School Year: **2025-26**

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 22, 2025	June 24,2025

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)

X Schoolwide Program

X 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 areas

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

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).

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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

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

John Barrett Middle School gathered input from educational partners through a series of leadership meetings, department meetings, staff collaboration sessions, and Site Council meetings throughout the year. The following meetings were held to review data, monitor progress, and guide the development and update of the SPSA:

Leadership Meetings:
September 10th, October 10th, November 15th, January 14th, March 11th, with a projected final reflection meeting on May 13th.

Department Chair/Leadership Meetings:
September 24th, October 29th, November 19th, January 28th, March 22nd.

Staff Collaboration Meetings:
August 12th, August 13th, October 17th, January 23rd, March 6th.

Site Council Meetings:
August 15th, December 14th, May 15, 2025

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)			10	5.9%		7.58%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
743	**52.6%**	**15.2%**	**0.0%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	113	15.2%
Foster Youth	0	0.0%
Homeless	28	3.8%
Socioeconomically Disadvantaged	391	52.6%
Students with Disabilities	128	17.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	32	4.3%
American Indian	3	0.4%
Asian	39	5.2%
Filipino	7	0.9%
Hispanic	153	20.6%
Two or More Races	72	9.7%
Pacific Islander	4	0.5%
White	433	58.3%

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
47.5 points below standard	103.3 points below standard	130.6 points below standard
Maintained 0.5 points	Increased 9.8 points	Declined 18.3 points
675 Students	134 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	101.6 points below standard	69.0 points below standard
2 Students	Increased 37.2 points	Maintained 0.5 points
	24 Students	398 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
129.4 points below standard	82.0 points below standard	Less than 11 Students
Maintained 2.0 points	Increased 13.9 points	3 Students
116 Students	27 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
89.1 points below standard	Less than 11 Students	53.3 points below standard
Declined 15.2 points	6 Students	Declined 6.3 points
36 Students		138 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
48.4 points below standard	Less than 11 Students	40.7 points below standard
Declined 5.0 points	4 Students	Maintained 0.7 points
64 Students		397 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.

Our lowest performing student group was Students with Disabilities.
Students with Disabilities scored 129.4 points below standard which was within 2 points in comparison to the previous year.
In comparison, all students scored 47.5 points below standard which was within 0.7 points in comparison to the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year’s CAASPP ELA performance, it is evident that several contributing factors influenced the outcomes—particularly for our lowest-performing group, Students with Disabilities, who scored in the red performance band (Significantly Below Grade Level). While all other student groups were also in the orange (Below Grade Level), the data clearly signals a need for targeted improvement across the board, with intensified support for our most impacted populations.

In terms of what we said and thought, there was an emerging awareness among staff and leadership that our current systems and supports were not meeting the needs of all students—particularly those in special education. Conversations in leadership, Site Council, and staff meetings increasingly focused on equity gaps, student engagement, and the disconnect between instructional practices and student outcomes.

What we did, however, reveal some systemic gaps. For Students with Disabilities, high suspension rates (11.63% in 2023–2024) may have interrupted learning time, created a sense of exclusion, and contributed to lower academic outcomes. In addition, there was a lack of targeted support classes designed to address the unique needs of these students. Many of our special education teachers also lacked training in using and interpreting computer-based diagnostic assessments—tools that could have otherwise provided actionable insights to personalize instruction.

Across general education, a similar pattern emerged. Teachers expressed unfamiliarity with how to analyze data from diagnostic platforms like i-Ready and implement it effectively into instruction. Many staff members were not familiar how to implement good teaching strategies that could support struggling readers and writers, particularly those performing below grade level.

In addition, the chronic absenteeism of EL and AA were at 30.6% and 32.8% respectively, which is another recognized contributing factor for learning loss.

Finally, our overall suspension rate of 6.87%—with disproportionately higher rates among our most vulnerable student groups—likely contributed to learning loss and disengagement. The school community recognized that discipline practices, while sometimes necessary, may have further marginalized students and disrupted their academic momentum.

In sum, last year we acknowledged the challenges, but were still in the early stages of aligning our thoughts and concerns with consistent, data-driven action. As we move forward, we are committed to providing targeted professional development, improving inclusive practices, and using our data to inform high-quality instruction that truly meets the needs of every learner.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest performing student groups, John Barrett Middle School is investing in several key resources and strategies. To improve deficits in reading, ELA, and reading comprehension we hired a full-time reading intervention specialist. As well, we will provide staff training focused on understanding and using i-Ready and other computer-based diagnostic tools to better inform instruction. Additionally, we will offer release time and targeted professional development to support the design and implementation of more effective support classes—both for students with disabilities and the wider student population.

While suspension rates have decreased significantly, we will continue to strengthen our behavior intervention systems by hiring a dedicated safety specialist with a focus on student behavior and campus climate. To build on improvements in attendance, we will maintain regular attendance meetings and continue home visit outreach in partnership with our school social worker.

These coordinated efforts aim to provide a more supportive, data-informed, and inclusive learning environment for all students.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
71.0 points below standard	118.5 points below standard	174.2 points below standard
Maintained 1.9 points	Increased 10.1 points	Declined 27.2 points
682 Students	146 Students	17 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	140.0 points below standard	93.1 points below standard
2 Students	Increased 10.3 points	Increased 7.7 points
	25 Students	406 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
163.8 points below standard	137.4 points below standard	Less than 11 Students
Declined 10.6 points	Maintained 1.6 points	3 Students
116 Students	27 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
99.3 points below standard	Less than 11 Students	79.3 points below standard
Increased 8.3 points	6 Students	Maintained 0.6 points
36 Students		139 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
64.8 points below standard	Less than 11 Students	64.5 points below standard
Maintained 1.3 points	4 Students	Maintained 1.2 points
63 Students		405 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.

Our lowest performing student group was Students with Disabilities.
Students with Disabilities scored 163.8 points below standard which declined by 10.6 points from the previous year.
In comparison, all students scored 71 points below standard which was within 1.9 points in comparison to the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year’s CAASPP Math performance, it is clear that several factors contributed to the decline—particularly for Students with Disabilities, who scored in the red performance band (Significantly Below Grade Level) and dropped 10 points from the previous year. While most other student groups remained in the orange (Below Grade Level), and Low SES students performed in the yellow, the results highlight an urgent need for stronger, targeted intervention in math.

Unlike in ELA, where the implementation of EL Achieve Pilot Program and the focus towards structured, systemwide supports for ELA, math lacked a comparable intervention program. Although two math intervention classes were added during FLEX time, they served only a limited number of students—reaching 24 students in each of 7th and 8th grades—which was not enough to address the widespread need.

Missed learning time due to chronic absenteeism (30.6% for English Learners and 32.8% for African American students) and suspension rates (11.63% for Students with Disabilities) also contributed to inconsistent access to

instruction. However, the sequential nature of math made recovery especially difficult—missing foundational skills led to compounding gaps that were not easily addressed midyear.

In addition, student feedback from the District Climate Survey indicated ongoing needs for timely academic feedback and stronger student-teacher academic relationships, which likely impacted students' ability to recover in math.

In short, while schoolwide gains were made in climate and attendance, the math data clearly shows that a targeted, structured math intervention program is necessary for the 2025–2026 school year. Expanding access to math support, strengthening Tier 1 and Tier 2 math instruction, and building staff capacity around data-driven math intervention will be critical moving forward.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

In sum, last year we acknowledged the challenges, but were still in the early stages of aligning our thoughts and concerns with consistent, data-driven action. As we move forward, we are committed to providing targeted professional development, improving inclusive practices, and using our data to inform high-quality instruction that truly meets the needs of every learner.

To improve outcomes for our lowest performing student groups, John Barrett Middle School is investing in several key resources and strategies. We will provide staff training focused on understanding and using i-Ready and other computer-based diagnostic tools to better inform instruction. Additionally, we will offer release time and targeted professional development to support the design and implementation of more effective support classes—both for students with disabilities and the wider student population.

While suspension rates have decreased significantly, we will continue to strengthen our behavior intervention systems by hiring a dedicated safety specialist with a focus on student behavior and campus climate. To build on improvements in attendance, we will maintain regular attendance meetings and continue home visit outreach in partnership with our school social worker.

We are also implementing a 6th grade intervention for Math next year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
58.7% making progress.	57.1% making progress.
Number Students: 92 Students	Number Students: 14 Students

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.

2024 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
5.4%	34.8%	0%	58.7%

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

5.4% of students decreased one ELPI level.
34.8% of students maintained ELPI level 1, 2L, 2H, 3L, or 3H
Whereas 587% of students progressed at least one ELPI level.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year’s English Learner Progress Indicator (ELPI) results, John Barrett Middle School is proud to report that 58.7% of our English Learners made progress, placing the school in the green performance band. Out of 92 English Learner students:

5.4% of students decreased by one ELPI level,

34.8% of students maintained their ELPI level (1, 2L, 2H, 3L, or 3H), and

58.7% of students progressed at least one ELPI level.

In addition, among our 14 Long-Term English Learners (LTELs), 57.1% made progress.

Several factors contributed to these outcomes. During the 2023–2024 school year, Barrett piloted EL Achieve, a structured language development program aimed at supporting academic language growth across content areas. Although full implementation took place during 2024–2025, the early pilot work helped lay a foundation by introducing more consistent language objectives and scaffolding strategies into classrooms. Additionally, a dedicated reading specialist was hired to provide focused literacy instruction and intervention for English Learners, ensuring that students received more targeted support in building both foundational skills and academic vocabulary.

Beyond instructional changes, Barrett also made significant gains in improving school climate and reducing suspension rates, with English Learner suspensions falling from 7.62% to 3.52%. This contributed to creating a safer, more supportive environment where EL students could remain engaged in learning without the disruption of disciplinary exclusion.

However, the data also highlights areas for continued focus. While the majority of students either maintained or progressed, the 5.4% of students who decreased indicates that more individualized interventions are needed, particularly for students at risk of regression. Moreover, the 34.8% who maintained suggests that while these students avoided decline, they were not fully advancing toward reclassification or higher proficiency.

In short, the combination of early program piloting, expanded literacy support, and school climate improvements positively impacted English Learner growth, but moving forward, a greater emphasis will be placed on accelerating progress for students who are stagnating or falling behind. This includes deepening EL Achieve implementation, strengthening formative assessment practices, and increasing personalized support based on student-specific needs.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To continue supporting and improving outcomes for our English Learners, John Barrett Middle School will maintain and strengthen several key resources. We will continue utilizing EL Achieve, a structured language development program that has shown positive impact on student growth. The ongoing implementation of this program will be supported through staff training and instructional materials.

Additionally, we will retain our reading specialist, who provides targeted literacy instruction and intervention to EL students. This role has been instrumental in accelerating language acquisition and improving reading comprehension.

We also recognize the continued importance of a positive and safe learning environment. As such, we will sustain our schoolwide behavior intervention efforts to reduce disruptions and support student engagement, especially for our English Learner population.

Last year EL chronic absenteeism was at 30.6%, and this year is at 17.1%. We will continue to work with our attendance team and social worker. We will also be creating a positive attendance plan to celebrate student attendance.

These combined resources—personnel, programs, and behavioral supports—are critical to ensuring that our EL students continue making meaningful progress in both language development and academic achievement.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
28.8% Chronically Absent	31.8% Chronically Absent	44.4% Chronically Absent
Declined 1.7	Increased 4.1	Increased 6.3
780 Students	129 Students	18 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	50% Chronically Absent	34.1% Chronically Absent
2 Students	Declined 16.7	Declined 5.7
	36 Students	478 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
34.8% Chronically Absent	39.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 7.5	Maintained 0.1	3 Students
135 Students	38 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
10% Chronically Absent	Fewer than 11 students - data not displayed for privacy	30.9% Chronically Absent
Declined 2.1	7 Students	Declined 3.2
50 Students		162 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
38.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy	27.9% Chronically Absent
Declined 2	4 Students	Declined 0.5
75 Students		441 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.

Our lowest performing student groups were English Learners and African American students.
English Learners were 31.8% chronically absent which was an increase of 4.1% points from the previous year.
African American students were 39.5% chronically absent which was similar to the previous year.
In comparison, all students were 28.8% chronically absent which was a decrease from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on our chronic absenteeism data, it is important to clarify the trends over the past two years. Between the 2022–2023 and 2023–2024 school years, the chronic absenteeism rate for English Learners (ELs) increased by 4.1%, rising from 27.7% to 31.8%. This increase highlighted the challenges our EL students faced with consistent attendance, many of which were tied to mobility, transitions, and barriers to school connectedness.

Recognizing these challenges, the school implemented several interventions aimed at improving engagement and attendance, particularly for our English Learner population. These included a stronger focus on restorative practices, increased after-school engagement opportunities, expanded support from the social worker for home visits, and a broader push for creating a more welcoming, inclusive school environment.

These strategies have already shown positive results during the current 2024–2025 school year. Chronic absenteeism for English Learners has dropped dramatically to 17.1%, showing that our targeted efforts are beginning to have a significant impact.

Additionally, schoolwide improvements—such as the substantial reduction in suspension rates (from 7.62% to 3.52% for EL students)—have also contributed to keeping students engaged and connected to the campus community. Building stronger relationships between staff and students, creating more culturally responsive activities, and offering meaningful extracurricular opportunities have all helped support regular attendance.

While the increase from 2022–2023 to 2023–2024 was concerning, we are encouraged by the dramatic improvements this year and remain committed to sustaining and expanding these efforts to ensure continued growth in attendance and student engagement.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To continue addressing chronic absenteeism—especially among our historically underserved student groups such as English Learners and African American students—John Barrett Middle School is committed to expanding programs and resources that foster student engagement, inclusion, and connection to school.

We will continue offering a diverse range of after-school clubs that promote belonging and cultural representation. These include Barrett Buddies, which emphasizes inclusive community building for students with and without disabilities; the Soccer Club, Sewing Club, Latinx Club, Muslim Club, and BSU (Black Student Union)—all of which have strong participation from English Learners and other target groups. These clubs provide safe, welcoming spaces where students can build relationships, explore their interests, and feel seen and valued.

In addition to clubs, we are planning more schoolwide events such as field trips, field days, dances, and rallies. These experiences are designed to strengthen school spirit, build positive memories, and encourage regular attendance by making school a place students want to be.

Finally, we will maintain our behavior intervention efforts and continue partnering with our school social worker to support students and families through attendance meetings and home visits. Together, these resources aim to reduce barriers to attendance, improve school connectedness, and create a more inclusive, supportive environment where all students can thrive.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	3	1	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
10.7% suspended at least one day	9.7% suspended at least one day	21.1% suspended at least one day
Increased 1.2%	Increased 2.3%	Increased 11.5%
804 Students	134 Students	19 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Orange
Fewer than 11 students - data not displayed for privacy	22.5% suspended at least one day	12.1% suspended at least one day
5 Students	Increased 1.4%	Declined 0.9%
	40 Students	495 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
15.7% suspended at least one day	24.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.4%	Increased 12.4%	3 Students
140 Students	41 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Red
13.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy	12.9% suspended at least one day
Increased 4.4%	7 Students	Increased 3.8%
52 Students		170 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
11.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	8.4% suspended at least one day
Increased 0.4%	4 Students	Declined 0.8%
77 Students		450 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.

Our lowest performing students groups were, Homeless, Students with Disabilities, African Americans, Asian, and Hispanic.
22.5% of Homeless students were suspended at least one day which was an increase of 1.4% points from the previous year.
15.7% of Students with Disabilities were suspended at least one day which was an increase of 0.4% points from the previous year.
24.4% of African American students were suspended at least one day which was an increase of 12.4% points from the previous year.
13.5% of Asian students were suspended at least one day which was an increase of 4.4% points from the previous year.
12.9% of Hispanic students were suspended at least one day which was an increase of 3.8% points from the previous year.
In comparison, 10.7% of all students were suspended at least one day which was an increase of 1.2% points from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year’s suspension data, several underlying factors contributed to the increases we saw across multiple student groups. From the 2022–2023 to 2023–2024 school year, suspension rates rose notably for our most vulnerable populations, including African American students (+12.4%), Asian students (+4.4%), Hispanic students

(+3.8%), Students with Disabilities (+0.4%), and Homeless students (+1.4%). Overall, 10.7% of students were suspended at least once—a 1.2 percentage point increase from the previous year.

One significant factor was the breakdown of Tier 1 behavioral interventions. Strategies like behavior contracts were inconsistently implemented or ineffective, and follow-through was limited due to a shortage of staff. At the time, the school was not Title 1-funded, which meant we lacked critical support roles including a community intervention specialist, a second campus monitor, and consistent availability of counselors and support center staff.

This was further compounded by a sharp increase in enrollment—about 150 additional students—without a proportional increase in staffing. Many teachers were asked to give up prep periods to cover classes, which not only led to burnout, but also reduced opportunities to build the kinds of relationships with students that help prevent disciplinary issues before they escalate.

In the classroom, restorative practices were limited, especially between teachers and students with recurring behavior challenges. Without strong relational foundations and de-escalation strategies, minor issues more often turned into referrals. At the administrative level, the principal and vice principal were overwhelmed, often unable to complete classroom observations due to the volume of behavior incidents. Rather than default to suspensions, administrators made efforts to engage in restorative conversations—but the time needed for these one-on-one interventions further pulled them away from proactive, schoolwide support.

In sum, the increase in suspensions during 2023–2024 can be attributed to a combination of insufficient staffing, overburdened systems, and a lack of preventative supports and relational infrastructure. As we move forward, these lessons have informed major changes to staffing, systems, and professional development—designed to rebuild proactive structures that reduce exclusionary discipline and keep students connected to school.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To continue improving suspension outcomes and support our most vulnerable student groups, Barrett Middle School has identified several critical resource needs. First, increased training for teachers in restorative practices is essential to better equip classrooms with proactive strategies for building relationships, de-escalating conflicts, and reducing the need for disciplinary referrals. In addition, training around Tier 1 behavior supports would strengthen teachers' ability to manage behaviors early and consistently.

Personnel resources remain key. This includes maintaining full-time access to support staff counselors, ensuring ongoing support from our newly hired community intervention specialist, and sustaining the addition of a second campus monitor to help supervise, mediate, and build connections across campus.

In terms of programs and services, we have already begun implementing Navigate 360, an intervention software tool that provides targeted social-emotional learning and behavior lessons for students assigned to in-school suspension. These lessons focus on areas such as conflict resolution, anger management, drug awareness, and decision-making skills. Continued expansion and use of this platform will be important in addressing root causes of behavioral issues.

Additional needs include developing grade-level assemblies and discussions for 6th, 7th, and 8th grade students centered around bullying prevention, building positive peer relationships, and reinforcing a sense of purpose and belonging at school. We also plan to prioritize school pride initiatives—creating more activities, events, and opportunities on campus that students are excited to participate in, further strengthening their connection to school.

While many of these resources have already been put into place during the 2024–2025 school year, continued training, program expansion, and intentional community-building efforts will be essential to sustaining improvements and further reducing suspension rates among our highest-need students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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: 2024-25

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?

2024/2025 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 36%
ELA proficiency rate for 7th grade at or above grade level was 38%
ELA proficiency rate for 8th grade at or above grade level was 32%

Overall ATSI data in ELA data
Overall proficiency rate for Students with Disabilities was 9.75%

Overal I-Ready math data was 24% of our students are at or above grade level
Math proficiency rate for 6th grade at or aboeve grade level was 21%
Math proficiency rate for 7th grade at or above grade level was 26%
Math proficiency rate for 8th grade at or above grade level was 23%

Overall ATSI data in Math data
Math proficiency rate for Students with Disabilities was 2.5%

Based on the above school data as well as our student impacted in ATSI data, the staff and Site Council recognized a disproportionate rate of achievement groups. Last year's overall Attendance data was 93.7%. Last year the chronic absenteeism rate for EL was 30.6% and AA was 32.8%. For the 2024/2025 school year the chronic absenteeism rate improved, with EL at 17.1%, and AA at 27.4%. The Suspension data for 2023/2024 was overall 6.87%, AA at 22.95%, Hispanic at 6.79%, Homeless at 20.69%, and Students with Disabilities at 11.63%. The 2024/2025 Suspension data improved with overall data at 5.42%, AA at 8.06%, Hispanic at 4.59%, Homeless at 2.78%, and Students with Disabilities at 9.26%.

Throughout the 2024–2025 academic year, John Barrett Middle School engaged in a comprehensive, year-long planning process to develop and update the School Plan for Student Achievement (SPSA). This ongoing collaboration included key stakeholders such as the School Leadership Team, Site Council, and school staff. Regularly scheduled staff meetings, department meetings, Site Council meetings, and leadership meetings served as the primary forums for data analysis, progress monitoring, and strategic planning.

Stakeholders reviewed multiple data points to identify trends, celebrate improvements, and address persistent areas of need. For instance, I-Ready ELA data indicated that 30% of students were performing at or above grade level, with grade-level proficiency rates of 36% for 6th grade, 38% for 7th grade, and 32% for 8th grade. In math, 24% of students were on or above grade level, with proficiency rates of 21% in 6th grade, 26% in 7th grade, and 23% in 8th grade. Data for Students with Disabilities, an ATSI-identified group, revealed significant opportunity gaps—only 9.75% were proficient in ELA and just 2.5% in Math.

In addition to academic data, the school analyzed chronic absenteeism and suspension rates, both overall and across student groups. Attendance saw meaningful gains, particularly among English Learners (chronic absenteeism decreased from 30.6% to 17.1%) and African American students (from 32.8% to 27.4%). Suspension rates also showed improvement across the board, with the overall rate dropping from 6.87% to 5.42%. Notably, the suspension rate for African American students declined from 22.95% to 8.06%, for homeless students from 20.69% to 2.78%, and for Students with Disabilities from 11.63% to 9.26%.

To further inform our planning, we incorporated results from the District Climate Survey, including the section on Academic Progress. Student responses showed a modest increase from 54.35% in 2024 to 55.6% in 2025 in overall perception of academic progress. However, several key questions remain areas for improvement, with student agreement levels remaining below 50% for the following:

Students feel comfortable and unjudged to ask their teacher for help

Teachers at my school go out of their way to help all students

Students receive timely and regular feedback on their learning

These responses highlight the continued need to strengthen teacher-student relationships, provide more responsive instructional support, and increase consistency in academic feedback.

The collaborative planning process has been instrumental in identifying disproportionate achievement gaps, school climate concerns, and instructional areas needing growth. Through this inclusive and reflective approach—carried out consistently throughout the school year—John Barrett Middle School remains committed to equity, student voice, and the continuous pursuit of academic and social-emotional success for all students.

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

During the 2024–2025 school year, John Barrett Middle School implemented a range of targeted strategies to address academic achievement, chronic absenteeism, and behavioral outcomes, especially for our lowest-performing student groups. Monitoring these efforts throughout the year allowed us to identify what was effective, where limitations existed, and why.

What Worked:

Behavior Intervention & Suspension Reductions:
The school saw significant improvement in suspension rates across all student groups. African American students saw a decrease from 22.95% to 8.06%, EL students from 7.62% to 3.52%, and Students with Disabilities from 11.63% to 9.26%. These changes are linked to the continuation of behavior interventions, alternatives to suspension, and increased staff focus on restorative practices. The upcoming addition of a dedicated safety specialist focused on behavior aims to further support this positive trend.

Attendance Gains:
Chronic absenteeism dropped from 28.8% to 19.7% overall. English Learners improved from 31.8% to 17.1%, and African American students from 39.5% to 27.4%. This improvement is credited to ongoing attendance meetings, home visits led by the school social worker, and a strengthened focus on student engagement and school connectedness.

After-School Clubs & School Culture Building:
A wide range of after-school clubs—including Barrett Buddies, Soccer Club, Sewing Club, Latinx Club, Muslim Club, and BSU—played a major role in creating a stronger sense of belonging. These clubs had high participation from English Learners and other historically underserved students. In addition, field trips, rallies, dances, and field days contributed to a more welcoming and connected school culture.

English Learner Progress:

The use of EL Achieve, in combination with hiring a reading specialist, helped drive English Learner progress to 58.7%, placing this group in the green performance band. These investments directly addressed language development and academic growth, and will continue moving forward.

Staff Training & Strategic Planning:
Staff engaged in year-long professional learning and strategic planning through department and grade level meetings. Plans are in place to strengthen training around i-Ready data analysis and the use of computer-based diagnostic assessments, especially in general education and special education settings.

What Didn't Work or Was Limited:

Math Intervention Access:
Although two math intervention classes were added during FLEX time, they only reached a limited group—24 students in 7th grade and 24 in 8th grade. This small reach was insufficient to address the broader need, particularly with math proficiency levels remaining low (21% in 6th, 26% in 7th, and 23% in 8th grade).

Lack of Reading Intervention for Certain Groups:
No formal reading intervention program was in place for the broader student population beyond English Learners. This was a missed opportunity, particularly for African American students and Students with Disabilities, who also demonstrated low ELA proficiency (9.75% for Students with Disabilities).

Limited Participation in Academic Support (Power Hour):
While Power Hour was available two days a week for homework support, student attendance and engagement in this program remained low. Monitoring showed that simply offering help was not enough—active efforts to increase participation and remove barriers are needed.

Special Education Support Gaps:
Students with Disabilities continue to be among our most impacted groups, with proficiency rates of only 9.75% in ELA and 2.5% in Math. Contributing factors include the lack of effective support classes and limited training for special education teachers in using diagnostic data to guide instruction.

In summary, while the school made strong progress in behavior, attendance, and English Learner outcomes through intentional programming and cultural investments, academic intervention access—particularly in math and reading—remains an area for growth. Going forward, expanded instructional support, deeper staff training, and broader outreach to increase program participation will be critical to sustaining and building upon these gains.

District Climate Survey – Academic Progress Concerns:

While there was a modest increase in students' overall perception of Academic Progress on the District Climate Survey (rising from 54.35% in 2024 to 55.6% in 2025), several key areas remain well below expectations. Student responses to the following questions remained under 50%:

Students feel comfortable and unjudged to ask their teacher for help

Teachers at my school go out of their way to help all students

Students receive timely and regular feedback on their learning

These results suggest that while structural supports are improving, there is still a disconnect between students and teachers around academic support and feedback. Strengthening classroom culture, teacher-student relationships, and consistent communication about learning progress will be essential moving forward.

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

Based on the data, we implemented several key modifications during the 2024–2025 school year to better support our students, particularly those struggling in math and reading. We introduced school-wide collaboration meetings focused on addressing identified areas of need. These included improving understanding of i-Ready diagnostic data, especially how English Learner (EL) students are placed and assessed, and sharing intervention strategies such as visual supports and graphic organizers.

We also provided a broader i-Ready training to help staff do a deeper analysis of both ELA and Math data to inform instruction. To strengthen our academic support systems, we hired a full-time reading specialist and a 0.4 FTE math intervention specialist, expanding our capacity to provide targeted intervention for students performing below grade level.

Perhaps most importantly, we experienced a positive cultural shift among staff, with a growing collective commitment to support struggling students. This shift helped build consistency and urgency around improving outcomes in literacy and math, laying a stronger foundation for ongoing growth.

To address student concerns around Academic Progress, as reflected in the District Climate Survey, John Barrett Middle School is identifying and implementing several key modifications for the upcoming school year. Survey data showed that fewer than 50% of students felt comfortable asking teachers for help, believed that teachers go out of their way to support all students, or felt they received regular, timely feedback on their learning.

In response, we are planning the following schoolwide actions:

Professional development focused on academic relationships—including strategies for creating safe, inclusive classroom environments where students feel comfortable seeking help and expressing confusion without judgment.

Implementation of consistent feedback practices, such as common grading timelines, regular check-ins with students, and clear expectations for how and when students will receive feedback on assignments and assessments.

Schoolwide norms for student-teacher engagement, emphasizing the importance of building trust, offering one-on-one academic support, and maintaining open communication channels—especially for students who may feel disconnected or overlooked.

Expansion of student voice opportunities, including feedback surveys on instruction and academic support, so students can regularly share how their needs are being met and where gaps still exist.

2025-26

Identified Need

Barrett Middle School must expand access to math and reading interventions, as current supports reach too few students—especially those in special education and underserved populations. There is also a need to increase participation in academic support programs like Power Hour through improved outreach and engagement.

Additionally, support for Students with Disabilities remains a critical area of growth, requiring more effective intervention classes and targeted staff training on data-driven instruction.

There is also a continued need for dedicated planning time for math teachers to identify skill gaps and instructional priorities, particularly for incoming 8th grade students. This time will allow teachers to collaboratively analyze assessment data, align on targeted standards, and design focused instructional strategies that address the most critical areas of need. Ongoing efforts will support a more intentional, data-driven approach to math instruction, ensuring alignment with our broader goals for academic improvement and equitable student outcomes in mathematics.

Feedback from the District Climate Survey highlights the need to improve teacher-student academic relationships, with a focus on making students feel safe asking for help, ensuring all students feel supported, and providing timely, consistent academic feedback. Addressing these needs will be essential to improving academic outcomes and student confidence in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	47.5 points below standard	+3 scale score points
	English Learners	103.3 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Foster Youth Homeless: 101.6 points below standard Socioeconomically Disadvantaged: 69.0 points below standard Students with Disabilities: 129.4 points below standard African American: 82.0 points below standard American Indian Asian: 89.1 points below standard Filipino Hispanic: 53.3 points below standard Two or More Races: 48.4 points below standard Pacific Islander White: 40.7 points below standard	
Math State Assessment: Change in scale score	All Students: 71.0 points below standard English Learners: 118.5 points below standard Foster Youth Homeless: 140.0 points below standard Socioeconomically Disadvantaged: 93.1 points below standard Students with Disabilities: 163.8 points below standard African American: 137.4 points below standard American Indian	+3 scale score points

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Asian 99.3 points below standard Filipino Hispanic 79.3 points below standard Two or More Races 64.8 points below standard Pacific Islander White 64.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	58.7%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.58%	+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	Support academic programs and events that focus on family and community outreach. -Support programs-	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	1000 1000 500	Schooy Year 25/26

	Materials and supplies Support programs-CLAS Extra Assignment Pay		Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvement 4000-4999: Books And Supplies		
1.2	Support programs and events that focus on family and community outreach. -Support Programs-Other operating expenses	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	500	School Year 25/26
1.3	Purchase school agendas to promote school to home communiction 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	10000	School Year 25/26

1.4	Purchase supplemental technology to support academic groups	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	14,435	School Year 25/26
1.5	Purchase materials and supplies for underserved students	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilites	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	640	School Year 25/26
1.6	Purchase student PE uniforms	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	15,000	School Year 25/26
1.7	Provide families with regular	X All Students English Learners	LCFF Supplemental	1000	School Year 25/26

	communiction through flyers,post cards, and other printed materials	Low-Income Students Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.8	AVID materials and supplies AVID Enrichment Opportunities	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	500 4000 1000	School Year 25/26
1.9	AVID Release Time	X All Students English Learners	LCFF Supplemental	1000	School Year 25/26

		Low-Income Students Foster Youth Lowest Performing	Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1000	
1.10	Collaboration Time in part but not limited to discuss reclassification of emerging bilingual students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School Year 25/26
1.11	Provide academic after school intervention to support struggling students including but not limited to English learners for language development.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	5000 1000	School Year 25/26

			2000-2999: Classified Personnel Salaries		
1.12	Reading Intervention teacher using ELO Core 1.0 FTE to foucs on phonics	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities			School Year 25/26
1.13	Collaboration time for the math department to focus on data,align starndards, and instructional strategies.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	1500 500.00	School Year 25/26

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: 2024-25

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?

To monitor progress toward improving student engagement and course access, we reviewed attendance data and chronic absenteeism rates throughout the school year. This included looking at overall attendance as well as how different student groups were doing.

We saw strong improvement in our chronic absenteeism rate, which dropped from 28.8% last year to 19.7% this year. English Learners improved from 31.8% to 17.1%, and African American students from 39.5% to 27.4%. These improvements reflect our ongoing efforts to strengthen student connectedness through after-school clubs, school events, and focused supports.

In addition to attendance data, we also conducted a listening circle with a diverse group of students to better understand their experiences on campus. Students were asked questions such as what the school could improve, whether they feel connected to a

staff member, and how they are building relationships with their peers. The feedback from these listening circles was shared and discussed during staff meetings, and informed adjustments we made throughout the year to better support student engagement and inclusion.

Both data and student voice have guided our approach to creating a school environment where all students feel supported, seen, and connected.

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

This year, we saw positive progress in student engagement and attendance, largely due to the increased number of on-campus opportunities that promoted a sense of belonging. After-school clubs and fun electives such as STEM, Drama, Dance, Sewing, Soccer, and LGBTQ+ provided students with meaningful ways to connect with peers and explore their interests. In addition, we placed a strong emphasis on **schoolwide events** like rallies and lunchtime activities, creating a more positive and welcoming school environment that encouraged students to attend regularly.

However, one area that still needs improvement is the consistency of attendance meetings and follow-through for students struggling with chronic absenteeism. While efforts were made to support attendance, including home visits and staff outreach, we recognize that a more structured and consistent system is needed to better track and respond to individual student needs in this area.

Overall, the focus on student connection and campus involvement worked well to build engagement, but stronger follow-up systems for attendance support will be necessary moving forward.

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

Based on our attendance and engagement data, we made several key modifications this year to support student connection and reduce chronic absenteeism. We significantly expanded our after-school clubs and student-led groups, offering a wider variety of opportunities for students to engage in activities aligned with their interests and identities.

In addition, we increased the number of school-wide events and activities, including rallies, lunchtime events, and field days, to make the school day more enjoyable and meaningful for students. We also introduced regular celebrations of academic achievement, positive behavior, and student effort, recognizing that acknowledging student success in multiple forms helps foster motivation and a stronger sense of belonging—both of which directly support attendance.

2025-26

Identified Need

For the 2025–2026 school year, our identified needs continue to focus on improving student engagement, building school connectedness, and strengthening our attendance systems.

This year, we opted to hire a school behavior safety specialist in place of a SCIS to support campus climate and student behavior. While this has been a positive shift, there is still a clear need to improve the structure and consistency of our attendance meetings. Establishing a more reliable system—with clear timelines and follow-through—remains a priority.

Additionally, we plan to implement quarterly celebrations centered around attendance, recognizing both period-based and overall school-wide attendance to encourage and reward consistent student participation.

We will also continue expanding our afterschool club offerings, which have proven effective in promoting student engagement and a sense of belonging. Ensuring that all students have access to meaningful programs and positive school experiences will be key in supporting regular attendance and course access in the coming year.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	28.8% Chronically Absent	-0.5%
	English Learners	31.8% Chronically Absent	
	Foster Youth		
	Homeless	50% Chronically Absent	
	Socioeconomically Disadvantaged	34.1% Chronically Absent	
	Students with Disabilities	34.8% Chronically Absent	
	African American	39.5% Chronically Absent	
	American Indian		
	Asian	10% Chronically Absent	
	Filipino		
	Hispanic	30.9% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Two or More Races 38.7% Chronically Absent Pacific Islander White 27.9% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.3%	93.33
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	2	-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	N/A

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 X Foster Youth X Lowest Performing Homeless	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School Year 25/26
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	2000 1,000 1,000	School Year 25/26

			5000-5999: Services And Other Operating Expenditures		
2.3	Continue and expand student extracurricular activities and clubs--CERT Extra Assignment Continue and expand student extracurricular activities and clubs- Continue and expand student extra curricular activities and clubs--Food, materials and supplies	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000 2000 2500	School Year 25/26
2.4	Rewards and incentives to students for academic achievement and attendance	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 25/26

2.5	Compensate staff for planning and collaborating to improve attendance	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School Year 25/26
2.6	Maintain school website and social media to include information on college and career readiness, Naviance, Academic resources, and student anrichment opportunities	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1500	School Year 25/26
2.7	Provide support for attendance around the importance of regular school attendance targeting high need low income students. PC#39791	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	19,131 26,018	School Year 25/26

			3000-3999: Employee Benefits		

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: 2024-25

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?

To monitor progress toward improving school conditions, climate, and family engagement, we consistently reviewed both suspension data and results from the District Climate and Culture Survey. Suspension data was monitored on an ongoing basis—monthly, weekly, and even daily—to help us respond quickly and adjust supports as needed.

In addition to student-focused efforts, we also continue to examine family engagement, particularly through parent participation in school leadership roles. Currently, we have 3 parents participating in PTO, 1 in SPAC, 10 in ELAC, and 12 in PTA—totaling 26 parents involved in structured leadership or advisory groups. With an enrollment of 789 students, this represents approximately 3.3% of our families actively serving in leadership roles.

While we are encouraged by the involvement of these dedicated parents, we recognize the opportunity to grow this percentage by expanding outreach, increasing awareness of leadership opportunities, and creating more accessible avenues for family engagement across all grade levels and student groups. Strengthening parent voice remains a key priority in our ongoing work to build a more connected and collaborative school community.

Last year, our suspension data showed areas of concern, particularly among African American students (22.95%), Homeless students (20.69%), Students with Disabilities (11.63%), and Economically Disadvantaged students (10.76%). This year, we saw significant improvement across all student groups, with an overall suspension rate dropping to 5.42%, and substantial reductions among African American students (8.06%), Homeless students (2.78%), and English Learners (3.52%). These improvements reflect our ongoing efforts to implement behavior interventions and alternatives to suspension.

We also used the District Climate Survey to gather feedback from students on key areas that impact school connectedness and well-being. Survey categories included:

Caring Relationships: 50.28% (2024) vs 55.2% (2025)

Sense of Belonging: 51.83% (2024) vs 55.6% (2025)

Student Engagement: 48.5% (2024) vs 51% (2025)

School Decisions (student voice in school): 49.95% (2024) vs 44.2% (2025)

School Safety: 55.5% (2024) vs 57.9% (2025)

Most areas showed improvement, particularly in caring relationships, sense of belonging, and engagement—highlighting progress in creating a more inclusive and supportive school climate. While the School Decisions category declined, this identifies a clear area for future growth in ensuring students feel heard and involved in shaping their school experience.

These data points continue to guide our focus on behavior supports, restorative practices, and intentional strategies to strengthen relationships and student voice on campus.

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

This year, we saw meaningful progress in reducing suspension rates and improving overall school climate, largely due to our focused efforts on alternatives to suspension and restorative practices. These strategies were supported by our on-campus behavior intervention staff member, who played a key role in implementing and modeling interventions, facilitating student reflection, and building positive behavior systems. Additionally, there was a strong emphasis on strengthening teacher-student relationships, which contributed to a more positive and connected school environment.

However, some challenges remain. Certain interventions did not work as well for a small group of students who continue to struggle with behavior. Despite ongoing efforts, it has been difficult to find consistent, effective strategies that reach and support these students. This highlights a continued need to develop more individualized or tiered interventions that are better matched to the needs of students with persistent behavior challenges.

Overall, while much of our work this year was successful, especially in shifting schoolwide culture and lowering suspension rates, we recognize the need for deeper, more targeted supports for our highest-need students.

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

In response to our suspension data, climate survey results, and ongoing monitoring of student engagement, we made several important modifications during the 2024–2025 school year to improve school climate and support positive student behavior.

We hired a full-time School Community Intervention Specialist, who played a key role in implementing alternatives to suspension, supporting student behavior on campus, and helping to create a safer, more structured environment.

We expanded the use of restorative practices, with an emphasis on relationship-building between staff and students. This included increased use of reflection activities, restorative conversations, and repairing harm through dialogue rather than exclusion.

We increased opportunities for student engagement by offering a wider variety of after-school clubs and cultural affinity groups, as well as schoolwide events such as rallies, dances, and celebrations that helped foster a stronger sense of belonging.

We utilized the District Climate Survey and feedback from student listening circles to guide changes in how we support students. These tools helped us identify areas for growth—such as increasing student voice in decision-making—and take targeted action.

We placed greater focus on recognizing student achievement, effort, and positive behavior, including through planned quarterly celebrations around attendance and school participation.

These changes reflect a schoolwide effort to create a more inclusive, responsive, and supportive learning environment. While there is still more work to do—particularly for students with ongoing behavioral challenges—the data shows that these shifts have had a meaningful impact on suspension rates, student relationships, and overall school climate.

2025-26

Identified Need

For the 2025–2026 school year, Barrett will continue to improve school climate and reduce suspensions by focusing on more effective, individualized behavior interventions for students with ongoing challenges. While overall suspension rates have decreased, this small group of students requires additional support beyond Tier 1 strategies.

There is also a continued need for professional development in restorative practices, relationship-building, and consistent classroom management, ensuring that all staff are equipped to respond to behavior proactively. Ongoing work will include refining the school's discipline system to ensure consistency, equity, and alignment with our broader goals for a supportive and inclusive school environment.

The need for additional counseling support was identified through leadership and staff meetings where concerns were raised about the school's limited capacity to fully support students' academic development and future planning. With increased enrollment and growing demands on existing counseling staff, students have had less access to individualized academic guidance, course planning, and college and career readiness support.

These services are especially critical within our Multi-Tiered System of Supports (MTSS) framework, where early academic interventions, goal-setting, and structured planning can directly impact student performance. To address this gap, the school is allocating funding to hire a 1.0 FTE counselor to enhance academic counseling services for both students and families, and to strengthen long-term educational and career planning supports.

Additionally, recent climate survey data showed that only 42.6% of students felt safe sharing different viewpoints at school—a clear indicator that psychological and emotional safety must remain a priority. In response, the school will utilize the increased counseling services mentioned earlier, and added both an MTSS social worker and MTSS social counselor to better support student well-being. We have also hired a second campus monitor to increase adult visibility and supervision across campus, enhancing both real and perceived physical safety.

These combined efforts reflect Barrett's commitment to improving the overall conditions for learning by addressing not only academics and behavior, but also the emotional and social factors that allow students to feel safe, seen, and supported.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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 English Learners Foster Youth	10.7% suspended at least one day 9.7% suspended at least one day	-0.3%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Homeless: 22.5% suspended at least one day Socioeconomically Disadvantaged: 12.1% suspended at least one day Students with Disabilities: 15.7% suspended at least one day African American: 24.4% suspended at least one day American Indian: Asian: 13.5% suspended at least one day Filipino: Hispanic: 12.9% suspended at least one day Two or More Races: 11.7% suspended at least one day Pacific Islander: White: 8.4% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	51.9%	62%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	55.5%	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).	12%	+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 and team building Release time and substitutes-- CERT Salaries	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Asian, Hispanic, Homeless, Students with Disabilities	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	11000 2500 3000	School Year 25/26
3.2	Purchase high interest diverse and representative contemporaty reading materials to close the reading gaps	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Studens with Disabilites	Title I Part A Site Allocation 4000-4999: Books And Supplies	3000	School Year 25/26

3.3	Provide funding for academic activities which support the core curriculum and student learning. Ex-plays, productions, field trips, guest speakers, and special events. Includes transportation fees Release time and substitutes-CERT salaries	X 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 LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	46,436 10000 9000.	School Year 25/26
3.4	Supplemental parent meetings for explaining academic achievement as well as the importance of regular school attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	3000	School Year 25/26

3.5	Climate and Culture-1.0 FTE School Community Intervention Specialist to promote partnership and support primary academic intervention	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	40442 34610	School Year 25/26
3.6	Provide supplemental materials, supplies, curriculum, technology,resources that support student learning. Including maintence of excisting technology	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies	5000 5000	School Year 25/26
3.7	Provide additional high, middle school, k-8 school counseling	All Students X English Learners X Low-Income Students X Foster Youth	Title I Part A Site Allocation	48462 21074	School Year 25/26

	services for parents and students in the area of education and career planning, student performance, personal and social relations, school safety concerns, student safety around sharing different perspectives. Target services under the framework of MTSS. .5FTE PC #TBD	X Lowest Performing Students with Disabilities	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.8	Supplement parent meetings for explaining academic achievement as well as the importance of regular school attendance	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing Student with Disabilities	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	500 1460	School Year 25/26

3.9	Campus Monitor	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 25/26

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 2025 - June 2026	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 2025 - June 2026	Staff	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide students with instruction to support mathmatics. IM1-.2FTE	August 2025- June 2026	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 2025-June 2026	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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$382,208.00

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	$80,640.00
Title I Part A Parent Involvement	$4,960.00
Title I Part A Site Allocation	$296,608.00

Subtotal of state or local funds included for this school: $382,208.00

Total of federal, state, and/or local funds for this school: $382,208.00

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	80,640	0.00
Title I Part A Site Allocation	296,608	0.00
Title I Part A Parent Involvement	4,960	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	80,640.00
Title I Part A Parent Involvement	4,960.00
Title I Part A Site Allocation	296,608.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	94,422.00
2000-2999: Classified Personnel Salaries	105,683.00
3000-3999: Employee Benefits	47,092.00
4000-4999: Books And Supplies	31,075.00
5000-5999: Services And Other Operating Expenditures	103,936.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	7,640.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	56,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	2,460.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	500.00
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	80,962.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	98,183.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	47,092.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	22,935.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	47,436.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,575.00
Goal 2	68,149.00
Goal 3	244,484.00

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
Evelyn Sherman	Classroom Teacher
Sondra Haugher	Other School Staff
Emily Davenport	Parent or Community Member
Andrea Farris	Parent or Community Member
Melba Smith	Parent or Community Member
8th Grade Student	Secondary Student
Student 8th Grade	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 05/22/25.

Attested:

	Principal, Amy Alexander-Carter on 05/22/25
	SSC Chairperson, Richele Bridges on 05/22/25

Budget By Expenditures

John Barrett Middle School

Funding Source: LCFF Supplemental Site Allocation **$80,640.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase school agendas to promote school to home communiction and student organization	5000-5999: Services And Other Operating Expenditures	$10,000.00	Connected School Communities	
Purchase materials and supplies for underserved students	4000-4999: Books And Supplies	$640.00	Connected School Communities	
Purchase student PE uniforms	5000-5999: Services And Other Operating Expenditures	$15,000.00	Connected School Communities	
Provide families with regular communiction through flyers,post cards, and other printed materials	5000-5999: Services And Other Operating Expenditures	$1,000.00	Connected School Communities	
AVID materials and supplies	4000-4999: Books And Supplies	$500.00	Connected School Communities	
AVID Enrichment Opportunities				
AVID Release Time	1000-1999: Certificated Personnel Salaries	$1,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$4,000.00	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	$2,000.00	Character Education/Leadership Skills	
WEB Program Support--Food materials and supplies				
WEB Program Support--Professional services. Field trips and enrichment activities				

John Barrett Middle School

Continue and expand student extracurricular activities and clubs--CERT Extra Assignment	1000-1999: Certificated Personnel Salaries	$5,000.00	Character Education/Leadership Skills
Continue and expand student extracurricular activities and clubs-			
Continue and expand student extra curricular activities and clubs--Food, materials and supplies			
Rewards and incentives to students for academic achievement and attendance	4000-4999: Books And Supplies	$500.00	Character Education/Leadership Skills
Maintain school website and social media to include information on college and career readiness, Naviance, Academic resources, and student anrichment opportunities	2000-2999: Classified Personnel Salaries	$1,500.00	Character Education/Leadership Skills
	4000-4999: Books And Supplies	$1,000.00	Character Education/Leadership Skills
	2000-2999: Classified Personnel Salaries	$2,000.00	Character Education/Leadership Skills
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Character Education/Leadership Skills
	4000-4999: Books And Supplies	$2,500.00	Character Education/Leadership Skills
Provide staff with professional development opportunities like conferences and workshops focused on restorative justice and team building	5000-5999: Services And Other Operating Expenditures	$11,000.00	Engaging Academic Programs
Release time and substitutes--CERT Salaries			
Provide supplemental materials, supplies, curriculum, technology,resources that support student learning. Including maintence of excisting technology	5000-5999: Services And Other Operating Expenditures	$5,000.00	Engaging Academic Programs

	2000-2999: Classified Personnel Salaries	$2,500.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	$3,000.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	$9,000.00	Engaging Academic Programs
AVID supplies and materials	4000-4999: Books And Supplies	$5,000.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures:	$85,640.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$4,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	$1,460.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$1,000.00	Connected School Communities	
Supplement parent meetings for explaining academic achievement as well as the importance of regular school attendance	2000-2999: Classified Personnel Salaries	$500.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$500.00	Connected School Communities	
Support academic programs and events that focus on family and community outreach. -Support programs-Materials and supplies Support programs-CLAS Extra Assignment Pay	1000-1999: Certificated Personnel Salaries	$1,000.00	Connected School Communities	

Support programs and events that focus on family and community outreach. -Support Programs-Other operating expenses	5000-5999: Services And Other Operating Expenditures	$500.00	Connected School Communities

Title I Part A Parent Involvement Total Expenditures:	$4,960.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$296,608.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase supplemental technology to support academic groups	4000-4999: Books And Supplies	$14,435.00	Connected School Communities	
Collaboration Time in part but not limited to discuss reclassification of emerging bilingual students.	1000-1999: Certificated Personnel Salaries	$10,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	$1,000.00	Connected School Communities	
Compensate staff for planning and collaborating to improve attendance	1000-1999: Certificated Personnel Salaries	$5,000.00	Character Education/Leadership Skills	
Provide additional high, middle school, k-8 school counseling services for parents and students in the area of education and career planning, student performance, personal and social relations, school safety concerns, student safety around sharing different perspectives. Target services under the framework of MTSS. .5FTE PC #TBD	1000-1999: Certificated Personnel Salaries	$48,462.00	Engaging Academic Programs	

	1000-1999: Certificated Personnel Salaries	$10,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	$34,610.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$21,074.00	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
Provide funding for academic activities which support the core curriculum and student learning. Ex-plays, productions, field trips, guest speakers, and special events. Includes transportation fees Release time and substitutes-CERT salaries	5000-5999: Services And Other Operating Expenditures	$46,436.00	Engaging Academic Programs
Supplemental parent meetings for explaining 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 primary academic intervention	2000-2999: Classified Personnel Salaries	$40,442.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$26,018.00	Character Education/Leadership Skills
Provide support for attendance around the importance of regular school attendance targeting high need low income students.	2000-2999: Classified Personnel Salaries	$19,131.00	Character Education/Leadership Skills
Provide academic after school intervention to support struggling students including but not limited to English learners for language development.	1000-1999: Certificated Personnel Salaries	$5,000.00	Connected School Communities
Collaboration time for the math department to focus on data,align starndards, and instructional strategies.	1000-1999: Certificated Personnel Salaries	$1,500.00	Connected School Communities

John Barrett Middle School

2000-2999: Classified Personnel Salaries	$1,000.00	Connected School Communities
4000-4999: Books And Supplies	$500.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$296,608.00
Title I Part A Site Allocation Allocation Balance:	$0.00
John Barrett Middle School Total Expenditures:	$387,208.00