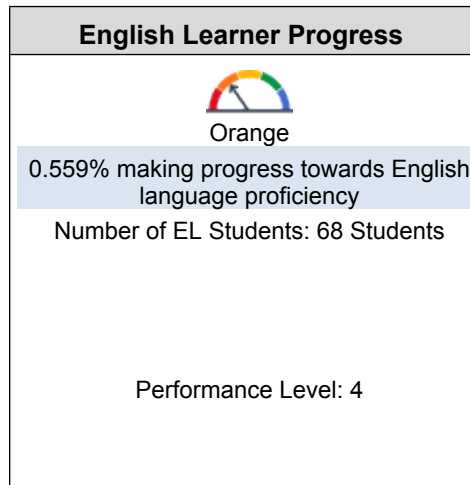
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	22	0	37

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

37 of 68 students English Language Learners increased at least 1 English Language Proficiency level. 22 of our ELD students did not progress and 8 students decreased one ELPI level.
Our designated ELD courses will need to be strengthed. We need to explicitly address language aquisition. We have also have had an increase in newcomers at Barrett
We will also be purchasing the program EL Achieve to add more support in language.   Collaboration with English teacehers and Leadership Team around GLAD strategies.

School and Student Performance Data

Academic Performance
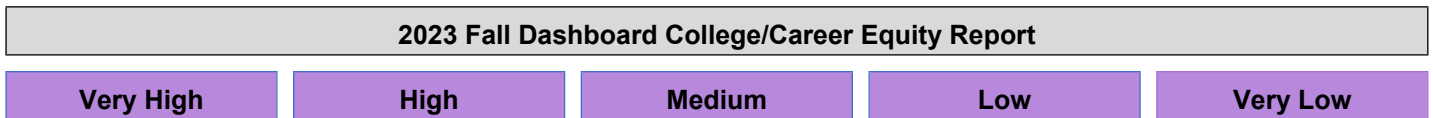## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

NA
NA
NA

School and Student Performance Data

Academic Engagement
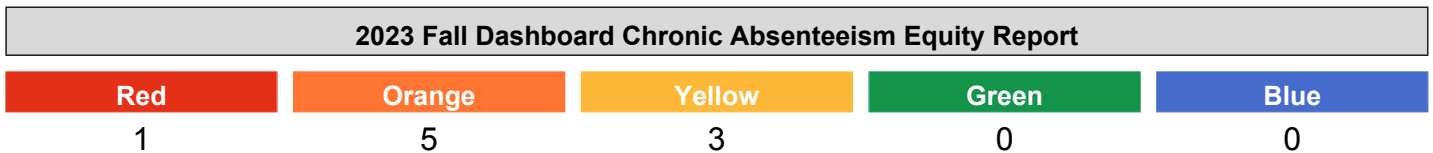## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
30.6% Chronically Absent	27.7% Chronically Absent	
Declined Significantly -5.7	Declined -1.5	5 Students
720 Students	119 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Yellow	Orange
66.7% Chronically Absent	39.8% Chronically Absent	42.3% Chronically Absent
Increased 7.1	Declined Significantly -6.6	Declined -3.6
33 Students	405 Students	137 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 39.6% Chronically Absent Declined -12.2 48 Students	Less than 11 Students 7 Students	Yellow 12.1% Chronically Absent Declined -5.8 33 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 34.1% Chronically Absent Declined -4.8 132 Students	Orange 40.7% Chronically Absent Declined -2.2 59 Students	Less than 11 Students 1 Student	Yellow 28.4% Chronically Absent Declined Significantly -5.5 433 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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According to the dashboard, all students were 30.6% chronically absent which was a decrease from the previous year. Our homeless was 66.7% chronically absent which was a decrease from the previous school year. This is our lowest preforming student group.

Barrett did not provide enough interventions around Chronic Absenteesim. We did not focus enough on incentives and hold attendance meetings. The attendance team did not consistantly meet and hold meeting to target chronic absent students.

We will also hire a part time ICT who will work with our attendance clerk to plan and support intervention attendance meetings. Will will continue with an attendance team that will meet monthly to discuss students of concern around attendence and create interventions to help support the families. The members on the attendance will be our SCIS, Attendance Clerk, 1/2 time ICT, VP, and counselors.
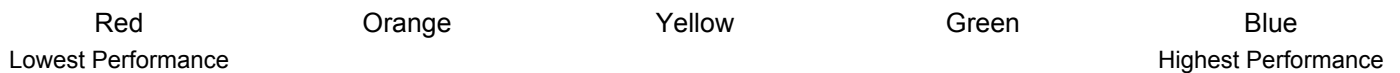
School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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NA
NA
NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

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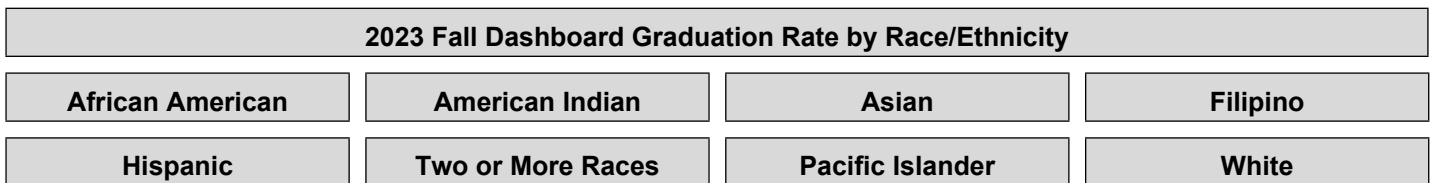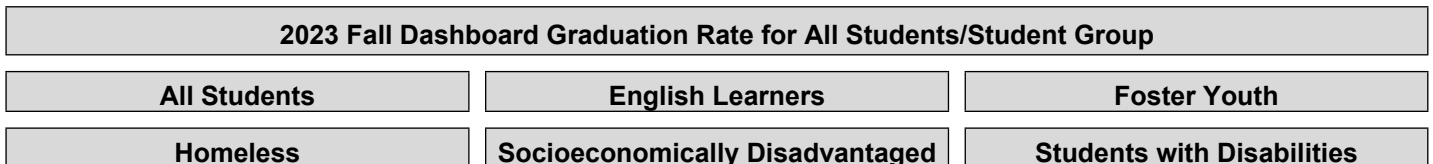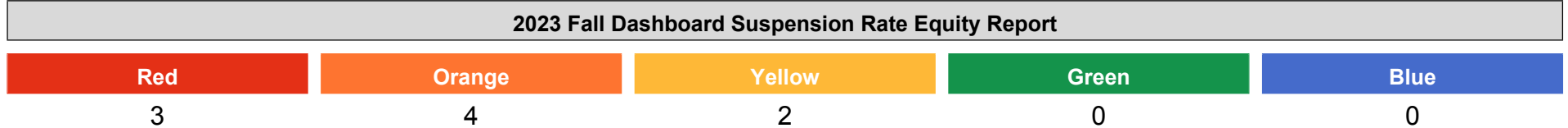
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	4	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

9.5% suspended at least one day

Increased 0.8

745 Students

English Learners

Orange

7.4% suspended at least one day

Increased 1.1

121 Students

Foster Youth

Less than 11 Students

5 Students

Homeless

Red

21.1% suspended at least one day

Increased 7.7

38 Students

Socioeconomically Disadvantaged

Red

13% suspended at least one day

Increased 0.7

424 Students

Students with Disabilities

Red

15.3% suspended at least one day

Maintained 0.2

144 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	Less than 11 Students	Orange	Less than 11 Students
12% suspended at least one day	7 Students	9.1% suspended at least one day	7 Students
Declined -10.8		Increased 1.9	
50 Students		33 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Yellow	Less than 11 Students	Orange
9.2% suspended at least one day	11.3% suspended at least one day	1 Student	9.3% suspended at least one day
Increased 3.1	Declined -6.4		Increased 2.9
142 Students	62 Students		443 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

According to the California Dashboard, Barrett saw a significant increase of 9.5% of all students being suspended at least 1 Day. There was a significant increases of 21.2% for our homeless, 15.3% for Students with Disability, and 13% for our Socioeconimically Disadvantage students. These are our three lowest performing student groups.

A lack of school base intervention and resources to help students in developing safe behavior may be contributing to our increase in suspension rates. Barrett does a good job implementing alternatives to suspensions. However we had an increase in the number of students who were repeat offenders. This resulted in an increase is suspensions.

We will be hiring a SCIS to work with behavior and restorative practices. Barrett staff will continue to focus on Tier 1 intervention. We will also be creating a team that will look at chronic behaviors and develope plans to support those behaviors and focusing on alternative means of corrections. The team will consist of our VP, SCIS, and counselors. This team will meet by weekly and focus on struggling students around behavior.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

2023/2024 I-Ready ELA Data
Overall I-Ready ELA Data was 30% of our students are at or above grade level
ELA proficiency rate for 6th grade at or above grade level was 28%
ELA proficiency rate for 7th grade at or above grade level was 30%
ELA proficiency rate for 8th grade at or above grade level was 33%

Overall ATSI data in ELA data
Overall proficiency rate for EL was .02%
Overall proficiency rate for African American was 19%

Overal I-Ready math data was 18% of our students are at or above grade level
Math proficiency rate for 6th grade at or aboeve grade level was 22%
Math proficiency rate for 7th grade at or above grade level was 17%
Math proficiency rate for 8th grade at or above grade level was 17%

Overall ATSI data in Math data
Math proficiency rate for EL was 1%

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

We added 2 math intervention class during FLEX. While this had some success, it only target a total a 24 8th graders and 24 7th graders. This was not enough to support all students who were struggling in math. We did not offer a reading intervention program which would have been crucial for our EL students and Afridan Amerian Students. We will continued to offer behavior interventions and alternative to suspension.   Power hour was also available 2 days a week for an hour. While homework help will continued to be offered, we must find ways to increase the number of students who attend. Barrett added, a Russian BIA to our staff which has been crucial for our newcomers and intermediate students.   Barrett will need to continue to provide supports around suspensions and attendance. Improving in these areas will greatly support students acacademically.

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

English teachers met in January and began to look at novels that were culturally relative to our students. Books were purchased and will be used next school year. 7th and 8th grade math teachers met to selected 10-12 core standards that will be the focus for next school year.

2023-24
Identified Need

We will hire a full time ICT who will work with our attendance clerk to plan and support intervention attendance meetings. Will will be creating an attendance team that will meet monthly to discuss students of concern around attendence and create interventions to help support the families. The members on the attendance will be our SCIS, Attendance Clerk, 1/2 time ICT, VP, and counselors.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	47 points below standard	+3 scale score points

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	English Learners	113.1 points below standard	
	Foster Youth		
	Homeless	138.8 points below standard	
	Socioeconomically Disadvantaged	69.4 points below standard	
	Students with Disabilities	127.4 points below standard	
	African American	95.8 points below standard	
	American Indian		
	Asian	73.9 points below standard	
	Filipino		
	Hispanic	46.9 points below standard	
	Two or More Races	43.4 points below standard	
	Pacific Islander		
	White	41.4 points below standard	
Math State Assessment: Change in scale score	All Students	72.9 points below standard	+3 scale score points
	English Learners	128.6 points below standard	
	Foster Youth		
	Homeless	150.3 points below standard	
	Socioeconomically Disadvantaged	100.8 points below standard	
	Students with Disabilities	153.2 points below standard	
	African American	135.9 points below standard	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	American Indian Asian 107.6 points below standard Filipino Hispanic 80 points below standard Two or More Races 66.1 points below standard Pacific Islander White 63.3 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.559%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	20.66%	+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Reading Intervention teacher usling ELO Core to foucs on phonics	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American			Schooy Year 24/25

1.2	Support programs and events that focus on family and community outreach focused on the importance of regular school attendance and academics. • CERT Extra Assignment Support programs-CLAS Extra Assignment Pay	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2000.00 2000.00	School Year 24/25
1.3	Support academic programs-Supplemental Materials and Supplies Support Programs-Other Operating Expenses	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	744.00 500.00	School Year 24/25

1.4	Purchase school agendas to promote school to home communication and student organization	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5000.00	School Year 24/25

1.5	Purchase Technology for new student support and programs which allows students in need to check out technology for home use. EL Achieve	All Students
		X English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Title I Part A Site Allocation 4000-4999: Books And Supplies
			Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures
				20,500
				
				9000
					School Year 24/25

1.6	Purchase materials and supplies for student supply closet	All Students
		X English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing African American
			Title I Part A Site Allocation 4000-4999: Books And Supplies	20,000	School Year 24/25

1.7	Purchase student PE Uniforms for unduplicated students	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000.00	School Year 24/25
1.8	Provide families with regular communiction through fliers, post cards, and other printed material	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1500.00	School Year 24/25
1.9	AVID Supplies and Materials AVID Enrichment Opportunities Release time and substitutes	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	500.00 4,000 1500	School Year 24/25

			Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries		
1.10	Technology for new students and support supplemental programs which allows students in need to check out technology for home use.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	23312 21,820	School Year 24/25
1.11	Provide collaboration time for teachers to align Intergrated	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated	12594	School Year 24/25

	and Designated ELD lessons.		Personnel Salaries		
1.12	Farsi BIA(ELO)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing English Language Learner in math			School Year 24/25
1.13	Provide academic after school intervention to support struggling students	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	4,000 2,000	School Year 24/25

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Attendance data overall 92.41%. Our homeless attendance rate is 84.97%.

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

Barrett did not provide enough interventions around Chronic Absenteesim. We did not focus enough on incentives and hold attendance meetings. In addition we are seeing a huge lack of engage in school.

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

No modifictions were made

2023-24
Identified Need

We will hire a full time ICT who will work with our attendance clerk to plan and support intervention attendance meetings. Will will be creating an attendance team that will meet monthly to discuss students of concern around attendence and create interventions to help support the families. The members on the attendance will be our SCIS, Attendance Clerk, 1/2 time ICT, VP, and counselors.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	30.6% Chronically Absent	-0.5%
	English Learners	27.7% Chronically Absent	
	Foster Youth		
	Homeless	66.7% Chronically Absent	
	Socioeconomically Disadvantaged	39.8% Chronically Absent	
	Students with Disabilities	42.3% Chronically Absent	
	African American	39.6% Chronically Absent	
	American Indian		
	Asian	12.1% Chronically Absent	
	Filipino		
	Hispanic	34.1% Chronically Absent	
	Two or More Races	40.7% Chronically Absent	
	Pacific Islander		
	White	28.4% Chronically Absent	
Attendance:	91.11		93.33

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of the school year attended for students in TK-12		
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0.63%	-0.5%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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	Source(s)	Proposed Allocation	Implementation Timeline

2.1	Incentives to promote engagement, attendance, and culture	All Students
		  English Learners
		X Low-Income Students
		  Foster Youth
		X Lowest Performing Homeless
			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500.00	School Year 24/25

2.2	WEB Program Support--release time for planning and collaboration. Compensation for extra assignment hours
	
	WEB Program Support--Food materials and supplies
	
	WEB Program Support--Professional services. Field trips and enrichment activities
		X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries
			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies
			LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures
				1,000
				
				1,000
				
				1,000
					School Year 24/25

2.3	Continue and expand student	All Students English Learners			School Year 24/25

	extracurricular activities and clubs--CERT Extra Assignment(Block Grant) Continue and expand student extracurricular activities and clubs-CLAS Extra Assignment Pay(Block Grant) Continue and expand student extra curricular activities and clubs--Food, materials and supplies(Block Grant)	X Low-Income Students Foster Youth X Lowest Performing Homeless				
2.4	Supplemental Lunch time academic intervention • -CERT Extra assignment Pay	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	6,000.00 5,000.00	School Year 24/25

2.5	Rewards and Incentives to students for attendance progress	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School Year 24/25
2.6	Collaboration time to analysis and improve attendance	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	15,000	School Year 24/25
2.7	Mainttain school website and scocial media to include information on college and carreer readiness, Naviance, academic resources, and student enrichment opportunities	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3,000	School Year 24/25

2.8	Attendance Support-.75 FTE Attendance ICT provide additiona support for attendance outreadch, organization, and to increase parent involvement. Improved attedance will improve academics and engagement PC TBD	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	28,185.00 27,644.00	School Year 24/25

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Supension data is an overal 9.5%. Homeless is 21.1%, Students economically disadvantage 15.3%, and students with disability 13%. Barett will continue to focus on behavior interventions and tier 1 instructions to help reduce suspensions

We also used the results of the district climate and culture survey, listening sessions, and student surveys to look at ideas for alternatives to suspension and restorative practices.

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

Based on our suspension data we will need to focus more on alternative to suspensions and tier 1 support in the classroom. Barrett did offer many opportunities for family to come on campus and be part of the Barrett community according to the climate survey.

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

No modifications were made based on data.

2023-24
Identified Need

Barrett will focus on PD's around tier 1 intervention, restorative practices, and culturally responsive practices to help lowere suspensions. In addition, a team will be analyze our current discipline system and create ways to improve it.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	9.5% suspended at least one day	-0.3%
	English Learners	7.4% suspended at least one day	
	Foster Youth		
	Homeless	21.1% suspended at least one day	
	Socioeconomically Disadvantaged	13% suspended at least one day	
	Students with Disabilities	15.3% suspended at least one day	
	African American	12% suspended at least one day	
	American Indian		
	Asian	9.1% suspended at least one day	
	Filipino		
	Hispanic	9.2% suspended at least one day	
	Two or More Races	11.3% suspended at least one day	
	Pacific Islander		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	9.3% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	58%		62%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	57.3%		61%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		+10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide staff with professional development opportunities like conferences and workshops focused on restorative justice	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Homeless and Students with Disabilities	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental	15,000.00 2,000.00	School Year 24/25

		Release time and substitutes-- CERT Salaries		Site Allocation 2000-2999: Classified Personnel Salaries		
3.2		Purchase high interest diverse and representative contemporaty reading materials to close the reading gaps	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	3,000	School Year 24/25
3.3		Provide funding for enrichment activities which support the core curriculum and student learning. Ex-plays, producations, field trips, guest speakers, and special events. Includes transportation fees Enrichment- CERT Salaries and substitutes	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	72,000 10,000	School Year 24/25

3.4	Supplemental parent meetings for exaplaining academic achievement as well as the importance of regular school attendance.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	3,000	School Year 24/25
3.5	Enrichament Activities and Field Trips(ELO)	All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 24/25
3.6	Climate and Culture--1.0 FTE School Community Intervention Specialist to promote partnership and support primarily academic intervention PC - TBD	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Homeless and Students with Disabilities	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	51,188.00 37,177.00	School Year 24/25
3.7	Increase parent involvement and connectness to school and community.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1,500	School Year 24/25

	Materials and refreshments		4000-4999: Books And Supplies		

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:
Student Achievement and Implementation of Standards

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
Ensure all English Learners receive designated and integrated English language and development daily 1.4FTE ELD Teacher	August 2024 - June 2025	Teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Support all Russian and Ukraine student in English, Math, and Science. Also supports translating information for parents, staff, and students	August 2024 - June 2025	Staff	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide students with instruction to support mathmatics. IM1-.2FTE	August 2024- June 2025	Teacher	1000-1999: Certificated Personnel Salaries	Cell Tower (High School ONLY)	

SCHOOL GOAL #2:
Student Engagement and Course Access

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
Provide additional counseling services for parents and students-.5 FTE Counselor	Aug 2024	Counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	68,944.00

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

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	$427,164.00

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 Site Allocation	$72,320.00
Title I Part A Parent Involvement	$5,244.00
Title I Part A Site Allocation	$349,600.00

Subtotal of state or local funds included for this school: $427,164.00

Total of federal, state, and/or local funds for this school: $427,164.00

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	72,320	0.00
Title I Part A Site Allocation	349,600	0.00
Title I Part A Parent Involvement	5,244	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	72,320.00
Title I Part A Parent Involvement	5,244.00
Title I Part A Site Allocation	349,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,094.00
2000-2999: Classified Personnel Salaries	91,373.00
3000-3999: Employee Benefits	64,821.00
4000-4999: Books And Supplies	78,564.00
5000-5999: Services And Other Operating Expenditures	141,312.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	5,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	28,320.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	36,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	744.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	46,594.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	84,373.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	64,821.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	49,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	104,312.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	140,970.00
Goal 2	91,329.00
Goal 3	194,865.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Amy Alexander-Carter	Principal
Christina Ottar Angus	Classroom Teacher
Rebecca Culver	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
Sondra Hauger	Other School Staff
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
	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 05/30/24.

Attested:

	Principal, Amy Alexander-Carter on 05/30/24
	SSC Chairperson, Richele Bridges on 05/30/24

Budget By Expenditures

John Barrett Middle School

Funding Source: LCFF Supplemental Site Allocation   **$72,320.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase school agendas to promote school to home communication and student organization	5000-5999: Services And Other Operating Expenditures	$5,000.00	Connected School Communities	
Purchase student PE Uniforms for unduplicated students	5000-5999: Services And Other Operating Expenditures	$10,000.00	Connected School Communities	
Provide families with regular communiction through fliers, post cards, and other printed material	5000-5999: Services And Other Operating Expenditures	$1,500.00	Connected School Communities	
Incentives to promote engagement, attendance, and culture	4000-4999: Books And Supplies	$2,500.00	Character Education/Leadership Skills	
WEB Program Support--release time for planning and collaboration. Compensation for extra assignment hours	1000-1999: Certificated Personnel Salaries	$1,000.00	Character Education/Leadership Skills	
WEB Program Support--Food materials and supplies				
WEB Program Support--Professional services. Field trips and enrichment activities				
Rewards and Incentives to students for attendance progress	4000-4999: Books And Supplies	$1,000.00	Character Education/Leadership Skills	
Mainttain school website and scocial media to include information on college and carreer readiness, Naviance, academic resources, and student enrichment opportunities	2000-2999: Classified Personnel Salaries	$3,000.00	Character Education/Leadership Skills	
	4000-4999: Books And Supplies	$1,000.00	Character Education/Leadership Skills	

John Barrett Middle School

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Character Education/Leadership Skills	
Provide staff with professional development opportunities like conferences and workshops focused on restorative justice	5000-5999: Services And Other Operating Expenditures	$15,000.00	Engaging Academic Programs	
Release time and substitutes--CERT Salaries				
Increase parent involvement and connectness to school and community. Materials and refreshments	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$2,000.00	Engaging Academic Programs	
AVID supplies and materials	4000-4999: Books And Supplies	$5,000.00	Clear Pathways to Bright Futures	
AVID Supplies and Materials	4000-4999: Books And Supplies	$500.00	Connected School Communities	
AVID Enrichment Opportunities				
Release time and substitutes				
	5000-5999: Services And Other Operating Expenditures	$4,000.00	Connected School Communities	
	4000-4999: Books And Supplies	$21,820.00	Connected School Communities	

LCFF Supplemental Site Allocation Total Expenditures: $75,820.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $5,244.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

	2000-2999: Classified Personnel Salaries	$2,000.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	$500.00	Connected School Communities
Support programs and events that focus on family and community outreach focused on the importance of regular school attendance and academics. -CERT Extra Assignment	1000-1999: Certificated Personnel Salaries	$2,000.00	Connected School Communities
Support programs-CLAS Extra Assignment Pay			
Support academic programs-Supplemental Materials and Supplies	4000-4999: Books And Supplies	$744.00	Connected School Communities
Support Programs-Other Operating Expenses			

Title I Part A Parent Involvement Total Expenditures:	$5,244.00	
Title I Part A Parent Involvement Allocation Balance:	$0.00	

Funding Source: Title I Part A Site Allocation   **$349,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase Technology for new student support and programs which allows students in need to check out technology for home use. EL Achieve	4000-4999: Books And Supplies	$20,500.00	Connected School Communities	
Purchase materials and supplies for student supply closet	4000-4999: Books And Supplies	$20,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$9,000.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	$5,000.00	Character Education/Leadership Skills	

	3000-3999: Employee Benefits	$27,644.00	Character Education/Leadership Skills
Attendance Support-.75 FTE Attendance ICT provide additiona support for attendance outreadch, organization, and to increase parent involvement. Improved atteadance will improve academics and engagement PC TBD	2000-2999: Classified Personnel Salaries	$28,185.00	Character Education/Leadership Skills
Collaboration time to analysis and improve attendance	1000-1999: Certificated Personnel Salaries	$15,000.00	Character Education/Leadership Skills
Supplemental Lunch time academic intervention --CERT Extra assignment Pay	4000-4999: Books And Supplies	$6,000.00	Character Education/Leadership Skills
	2000-2999: Classified Personnel Salaries	$2,000.00	Connected School Communities
Technology for new students and support supplemental programs which allows students in need to check out technology for home use.	5000-5999: Services And Other Operating Expenditures	$23,312.00	Connected School Communities
Provide collaboration time for teachers to align Intergrated and Designated ELD lessons.	1000-1999: Certificated Personnel Salaries	$12,594.00	Connected School Communities
Provide academic after school intervention to support struggling students	1000-1999: Certificated Personnel Salaries	$4,000.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	$10,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$37,177.00	Engaging Academic Programs
Purchase high interest diverse and representative contemporaty reading materials to close the reading gaps	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs

John Barrett Middle School

Provide funding for enrichment activities which support the core curriculum and student learning. Ex-plays, producations, field trips, guest speakers, and special events. Includes transportation fees	5000-5999: Services And Other Operating Expenditures	$72,000.00	Engaging Academic Programs
Enrichment-CERT Salaries and substitutes			
Supplemental parent meetings for exaplaining academic achievement as well as the importance of regular school attendance.	2000-2999: Classified Personnel Salaries	$3,000.00	Engaging Academic Programs
Climate and Culture--1.0 FTE School Community Intervention Specialist to promote partnership and support primarily academic intervention	2000-2999: Classified Personnel Salaries	$51,188.00	Engaging Academic Programs
PC - TBD			

Title I Part A Site Allocation Total Expenditures:	$349,600.00
Title I Part A Site Allocation Allocation Balance:	$0.00
John Barrett Middle School Total Expenditures:	$430,664.00