School Year: **2026-27**

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	April 23, 2026	June 23, 2026

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: Homeless - Chronic Absenteeism

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

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

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

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

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

Table of Contents

SPSA Title Page 1
Purpose and Plan Summary 1
Table of Contents 3
Comprehensive Needs Assessment Components 5
Data Analysis 5
Root Cause Analysis 5
Resource Inequities 5
Input from Educational Partners 5
School and Student Performance Data 6
Student Enrollment 6
Student Population 8
Overall Performance 9
Academic Performance 10
Academic Engagement 24
Conditions & Climate 28
Goals, Strategies, & Proposed Expenditures 31
SPSA/Goal 1 31
SPSA/Goal 2 42
SPSA/Goal 3 52
Centralized Services for Planned Improvements in Student Performance 62
Budgeted Funds and Expenditures in this Plan 64
Funds Budgeted to the School by Funding Source 64
Expenditures by Funding Source 64
Expenditures by Budget Reference 64
Expenditures by Budget Reference and Funding Source 64
Expenditures by Goal 65
School Site Council Membership 66
Recommendations and Assurances 67
Instructions 68
Instructions: Linked Table of Contents 68
Purpose and Description 69
Educational Partner Involvement 69
Resource Inequities 69
Goals, Strategies, Expenditures, & Annual Review 70
Annual Review 71
Budget Summary 72
Appendix A: Plan Requirements 74

Appendix B: 77
Appendix C: Select State and Federal Programs 79

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:
July 24th, September 9th, October 14th, November 12th, December 16th, January 13th, February 10th, March 17th, April 14th, with a projected final reflection meeting on May 12th.

Department Chair/Leadership Meetings:
September 23rd, October 28th, January 27th, April 28th

Staff Collaboration Meetings:
August 11th, August 12th, August 28th, September 11th, October 17th, November 4th, February 3rd, April 9th, May 21st, May 28th

Site Council Meetings:
September 25th, December 15th, April 23rd

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.40%	0.50%	0.47%	3	4	4
African American	4.31%	4.74%	5.30%	32	38	45
Asian	5.25%	6.86%	8.01%	39	55	68
Filipino	0.94%	0.75%	0.71%	7	6	6
Hispanic/Latino	20.59%	23.57%	23.91%	153	189	203
Pacific Islander	0.54%	0.62%	0.82%	4	5	7
White	58.28%	53.99%	50.53%	433	433	429
Multiple/No Response	9.69%	8.85%	10.25%	72	71	87
			Total Enrollment	743	802	849

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	196		241
Grade 7	299		300
Grade 8	248		308
Total Enrollment	743		849

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	113	129	136	14.1%	15.2%	16.0%
Fluent English Proficient (FEP)	70	89	105	6.1%	9.4%	12.4%
Reclassified Fluent English Proficient (RFEP)	10				7.58%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
802	**55.1%**	**16.1%**	**0.1%**
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.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	129	16.1%
Foster Youth	1	0.1%
Homeless	31	3.9%
Socioeconomically Disadvantaged	442	55.1%
Students with Disabilities	123	15.3%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	38	4.7%
American Indian	4	0.5%
Asian	55	6.9%
Filipino	6	0.7%
Hispanic	189	23.6%
Two or More Races	71	8.9%
Pacific Islander	5	0.6%
White	433	54%

School and Student Performance Data

Overall Performance

The 2025 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

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	4	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
27.8 points below standard	74.8 points below standard	89.5 points below standard
Increased 19.7 points	Increased 28.5 points	Increased 41.1 points
723 Students	147 Students	21 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	105.1 points below standard	47.1 points below standard
	Declined 3.5 points	Increased 21.8 points
3 Students	31 Students	443 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
116.6 points below standard	65.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 12.7 points	Increased 16.3 points	4 Students
113 Students	29 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
74.3 points below standard	Fewer than 11 students - No Data for Privacy	29.6 points below standard
Increased 14.8 points	4 Students	Increased 23.6 points
42 Students		185 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
24.5 points below standard	Fewer than 11 students - No Data for Privacy	19.6 points below standard
Increased 23.9 points	5 Students	Increased 21.1 points
68 Students		384 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 continues to be Students with Disabilities. Students with Disabilities scored 116.6 points below standard, which reflects an improvement of 12.7 points compared to the previous year, moving from the Red performance band to Orange. While this growth is encouraging, a gap of nearly 89 points remains between Students with Disabilities and the All Students average of 27.8 points below standard.
Our Homeless student population also performed significantly below standard at 105.1 points below, and this group was one of the few that declined, dropping 3.5 points from the prior year. Long-Term English Learners, while showing the strongest growth of any subgroup (+41.1 points), remain 89.5 points below standard. English Learners as a whole scored 74.8 points below standard and Asian students scored 74.3 points below standard—both in the Orange performance band. African American students, though too small for a dashboard color, scored 65.7 points below standard.
In comparison, All Students scored 27.8 points below standard, an increase of 19.7 points, moving from Orange to Yellow. This overall improvement highlights the progress the school has made while underscoring how far our most vulnerable populations still need to go.

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 and the 2025 Fall Dashboard results, it is clear that while the school made meaningful gains overall—moving from Orange to Yellow with a 19.7-point increase—significant gaps persist for our most vulnerable student groups, particularly Students with Disabilities, Homeless youth, and English Learners.

In terms of what we said, thought, and did, last year represented a turning point. Staff and leadership acknowledged that our systems and supports were not adequately meeting the needs of all students, and we began taking steps to address those gaps. Conversations in leadership, Site Council, and staff meetings increasingly centered on equity, data-driven instruction, and the alignment between what we teach and how students actually perform. Many of the schoolwide gains we see in the 2025 data—particularly for Hispanic students (+23.6 points), White students (+21.1 points), Two or More Races (+23.9 points), and Socioeconomically Disadvantaged students (+21.8 points)—suggest that these conversations translated into meaningful changes in classroom practice for much of our general education population.

However, the data also reveals where our systems still fall short. For Students with Disabilities, the 12.7-point gain is a positive step, but at 116.6 points below standard they remain far behind their peers. While we expanded awareness around inclusive practices and the need for targeted intervention, the reality is that many special education students still lacked consistent access to high-quality, standards-aligned core instruction alongside appropriately intensive support. Special education teachers continued to express a need for deeper training on diagnostic assessment tools and data interpretation to personalize instruction more effectively.

For our Homeless student population, the 3.5-point decline to 105.1 points below standard is a concern. These students face compounding challenges—housing instability, chronic absenteeism, and inconsistent access to school-based supports—that our current systems were not fully equipped to address. We did not have robust enough wraparound services or consistent check-in structures to keep these students connected and engaged academically.

English Learners showed strong growth (+28.5 points), and Long-Term English Learners made an especially significant jump (+41.1 points), suggesting that our increased focus on designated and integrated ELD is beginning to take hold. Still, both groups remain in the Orange band or below, and many teachers in general education settings continued to report uncertainty about how to effectively differentiate instruction for English Learners, particularly those performing well below grade level in reading and writing.

Chronic absenteeism among our most impacted populations remains a contributing factor. Additionally, while our overall suspension rate decreased, discipline practices continued to disproportionately affect Students with Disabilities and other vulnerable groups, removing students from instructional time during critical learning periods. The school community recognizes that building stronger relationships, implementing restorative practices more consistently, and creating more inclusive classroom environments are essential to reducing exclusionary discipline and keeping students engaged.

In sum, last year we moved from awareness to early action, and the broad gains across many student groups reflect that progress. The challenge now is to deepen and sustain that work—particularly for the students who remain furthest from standard—through more targeted intervention, stronger support systems, and continued professional growth for all staff.

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

To meaningfully improve outcomes for Students with Disabilities, English Learners, and other lowest-performing student groups, we are investing in a combination of targeted curriculum, instructional tools, personnel, and professional development aligned to our identified needs.

In terms of programs and curriculum, we are expanding our intervention materials in ELA to provide more targeted support for students performing significantly below grade level. This includes adding a dedicated special education reading, English, and writing class to directly address the persistent achievement gap for Students with Disabilities, as well as a generalized reading intervention class to serve struggling readers across the broader student population. For our English Learners, we are continuing with EL Achieve, the designated ELD curriculum we adopted last year, to maintain consistency and deepen implementation as teachers become more skilled with the program.

To better serve Students with Disabilities, we are also purchasing more interactive instructional mediums—including Smart Boards/TVs and visual supports—to increase engagement and provide the multisensory learning experiences that many of our special education students need. These tools, paired with targeted curriculum, will help our special education staff deliver more accessible, standards-aligned instruction.

In terms of professional development, we are continuing our training and implementation of Checking for Understanding (CFU) strategies schoolwide. Consistent use of CFU across all classrooms will help teachers identify in real time which students are grasping concepts and which need additional support, allowing for more responsive and differentiated instruction—particularly for our lowest-performing groups.

To staff these intervention efforts, three of our English teachers are being trained as intervention specialists. Each will teach their own period of reading intervention in addition to their general education English sections, allowing us to leverage existing staff expertise while building internal capacity for sustained, targeted support for students furthest from standard. Counseling and social-emotional support staff—including dedicated support for our Homeless and foster youth populations—remain essential to addressing the non-academic barriers that directly impact attendance and engagement. After-school tutoring and extended learning opportunities, particularly for students experiencing housing instability, will help address learning loss and provide additional instructional time.

By aligning these resources with our data and identified needs, we can build on the significant progress made this year while ensuring that our lowest-performing students receive the intensive, sustained support they need to close persistent achievement gaps.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
4	3	0	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
83.4 points below standard	134.6 points below standard	161.2 points below standard
Declined 12.4 points	Declined 16.1 points	Increased 13 points
746 Students	171 Students	21 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	146.9 points below standard	105.3 points below standard
	Declined 6.9 points	Declined 12.3 points
3 Students	31 Students	466 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
170.2 points below standard	118.9 points below standard	Fewer than 11 students - No Data for Privacy
Declined 6.4 points	Increased 18.5 points	4 Students
113 Students	29 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Orange
128.6 points below standard	Fewer than 11 students - No Data for Privacy	86.2 points below standard
Declined 29.4 points	6 Students	Declined 6.8 points
50 Students		187 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
73.6 points below standard	Fewer than 11 students - No Data for Privacy	73.6 points below standard
Declined 8.7 points	5 Students	Declined 9.1 points
68 Students		395 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 continues to be Students with Disabilities, who scored 170.2 points below standard—a decline of 6.4 points from the previous year—remaining in the Red performance band. This represents a gap of nearly 87 points below the All Students average.
However, the 2025 math data reflects a broader, more systemic concern. Unlike ELA, where most student groups showed growth, nearly every student group in mathematics declined. All Students dropped 12.4 points to 83.4 points below standard. English Learners fell from Orange to Red, declining 16.1 points to 134.6 points below standard. Socioeconomically Disadvantaged students also moved from Yellow to Red, declining 12.3 points to 105.3 points below standard. Asian students experienced the sharpest drop of any subgroup, declining 29.4 points to 128.6 below standard, moving into the Red band. Hispanic students declined 6.8 points to 86.2 below standard, White students declined 9.1 points to 73.6 below, and Two or More Races declined 8.7 points to 73.6 below. Homeless students declined 6.9 points to 146.9 below standard.
In comparison, All Students scored 83.4 points below standard, a decline of 12.4 points from the previous year's 71.0 points below standard. The widespread nature of these declines indicates that the challenges in math are not isolated to specific populations but reflect a schoolwide need for stronger math instruction and intervention.

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 and the 2025 Fall Dashboard results, it is clear that the declines in mathematics are systemic in nature. While the school made meaningful progress in ELA—moving from Orange to Yellow with a 19.7-point gain—math moved in the opposite direction, with All Students declining 12.4 points and nearly every student group losing ground. This contrast suggests that the investments and instructional shifts made in ELA did

not have a parallel in math, and that the structures, supports, and professional development needed to improve math outcomes were not yet in place.
Last year, we recognized that math lacked a comparable intervention program to what was being built in ELA. Although two math intervention classes were added during FLEX time, they served a limited number of students—reaching only about 24 students per grade in 7th and 8th—which was insufficient to address the widespread need. A 6th grade math intervention was implemented this year as called for in the previous SPSA, which was a positive step, but the overall intervention structure remained limited in scope and reach relative to the scale of the need.
The sequential nature of mathematics continued to compound the problem. Students who entered the year with foundational gaps in number sense, operations, or pre-algebraic reasoning found it increasingly difficult to access grade-level content as the year progressed. Without a systematic approach to identifying and addressing these gaps early, many students fell further behind as curriculum demands intensified.
Teachers across math departments continued to express a need for stronger training on how to use diagnostic data—from i-Ready and other tools—to differentiate instruction and target specific skill gaps. The lack of a cohesive, adopted math intervention curriculum meant that intervention efforts were often inconsistent, relying on teacher-created materials rather than a structured, research-based program. This stood in sharp contrast to ELA, where the adoption of EL Achieve and expanded intervention materials provided a clearer instructional framework.
Chronic absenteeism remained a contributing factor, particularly for English Learners, Socioeconomically Disadvantaged students, and Homeless youth—groups that saw some of the steepest declines. Missed instructional time in math is especially damaging given the subject's cumulative structure; even a few days of absence can create gaps that are difficult to recover from without targeted support.
Student feedback from the District Climate Survey also indicated ongoing needs for timely academic feedback and stronger student-teacher academic relationships in math, which likely impacted students' confidence and willingness to persist through challenging content.
In sum, the 2025 math data makes clear that the school's challenges are not limited to specific subgroups but are systemic. The absence of a structured, comprehensive math intervention program, insufficient differentiation in core instruction, and the compounding effects of absenteeism all contributed to the broad-based declines. Addressing these root causes through a comprehensive, schoolwide approach to math instruction, intervention, and building staff capacity around data-driven math instruction 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?

Because the declines in mathematics are systemic—affecting every student group with reportable data—we are focusing our resources on improving outcomes across the board rather than targeting isolated populations. The scope of the problem requires a comprehensive approach to math instruction, intervention, and professional development.
In terms of personnel, we are hiring a dedicated math intervention specialist who will serve as the anchor for our intervention efforts. This represents a significant shift from last year, when intervention was limited to two FLEX-time classes serving a small number of 7th and 8th graders. In addition, all math teachers are being trained on adopting our new math curriculum to ensure consistent, high-quality implementation across every classroom. All math teachers are also engaged in identifying essential standards across 6th, 7th, and 8th grade so that both core instruction and intervention are tightly aligned to the skills and concepts students need most to access grade-level content.
In terms of programs and curriculum, the new math adoption will provide a coherent instructional program with updated resources and supports across all grade levels. The intervention specialist will use this adoption alongside diagnostic data from i-Ready to build a structured, research-based intervention program that can systematically address the foundational gaps that have compounded across grade levels. The 6th grade math intervention that was implemented this year as part of last year's SPSA is now being phased into the broader intervention strategy, extending targeted support across all three grade levels rather than limiting it to a single cohort.
For professional development, we are continuing our schoolwide training and implementation of Checking for Understanding (CFU) strategies, which will help math teachers identify in real time which students are grasping concepts and which need reteaching or additional support. Building teacher capacity to use diagnostic data to differentiate instruction—particularly for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students—remains a priority.
We will also continue to strengthen our behavior intervention systems through our dedicated academic/behavior specialist and maintain our attendance improvement efforts, including regular attendance meetings and home visit outreach in partnership with our school social worker. For our Homeless and foster youth populations, counseling and social-emotional support staff remain essential to addressing the non-academic barriers that directly impact attendance and engagement—barriers that are especially consequential in math, where missed instructional time compounds rapidly.
By taking a systemic approach that addresses math instruction, intervention, and support structures schoolwide, we aim to reverse the broad-based declines reflected in the 2025 data and ensure that every student group has access to the instruction and support they need to make meaningful progress toward standard.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
53.4 science points	41.1 science points	Fewer than 11 students - No Data for Privacy
Increased 2.4 points	Increased 2.6 points	7 Students
281 Students	63 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	41.1 science points	49.3 science points
1 Student	14 Students	Maintained 1.5 points
		174 Students

Students with Disabilities

Yellow

37.5 science points

Increased 2.5 points

48 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

43.2 science points

Declined 2.4 points

23 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

Blue

56.4 science points

Increased 9.7 points

72 Students

Two or More Races

No Performance Color

50.5 science points

Maintained -0.3 points

25 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Yellow

53.9 science points

Maintained 1.2 points

153 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.

With the Science indicator now appearing on the Fall Dashboard with performance colors for the first time, we are able to identify achievement patterns across student groups. Overall, John Barrett Middle School performed well in science, with All Students scoring at the Green level with 53.4 science points—an increase of 2.4 points from the prior year.
Our lowest performing student groups in science were Students with Disabilities, who scored 37.5 science points, and English Learners, who scored 41.1 science points. Both groups are in the Yellow performance band, and both showed growth—Students with Disabilities increased 2.5 points and English Learners increased 2.6 points. Homeless students also scored 41.1 science points, though the group size of 14 students did not generate a performance color. Socioeconomically Disadvantaged students scored 49.3 science points at the Yellow level, maintaining within 1.5 points of the prior year.
While the gaps between these groups and the All Students average are smaller in science than in ELA or math, they are still present. Students with Disabilities scored nearly 16 points below the schoolwide average, and English Learners scored about 12 points below. In contrast, Hispanic students were a standout, scoring 56.4 science points at the Blue level—the highest performance color on the dashboard—with an impressive 9.7-point increase 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 the 2025 science results, the data tells a largely positive story. All Students moved to the Green performance band, Hispanic students reached Blue with a nearly 10-point gain, and both Students with Disabilities and English Learners showed meaningful growth. This stands in contrast to the declines seen in math and represents the kind of broad-based improvement the school is striving for across all content areas.

Several factors contributed to these outcomes. The science department is a highly collaborative team that has invested significant time in joint planning, including extensive work over the summer to align curriculum, share strategies, and build out engaging units of study. This culture of collaboration has allowed teachers to learn from one another, refine their practice together, and maintain a consistent instructional vision across grade levels.

In the classroom, science teachers have emphasized creative, hands-on lessons designed to increase student engagement and make abstract concepts tangible. The department has prioritized inquiry-based learning and real-world connections, which research consistently shows supports deeper understanding—particularly for students who may struggle with traditional text-heavy instruction, including English Learners and Students with Disabilities. Science teachers have also been consistent in employing Checking for Understanding (CFU) strategies throughout their lessons, allowing them to gauge student comprehension in real time and adjust instruction before students fall behind.

Notably, the science department has been particularly collaborative with our special education teachers, working together to ensure that instruction is accessible and that accommodations and modifications are meaningfully integrated into lesson planning—not treated as afterthoughts. This partnership is likely a contributing factor in the 2.5-point growth for Students with Disabilities, and it serves as a model for cross-departmental collaboration across the school.

Additionally, the newer teachers within the science department have been maturing in their practice, growing more confident and effective in their instruction. The collaborative culture of the team has supported this growth, providing newer staff with mentorship and shared planning time that accelerated their development.

While the results are encouraging, some gaps remain. Students with Disabilities and English Learners, though improving, still score well below the schoolwide average. The limited number of students in several subgroups—including Homeless, African American, and Asian students—makes it difficult to draw firm conclusions, but the Asian subgroup's 2.4-point decline warrants monitoring. Continued attention to differentiation and accessibility in science instruction will be important to ensure that all students benefit from the department's strong instructional foundation.

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

To sustain the positive trajectory in science and continue closing gaps for our lowest-performing groups, we are investing in the materials, experiences, and structures that have driven the department's success.

In terms of materials and supplies, we invest money annually in consumable materials for science projects and hands-on learning experiences. This includes supplies for dissections—frogs, owl pellets, chicken wings—as well as lab materials, experiment kits, and project-based learning resources across all grade levels. We are continuing to purchase supplemental materials and supplies that the science team has identified as needed to deepen instruction and expand the range of hands-on opportunities available to students. These concrete, tactile experiences are especially important for Students with Disabilities and English Learners, who benefit from multisensory approaches that connect scientific concepts to real, observable phenomena.

In terms of enrichment and extended learning, we provide field trip experiences to places like NatureBridge and the Exploratorium that connect students to their environment and bring classroom concepts to life in authentic settings. These experiences build scientific curiosity and engagement that carries back into the classroom. We also offer after-school academic intervention and tutoring to provide additional support for students who need more time and practice with science content.

In terms of professional development and collaboration, we will continue providing collaboration days that allow the science team to plan together, analyze student work, and refine their instructional approach. This collaborative structure has been central to the department's success, and maintaining it is essential to sustaining and building on the gains reflected in the 2025 data.

By continuing to provide hands-on learning opportunities, enrichment experiences that connect students to their environment, and the collaborative planning time that has made this department effective, we will continue to address the remaining achievement gaps and work toward ensuring that every student group performs at or above standard in science.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Blue	No Performance Color
68.3 making progress.	65 making progress.
Number Students: 101 Students	Number Students: 20 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.

2025 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%	26.7%	3%	65.3%

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

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?
Our greatest area of growth was in the percentage of English Learners progressing at least one ELPI level, which increased from 58.7% to 68.3%, moving the school from the Green performance band to Blue. Out of 101 English Learner students, 68.3% progressed at least one ELPI level—a nearly 10-percentage-point gain from the prior year. Among our 20 Long-Term English Learners (LTELs), 65% made progress, up from 57.1% the previous year.
An area for continued improvement is the percentage of students who maintained lower ELPI levels (1, 2L, 2H, 3L, or 3H) without progressing. While the proportion of students who decreased remained low, we want to accelerate progress for students who are holding steady but not yet advancing toward reclassification or higher proficiency. Ensuring that these students receive more individualized, targeted support will be a focus moving forward.

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

Reflecting on the 2025 English Learner Progress Indicator (ELPI) results, John Barrett Middle School is proud to report that 68.3% of our English Learners made progress, placing the school in the Blue performance band—up from Green the previous year. This represents one of the strongest areas of growth across all indicators on the dashboard.

Several deliberate investments made during the 2024–2025 school year contributed directly to these outcomes. Most significantly, this was our first full year of implementation with EL Achieve, a structured language development program used by our ELD teachers to support academic language growth. After piloting the program in 2023–2024, the school moved to full implementation, and the results suggest that the program's consistent language objectives and scaffolding strategies are having a meaningful impact on student progress. Meanwhile, content-area teachers supported English Learners through differentiated instruction and consistent use of Checking for Understanding (CFU) strategies, helping ensure that EL students were not falling through the cracks in general education settings.
Additionally, our dedicated reading specialist continued to provide targeted literacy instruction and intervention for English Learners, helping students build both foundational reading skills and academic vocabulary. This role has been instrumental in accelerating language acquisition and improving reading comprehension—skills that directly support progress on the ELPAC and movement across ELPI levels.
The school also made significant gains in improving school climate and reducing suspension rates for English Learners, with EL 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.
In short, the combination of a structured language development program, dedicated literacy support, improved school climate, and consistent formative assessment practices produced strong results for our English Learner population. The challenge now is to sustain this momentum and deepen these practices to move even more students—particularly those who maintained but did not progress—toward reclassification.

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

The 2025 ELPI results confirm that our current approach is working, and our priority is to sustain and build on what has driven this progress rather than reinvent what is already effective.
We will continue utilizing EL Achieve, the structured language development program that has shown a clear positive impact on student growth. The ongoing implementation of this program will be supported through continued staff training and instructional materials to ensure that our ELD teachers are deepening their practice with the program over time. Content-area teachers will continue to support English Learners through consistent use of CFU strategies and differentiated instruction across all subjects.
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. In addition, we will be offering three sections of reading intervention taught by three English teachers who are being trained in intervention specialist strategies. This expanded capacity will further strengthen literacy support for English Learners and will continue to support the broader climate at John Barrett Middle School of bridging understanding across the student population.
We will also sustain our schoolwide behavior intervention efforts to maintain the improved school climate that has supported EL student engagement, and we will continue working with our attendance team and social worker to support consistent student attendance. We will also be creating a positive attendance plan to celebrate student attendance and reinforce the connection between being present and making academic progress.
These combined resources—personnel, programs, and behavioral supports—have produced measurable results for our English Learners. By continuing to invest in and refine these structures, we are confident that our EL students will continue making meaningful progress in both language development and academic achievement.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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

The 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
24.9% Chronically Absent	19.1% Chronically Absent	25% Chronically Absent
Declined 4	Declined 12.7	Declined 19.4
837 Students	157 Students	24 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	52.5% Chronically Absent	29.9% Chronically Absent
	Increased 2.5	Declined 4.2
3 Students	40 Students	535 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
35.2% Chronically Absent	37.5% Chronically Absent	Fewer than 11 students - No Data for Privacy
Maintained 0.3	Declined 2	4 Students
128 Students	40 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
11.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	28.3% Chronically Absent
Increased 1.8	6 Students	Declined 2.6
68 Students		198 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
22.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	24.3% Chronically Absent
Declined 16.3	5 Students	Declined 3.6
76 Students		440 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 in chronic absenteeism were Homeless students and Students with Disabilities, both of which are in the Red performance band. Homeless students had the highest chronic absenteeism rate at 52.5%, which increased 2.5 percentage points from the previous year. Students with Disabilities were at 35.2% chronically absent, essentially maintaining from the prior year with only a 0.3-point change.
African American students, while improving, remained in the Orange band at 37.5% chronically absent—a 2-point decline from the prior year but still well above the schoolwide average.
In comparison, All Students were at 24.9% chronically absent, a decline of 4 percentage points from the previous year, moving from Orange to Yellow. English Learners showed the most dramatic improvement of any subgroup, dropping from 31.8% to 19.1%—a 12.7-percentage-point decline—moving from Red to Yellow. Long-Term English Learners declined 19.4 points to 25%, and Two or More Races declined 16.3 points to 22.4%. These gains are significant and reflect the impact of the targeted engagement and attendance strategies implemented this year. However, the persistent challenges for Homeless students and Students with Disabilities indicate that additional, more intensive supports are needed for these populations.

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

Reflecting on the 2025 chronic absenteeism data, the results reflect a dramatic and encouraging shift from the prior year. All Students dropped from 28.8% to 24.9%, English Learners fell from 31.8% to 19.1%, and Long-Term English Learners declined from 44.4% to 25%. Nearly every student group saw meaningful improvement, and the school moved from Orange to Yellow overall. Many of the strategies and interventions discussed in last year's SPSA were

implemented simultaneously during the 2024–2025 school year, and the data confirms that they had a significant positive impact.
Several key factors contributed to these outcomes. The school made a deliberate investment in creating a more welcoming, inclusive campus culture by expanding after-school clubs and engagement opportunities. Programs such as Barrett Buddies, Soccer Club, Sewing Club, Latinx Club, Muslim Club, BSU (Black Student Union), eSports, D&D Club, PRAISE Club, and GSA provided safe, welcoming spaces where students could build relationships, explore their interests, and feel a sense of belonging. These clubs drew strong participation from English Learners and other historically underserved groups, and the connection they fostered helped make school a place students wanted to be.
The school also expanded schoolwide events—including field trips, field days, dances, and rallies—designed to strengthen school spirit, build positive memories, and encourage regular attendance. These experiences, combined with a stronger focus on restorative practices and a more supportive campus climate, contributed to a substantial reduction in suspension rates. English Learner suspensions fell from 7.62% to 3.52%, ensuring that more students remained in school and connected to their learning community rather than being removed through exclusionary discipline.
The partnership between our attendance team and school social worker was also instrumental. Regular attendance meetings and home visit outreach helped identify and support students and families facing barriers to consistent attendance, many of which were tied to mobility, transitions, and family circumstances. The dramatic improvement for English Learners—whose chronic absenteeism dropped nearly 13 percentage points—suggests that these outreach efforts, combined with the improved school climate, were particularly effective for this population.
Despite these broad gains, challenges remain. Homeless students saw a 2.5-point increase to 52.5% chronically absent, reflecting the compounding barriers of housing instability that our current systems have not yet been able to fully address. Students with Disabilities remained essentially flat at 35.2%, indicating that while schoolwide strategies are working for the general population, more targeted approaches are needed for students whose attendance barriers may be tied to disability-related needs, transportation, or disconnection from the school community. Our current chronic absenteeism rate is sitting at approximately 21%, which represents continued progress, but we recognize that sustaining and deepening these gains—particularly for our most vulnerable populations—will require ongoing, intentional effort.

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 Homeless students, Students with Disabilities, and other historically underserved groups—John Barrett Middle School is committed to sustaining the programs and strategies that produced this year's significant gains while adding new structures to deepen our impact.
We will continue offering a diverse range of after-school clubs that promote belonging and cultural representation, including Barrett Buddies, Soccer Club, Sewing Club, Latinx Club, Muslim Club, BSU, eSports, D&D Club, PRAISE Club, and GSA. These clubs have been a key driver of student engagement and school connectedness, particularly for English Learners and students who have historically been at higher risk for chronic absenteeism. We will also continue planning schoolwide events such as field trips, field days, dances, and rallies that strengthen school spirit and make school a place students want to be.
A significant addition for the coming year is the celebration of attendance-related achievements. Our attendance team, which meets monthly, will develop and implement recognition structures that celebrate students and families who demonstrate strong or improved attendance. By creating a positive attendance culture that highlights and rewards progress, we aim to reinforce the connection between showing up and succeeding academically.
We also have a dedicated staff member who has been collecting attendance data over the past year and is working on developing targeted interventions for next year. This data-driven approach will allow us to identify students at risk of chronic absenteeism earlier and implement more individualized support before patterns become entrenched—an approach that will be particularly important for our Homeless students and Students with Disabilities, where broader schoolwide strategies have had less impact.
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 2025 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.

2025 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.

2025 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 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	3	2	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Green	No Performance Color
9.4% suspended at least one day	8% suspended at least one day	19.2% suspended at least one day
Declined 1.3%	Declined 1.7%	Declined 1.8%
851 Students	162 Students	26 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	18.2% suspended at least one day	11% suspended at least one day
	Declined 4.3%	Declined 1.1%
3 Students	44 Students	543 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
16.2% suspended at least one day	12.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.4%	Declined 11.9%	
130 Students	40 Students	4 Students

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
2.9% suspended at least one day	Fewer than 11 students - No Data for Privacy	10.9% suspended at least one day
Declined 10.6%		Declined 2%
69 Students	6 Students	201 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
9.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.1% suspended at least one day
Declined 2.5%		Increased 0.7%
76 Students	5 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 student groups in suspension rate continue to be Homeless students and Students with Disabilities, both of which remain in the Red performance band. Homeless students had a suspension rate of 22.5%, which increased 1.4 percentage points from the previous year. Students with Disabilities were suspended at a rate of 15.7%, with a slight increase of 0.4 percentage points.
African American students were also in the Red band at 24.4%, with the sharpest increase of any subgroup at 12.4 percentage points. Asian students were in the Red band at 13.5%, an increase of 4.4 percentage points, and Hispanic students were also Red at 12.9%, an increase of 3.8 percentage points.
In comparison, All Students were suspended at a rate of 9.4% in 2025, a decline of 1.3 percentage points from the previous year, moving from Orange to Yellow. This overall improvement is encouraging and reflects the impact of the targeted behavioral and climate interventions implemented during the 2024–2025 school year. However, the persistent and disproportionate suspension rates among Homeless students, Students with Disabilities, and African American students indicate that more intensive, individualized approaches are needed for these populations.

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

Reflecting on the suspension data, the 2024–2025 school year represented a deliberate and strategic response to the increases in suspensions that occurred during 2023–2024. Last year's data revealed that suspension rates had risen across multiple student groups, driven by a combination of insufficient staffing, overburdened systems, and a lack of preventative supports and relational infrastructure. The school used those lessons to inform major changes to staffing, systems, and professional development for the current year.

The most significant change was the implementation of the resources and strategies outlined in last year's SPSA. The school invested in expanding after-school engagement opportunities, strengthening Tier 1 behavioral interventions, and creating a more inclusive, welcoming campus culture. These efforts—including the expansion of clubs, schoolwide events, and relationship-building structures—contributed to the overall decline in suspension rates from 10.7% to 9.4%. Our school community intervention specialist played a particularly important role in this improvement. This individual was deeply involved in working with students with higher behavioral needs, providing targeted support and intervention before situations escalated to the point of suspension. For African American and Asian students—groups that had seen some of the sharpest increases in the prior year—the combination of the intervention specialist's direct work with students and the broader climate improvements helped begin to reverse those trends.
The schoolwide focus on Tier 1 behavioral interventions also deepened during the year. Teachers and administrators moved toward more consistent use of proactive classroom management, de-escalation strategies, and early intervention conversations, reducing the number of minor incidents that previously would have resulted in referrals and suspensions. The reduction in English Learner suspensions from 9.7% to lower rates further reflects the positive impact of these schoolwide shifts.
Despite the overall progress, suspension rates for Homeless students, Students with Disabilities, and African American students remain disproportionately high. For Homeless students, the compounding effects of housing instability, trauma, and inconsistent access to support make behavioral challenges more likely and more difficult to address through universal strategies alone. For Students with Disabilities, the school recognizes that behavior plans and support structures need to be more consistently implemented and individualized. The school is committed to continuing and strengthening its proactive approach to discipline, with a particular focus on the students who remain most impacted.

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

To continue reducing suspension rates and addressing the disproportionate impact on our most vulnerable student groups, John Barrett Middle School is investing in proactive strategies that keep students engaged, connected, and productively occupied throughout the school day and beyond.
A central focus for the coming year is providing daily activities for school leadership to implement that give students positive, productive things to do. This includes intramural sports programs and an expanded range of clubs that provide structured engagement opportunities during non-instructional time. By giving students constructive outlets for their energy and interests, we aim to reduce the idle time that often contributes to behavioral incidents. The diverse club offerings—including Barrett Buddies, Soccer Club, Sewing Club, Latinx Club, Muslim Club, BSU, eSports, D&D Club, PRAISE Club, and GSA—will continue to provide welcoming spaces that foster belonging and connection to school.
In terms of personnel, we are utilizing a behavior intervention specialist who will work directly with students exhibiting persistent behavioral challenges, providing targeted support, coaching, and intervention strategies before situations escalate. We are also transitioning from a school community intervention specialist to a school community intervention assistant. This role will continue the critical work of connecting with students who have higher behavioral needs, supporting relationship-building, and serving as a bridge between students, families, and the school community.
We will continue planning schoolwide events such as field trips, field days, dances, and rallies that build school spirit and positive memories, reinforcing the message that school is a place students want to be. These experiences, combined with the ongoing implementation of Tier 1 behavioral supports and a campus culture built on relationships and inclusion, form the foundation of our approach to reducing exclusionary discipline.
By focusing on proactive engagement, targeted behavioral support, and a school culture where every student feels seen and valued, we aim to continue the downward trend in suspension rates while specifically addressing the disproportionate impact on Homeless students, Students with Disabilities, and African American 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: 2025-26

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?

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.

On the 2025 Fall CAASPP Dashboard, All Students scored 27.8 points below standard in ELA, representing a strong 19.7-point increase. In Math, All Students scored 83.4 points below standard, a decline of 12.4 points. In Science, All Students reached the

Green performance band, scoring 53.4 points (an increase of 2.4 points). ELPI data showed tremendous growth, with 68.3% of English Learners progressing at least one ELPI level, moving the school to the Blue performance band.

Internally, the most recent 2025–2026 i-Ready ELA diagnostic shows improvement, with 35% of students at or above grade level—an increase of 5 percentage points from the prior year. In math, the most recent diagnostic shows 23% of students at or above grade level. Data for Homeless students, our ATSI-identified group, revealed significant opportunity gaps—scoring 105.1 points below standard in ELA, 146.9 points below standard in math, and maintaining a disproportionately high chronic absenteeism rate of 52.5% on the recent dashboard.

In addition to academic data, the school analyzed chronic absenteeism and suspension rates, both overall and across student groups. Attendance saw meaningful gains, with the overall chronic absenteeism rate dropping from 28.8% to 24.9%. This was particularly notable among English Learners (decreasing from 31.8% to 19.1%) and African American students (decreasing from 39.5% to 37.5%). Suspension rates also showed improvement across the board, dropping from 10.7% to 9.4% overall. Notably, the suspension rate for African American students declined from 24.4% to 12.5%, for Asian students from 13.5% to 2.9%, and for Homeless students from 22.5% to 18.2%.

To further inform our planning, we incorporated results from the Spring District School Experience Survey. 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

Additionally, the survey highlighted that while parents (79.4%) and staff (85.2%) feel the school fosters Caring Relationships, only 51.8% of students agreed that an adult from the school checks on them. Family and Staff Engagement was strong, and parents reported high levels of agreement that the school responds to family communication (88.1%).

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

What Worked:

Behavior Intervention & Suspension Reductions: The school saw significant improvement in suspension rates across several student groups. African American students saw a decrease from 24.4% to 12.5%, Asian students from 13.5% to 2.9%, and English Learners from 9.7% to 8.0%. These changes are linked to the continuation of behavior interventions, alternatives to suspension, and our School Community Intervention Specialist working directly with high-needs students.

Attendance Gains: Chronic absenteeism dropped to 24.9% overall. English Learners improved dramatically from 31.8% to 19.1%. African American students saw a decline from 39.5% to 37.5%. This is credited to ongoing attendance meetings, home visits led by the school social worker, and a strengthened focus on student engagement.

After-School Clubs & School Culture Building: A wide range of after-school clubs—including Barrett Buddies, Soccer Club, Sewing Club, Latinx Club, Muslim Club, BSU, eSports, D&D Club, PRAISE Club, and GSA—played a major role in creating a stronger sense of belonging. These clubs had high participation from English Learners and other historically underserved students.

English Learner Progress: The use of EL Achieve, in combination with hiring a reading specialist, helped drive English Learner progress to 68.3%, placing this group in the Blue performance band. The combination of early program piloting, expanded literacy support, and school climate improvements positively impacted English Learner growth. 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%, creating a safer, more supportive environment.

Staff Training & Strategic Planning: Staff engaged in year-long professional learning and strategic planning through department and grade level meetings. In Science, a highly collaborative department utilizing hands-on, inquiry-based lessons helped All Students reach the Green performance band, with Hispanic students reaching Blue (+9.7 points).

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 of 7th and 8th graders. This small reach was insufficient to address the broader need, as reflected by the 2025 Fall Dashboard showing Math scores declining 12.4 points schoolwide.

Limited English Intervention Reach for Special Education: Last year, a pull-out English intervention program was in place for the general student population, as well as for newcomer Level 1 and Level 2 English Learners. However, this intervention did not include Students with Disabilities. This was a missed opportunity and left a critical gap in reading support for one of our most impacted groups.

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. They remain 116.6 points below standard in ELA and 170.2 points below in math. Furthermore, their suspension rate increased slightly to 16.2%, indicating that Tier 1 behavioral supports and general education structures are not yet meeting their individualized needs.

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

In response to 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.

To address specific gaps identified in the previous SPSA, we implemented a new 6th-grade math intervention class this year to catch foundational skill deficits earlier. Additionally, our math department began the extensive work of adopting and training on a new math curriculum to ensure a more cohesive, standards-aligned instructional framework across all grade levels.

For our English Learner population, we moved from piloting to full implementation of the EL Achieve curriculum. This structural modification provided our ELD teachers with a consistent, structured language development program that directly contributed to the significant ELPI growth seen this year.

Beyond core academics, we made major modifications to our campus culture and behavioral support systems in response to the previous year's suspension data. We expanded our after-school club offerings—intentionally creating welcoming spaces like Barrett Buddies, Latinx Club, and BSU—and strategically utilized our School Community Intervention Specialist to provide direct, targeted mediation for students with the highest behavioral needs.

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, math, and school connectedness, laying a stronger foundation for ongoing growth.

To address student concerns around Academic Progress—specifically the Spring District School Experience Survey data showing that fewer than 50% of students felt comfortable asking for help or receiving timely feedback—we focused on shifting everyday classroom practices. We prioritized the implementation of consistent feedback practices, schoolwide norms for student-teacher engagement, and expanded student voice opportunities to ensure students can regularly share how their academic needs are being met.

2025-26

Identified Need

English Language Arts (ELA) & English Learner Progress:
While the school made meaningful gains overall in ELA (+19.7 points), significant gaps persist. Support for Students with Disabilities remains a critical area of growth. To improve outcomes, we are expanding our intervention materials in ELA. This includes adding a

dedicated special education reading, English, and writing class, as well as a generalized reading intervention class. To staff these intervention efforts, three English teachers are being trained as intervention specialists.

For our English Learners, the data highlights areas for continued focus. While the majority 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. Moving forward, a greater emphasis will be placed on accelerating progress for students who are stagnating. We will continue utilizing EL Achieve, retain our reading specialist, deepen EL Achieve implementation, strengthen formative assessment practices, and increase personalized support based on student-specific needs.

Mathematics:
Unlike ELA, declines in mathematics were systemic across nearly every student group (schoolwide decline of 12.4 points). There is a continued need for dedicated planning time for math teachers to identify skill gaps and instructional priorities. This time will allow teachers to collaboratively analyze assessment data, align on targeted standards, and design focused instructional strategies. To address the lack of past intervention reach, we are hiring a dedicated math intervention specialist to build a structured, research-based intervention program using our new math curriculum adoption alongside i-Ready diagnostic data.

Science:
Our science department's highly collaborative, inquiry-based approach resulted in Green overall performance and Blue for Hispanic students. The identified need here is sustaining this success. We will continue investing heavily in consumable materials for hands-on projects, lab materials, and enrichment field trips (NatureBridge, Exploratorium) to ensure that learning remains tactile and accessible, particularly for our English Learners and Students with Disabilities.

Behavior & Chronic Absenteeism:
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. These strategies have already shown positive results. Chronic absenteeism for English Learners has dropped dramatically to 19.1%, 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.

While suspension rates dropped overall, rates for Students with Disabilities increased slightly (16.2%), and chronic absenteeism for Homeless students—our ATSI group—increased to 52.5%. To continue addressing chronic absenteeism and behavior among our historically underserved student groups, we will continue offering a diverse range of after-school clubs (Barrett Buddies, Soccer Club, Sewing Club, Latinx Club, Muslim Club, and BSU) that provide safe, welcoming spaces where students can feel seen and valued.

In addition to clubs, we are planning more schoolwide events such as field trips, field days, dances, and rallies to encourage regular attendance. We will maintain our behavior intervention efforts, continue partnering with our attendance team and social worker, and create a positive attendance plan to celebrate student attendance. Moving forward, we are adjusting our community support model by utilizing a School Community Intervention Assistant in place of a Specialist, while bringing on a Behavior Intervention Specialist to provide targeted, expert support for complex behavioral needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	27.8 points below standard	+3 scale score points
	English Learners	74.8 points below standard	
	Foster Youth		
	Homeless	105.1 points below standard	
	Socioeconomically Disadvantaged	47.1 points below standard	
	Students with Disabilities	116.6 points below standard	
	African American	65.7 points below standard	
	American Indian		
	Asian	74.3 points below standard	
	Filipino		
	Hispanic	29.6 points below standard	
	Two or More Races	24.5 points below standard	
	Pacific Islander		
	White	19.6 points below standard	
Math State Assessment: Change in scale score	All Students	83.4 points below standard	+3 scale score points
	English Learners	134.6 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Foster Youth Homeless: 146.9 points below standard Socioeconomically Disadvantaged: 105.3 points below standard Students with Disabilities: 170.2 points below standard African American: 118.9 points below standard American Indian Asian: 128.6 points below standard Filipino Hispanic: 86.2 points below standard Two or More Races: 73.6 points below standard Pacific Islander White: 73.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	68.3	+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	Purchase student planners to improve academic performance, provide, academic support and support parent engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	8000	School Year 26/27
1.2	AVID Release time for planning and collaboration AVID Materials and Supplies AVID Enrichment Opportunities and transportation, including college trips	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other	1600 1000 1500	School Year 26/27

			Operating Expenditures		
1.3	AVID Enrichment Opportunities and transportation, including college trips	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	School Year 26/27
1.4	Department and grade level collaboration time to improve achievement and academic outcomes for student Pay substitute teachers for release time to collaborate on ways to improve students outcomes.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities and Homeless	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20000	School Year 26/27
1.5	Provide academic after school intervention and tutoring support in ELA and Math for	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities and Homeless	Title I Part A Site Allocation 1000-1999: Certificated	10000 1500	School Year 26/27

	struggling students Provide academic after school intervention to support struggling students		Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries		
1.6	Math Intervention 1.0 ELO Core	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless			School Year 26/27
1.7	Purchase high interest diverse and representative contemporary reading materials to close the reading gaps Reading Material	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing Homeless and Students with Disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000 1500	School Year 26/27
1.8	Student rewards and incentives for academic achievement	X All Students English Learners X Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	3000	School Year 26/27

		X Lowest Performing Homeless and Students with Disabilites	5000-5999: Services And Other Operating Expenditures		
1.9	Replace outdated supplemental academic classroom technology	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Homeless and Students with Disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	60000	School Year 26/27
1.10	Compensate staff for collaborating and extra assignments to improve EL outcomes	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1500	School Year 26/27

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: 2025-26

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 2025–2026 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% to 24.9% overall, moving the school to the Yellow performance band. English Learners showed dramatic improvement, dropping from 31.8% to 19.1%, and African American students improved from 39.5% to 37.5%. 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 incorporated results from the Spring District School Experience Survey to better understand student experiences on campus. While staff (85.2%) and parents (79.4%) felt the school fosters caring relationships, only 51.8% of students agreed that an adult from the school checks on them. To supplement this data, we also conducted listening circles with diverse groups of students to better understand their daily experiences. 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 and surveys was shared and discussed during staff meetings, informing adjustments we made throughout the year to better support student engagement and inclusion.

Both hard 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)

What Worked:

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.

Our expanded after-school clubs—including Barrett Buddies, Soccer Club, Sewing Club, Latinx Club, Muslim Club, BSU, eSports, D&D Club, PRAISE Club, and GSA—provided students with meaningful ways to connect with peers and explore their identities and interests.

These clubs saw strong participation from English Learners and other historically underserved target groups.

In addition, we placed a strong emphasis on schoolwide events like rallies, dances, field trips, and lunchtime activities, creating a more positive and welcoming school environment that encouraged students to attend regularly.

The partnership between our attendance team and school social worker also worked well, utilizing home visits to successfully re-engage students and families.

Beyond engagement, the substantial reduction in suspension rates (dropping from 10.7% to 9.4% overall, and 24.4% to 12.5% for African American students) actively kept students connected to the campus community rather than being excluded from their coursework.

What Didn't Work or Was Limited:

While broad schoolwide efforts improved attendance for many, they were less effective for our most vulnerable populations. Chronic absenteeism for Homeless students (our ATSI group) increased to 52.5%, and Students with Disabilities remained essentially flat at 35.2%.

One area that still needs improvement is the consistency of attendance meetings and follow-through.

While efforts were made to support attendance, we recognize that general tracking was not enough; a more structured and consistent system is needed to better track and respond to individual student needs, particularly for those facing compounding barriers like housing instability.

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

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

In response to 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.

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.

To directly address disciplinary barriers to course access, we implemented the Teen Intervene program. By utilizing this program for students caught vaping or using drugs, we provided an educational and supportive alternative to suspension that keeps students on campus and engaged with their coursework rather than being sent home.

We also recognized the need for more targeted attendance tracking. We designated a specific staff member to collect and analyze attendance data to develop individualized interventions, helping us catch students at risk of chronic absenteeism earlier in the cycle.

2025-26

Identified Need

For the 2026–2027 school year, our identified needs continue to focus on improving student engagement, building school connectedness, and strengthening our attendance systems, with a hyper-focus on our most vulnerable student groups.

To better support our campus climate and student behavior moving forward, we will be transitioning from a School Community Intervention Specialist to a School Community Intervention Assistant. Concurrently, we are bringing on a Behavior Intervention Specialist to provide targeted, expert support for complex behavioral needs.

There is still a clear need to improve the structure and consistency of our attendance interventions. Establishing a more reliable system—with clear timelines, individualized interventions, and consistent follow-through—remains a top priority, especially to reverse the chronic absenteeism trends for Homeless students and Students with Disabilities.

Additionally, we plan to implement a positive attendance plan featuring quarterly celebrations centered around attendance. We will recognize both period-based and overall school-wide attendance to encourage and reward consistent student participation, acknowledging that celebrating success helps foster motivation.

To provide constructive outlets and reduce idle time, we also identified a need to introduce daily activities led by school leadership, alongside intramural sports programs, during non-instructional time.

We will continue expanding our robust afterschool club offerings, which have proven highly 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 access to a broad course of study in the coming year.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	24.9% Chronically Absent	-0.5%
	English Learners	19.1% Chronically Absent	
	Foster Youth		
	Homeless	52.5% Chronically Absent	
	Socioeconomically Disadvantaged	29.9% Chronically Absent	
	Students with Disabilities	35.2% Chronically Absent	
	African American	37.5% Chronically Absent	
	American Indian		
	Asian	11.8% Chronically Absent	
	Filipino		
	Hispanic	28.3% Chronically Absent	
	Two or More Races	22.4% Chronically Absent	
	Pacific Islander		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	White 24.3% 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 and Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School Year 26/27
2.2	WEB Program Support--Professional services. Field trips and enrichment activities.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1500	School Year 26/27
2.3	WEB Program Support--release time for planning and collaboration. Compensation for extra assignment hours CLAS support during WEB	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental	1500 500 2000	School Year 26/27

	events outside work hours WEB Program Support--Food materials and supplies WEB Program Support--Professional services. Field trips and enrichment activities		Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
2.4	Continue and expand student extracurricular activities and clubs--CERT Extra Assignment Continue and expand student extracurricular activities and clubs-CLAS extra assignment Continue and expand student extra curricular activities and clubs--Food, materials and supplies	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	7500 1500 1500	School Year 26/27

			4000-4999: Books And Supplies		
2.5	Compensate staff for planning and collaborating to improve attendance.	All Students English Learners Low-Income Students X Foster Youth X Lowest Performing Homeless	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School Year 26/27
2.6	Maintain schoolwide website and social media to include information on college and career readiness, Naviance, Academic resources and student enrichment opportunities.	X All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Homeless and Students with Disabilities	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1000	School Year 26/27
2.7	Provide support for attendance around the importance of regular school attendance targeting high need low income	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and Students with Disabilities	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	31078 31813	School Year 26/27

	students-FTE 1.0 ICT PC#39791		Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.8	Provide funding for enrichment activities which support the core curriculum and student learning. Including plays, productions, academic field trips, guest speakers, special events and transportation Enrichment Activities-CERT Salaries and subs Enrichment Activities LCFF	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and Students with Disabilites	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	30000 5000	School Year 26/27
2.9	Provide funding for enrichment activities which support the core curriculum and student learning. Including plays, productions, field trips, guest	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000 10000	School Year 26/27

	speakers, special events and transportation		LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.10	Expand and improve STEM program-Release time and extra assignment compensation STEM-Materials and Supplies STEM-Enrichment Activities	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and 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 Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	1000 7000 1000	School Year 26/27

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: 2025-26

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 School Experience Survey. Suspension data was monitored on an ongoing basis—monthly, weekly, and even daily—to help us respond quickly and adjust supports as needed.

Last year, our suspension data showed areas of concern across several vulnerable populations. This year on the 2025 Fall Dashboard, we saw significant improvement across most student groups. The overall suspension rate dropped from 10.7% to 9.4%. We saw substantial reductions among African American students (declining from 24.4% to 12.5%), Asian students (declining from 13.5% to 2.9%), and English Learners (declining from 9.7% to 8.0%). Homeless students also saw a decline from 22.5% to 18.2%. These improvements reflect our ongoing efforts to implement behavior interventions and alternatives to suspension.

We also used the Spring 2026 District School Experience Survey to gather feedback from students, staff, and parents on key areas that impact school connectedness and well-being. The data revealed strong community perceptions in several areas:

Caring Relationships: 65.5% of students, 79.4% of parents, and 85.2% of staff agree the school fosters caring relationships.

Family and Staff Engagement: Parents rated this at 83.4%, with 88.1% of parents agreeing that the school responds to family communication and 95.8% agreeing the school promotes positive behavior.

School Decision Making: 57.4% of students, 69.4% of parents, and 61.1% of staff feel involved in school decisions.

While family engagement and overall relationships are strong, the survey highlighted a critical area for growth: only 51.8% of students agreed that an adult from the school checks on how they are doing. These data points continue to guide our focus on behavior supports, restorative practices, and intentional strategies to strengthen individual 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 School Community Intervention Specialist, who played a key role in implementing interventions, facilitating student reflection, and building positive behavior systems. By working directly with students with higher needs and recurring behavioral challenges, this role provided the hands-on support necessary to fundamentally shift the trajectory for our most vulnerable populations. Additionally, there was a strong emphasis on strengthening family communication, which is reflected in the high parent approval ratings regarding school responsiveness.

What Didn't Work or Was Limited:
However, some challenges remain. Certain interventions did not work as well for a small group of students who continue to struggle with behavior. Most notably, the suspension rate for Students with Disabilities increased slightly to 16.2%. Despite ongoing efforts, it has been difficult to find consistent, effective strategies that reach and support these students within the general education and Tier 1 frameworks. Additionally, the survey data indicating that nearly half of our students do not feel an adult checks in on them shows that our relational infrastructure, while improving globally, is not yet reaching every individual student. This highlights a continued need to develop more individualized or tiered interventions that are better matched to the needs of students with persistent behavior and connection challenges.

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 increased opportunities for student engagement by offering a wider variety of after-school clubs (e.g., Barrett Buddies, Latinx Club, BSU, eSports, GSA) and schoolwide events such as rallies and dances that helped foster a stronger sense of belonging.

To increase family engagement and celebrate our diverse community, we are hosting a Culture Day in conjunction with our Open House this year, creating a more inclusive and welcoming environment for all our families to participate in the school community.

We sustained the addition of a second campus monitor to help supervise, mediate, and build connections across the campus. We also began 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.

2025-26

Identified Need

For the 2026–2027 school year, Barrett will continue to improve school climate and reduce suspensions by focusing on more effective, individualized behavior interventions. While overall suspension rates have decreased, students with ongoing challenges—particularly Students with Disabilities—require additional support beyond Tier 1 strategies.

There is a critical need for increased training for teachers in restorative practices 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 will strengthen teachers' ability to manage behaviors early and consistently.

Personnel resources remain key. Moving into the 2026–2027 school year, we will transition from a School Community Intervention Specialist to a School Community Intervention Assistant to continue the critical work of connecting with students who have higher behavioral needs and serving as a bridge between students, families, and the school community. We will also be utilizing a Behavior Intervention Specialist to work directly with students exhibiting persistent behavioral challenges. We will maintain full-time access to support staff counselors and sustain our second campus monitor.

In terms of programs and services, the continued expansion and use of the Navigate 360 platform will be important in addressing the root causes of behavioral issues during in-school suspensions. 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students: 9.4% suspended at least one day English Learners: 8% suspended at least one day Foster Youth: Homeless: 18.2% suspended at least one day Socioeconomically Disadvantaged: 11% suspended at least one day Students with Disabilities: 16.2% suspended at least one day African American: 12.5% suspended at least one day American Indian: Asian: 2.9% suspended at least one day Filipino: Hispanic: 10.9% suspended at least one day Two or More Races: 9.2% suspended at least one day Pacific Islander: White: 9.1% suspended at least one day	-0.3%
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	12%	+10%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
(e.g. School Site Council, ELAC, and PTO).		

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 Release time and substitutes-CLAS Salaries	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	11860 4000 2500	School Year 26/27

3.2	Purchase supplemental technology to support student achievement. Including both software and hardware (LCFF) to provide academic intervention and improve student outcomes.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	37061 3000	School Year 26/27
3.3	Purchase supplemental materials and supplies to support student achievement	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5000 5000	School Year 26/27
3.4	Provide additional middle school counseling services for parents and	All Students X English Learners X Low-Income Students X Foster Youth	Title I Part A Site Allocation 1000-1999: Certificated	67390 26323	School Year 26/27

	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-0.5 FTE- PC #40203	X Lowest Performing Homeless and Students with Disabilities	Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.5	Supplemental parent meeting for explaining academic achievement as well as the importance of regular school attendance Supplemental parent meetings-CERT	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and Students with Disabilities	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1000 1000	School Year 26/27
3.6	Purchase student PE uniforms on basis of need.	All Students English Learners X Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	8000	School Year 26/27

		Lowest Performing	5000-5999: Services And Other Operating Expenditures		
3.7	Academic support programs and events that focus on family and community Outreach-CERT extra assignment support programs and events that focus on family and community outreach-Materials and Supplies Support programs-CLAS Extra Assignment	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Student with Disabilities and Homeless	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	796 2000 500	School Year 26/27
3.8	Academic support programs and events that focus on family and community engagement.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and Students with Disabilities	Title I Part A Parent Involvement 5000-5999: Services And Other	1500	School Year 26/27

			Operating Expenditures		
3.9	Provide families with regular communication through flyers, post cards, and other printed materials	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	School Year 26/27
3.10	Release time for Administrators to attend mandatory meetings. Provide TICs with substitutes to impact student success by maintaining discipline.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	7500	School Year 26/27
3.11	Provide .75 Community Intervention Assistant to promote school-	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and Students with Discibilities	Title I Part A Site Allocation 2000-2999: Classified	34937 33408	School Year 26/27

	parent partnership.		Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		

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

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	92,960	0.00
Title I Part A Site Allocation	416,010	0.00
Title I Part A Parent Involvement	5,796	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	92,960.00
Title I Part A Parent Involvement	5,796.00
Title I Part A Site Allocation	416,010.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	136,786.00
2000-2999: Classified Personnel Salaries	74,515.00
3000-3999: Employee Benefits	91,544.00
4000-4999: Books And Supplies	126,561.00
5000-5999: Services And Other Operating Expenditures	85,360.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	25,100.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	5,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	45,860.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	796.00
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	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	1,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	110,890.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	67,515.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	91,544.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	108,061.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	38,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	115,600.00
Goal 2	144,391.00
Goal 3	254,775.00

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
April Carskaddon	Parent or Community Member
Sharrie Overall	Parent or Community Member
8th Grade Student	Secondary Student
8th Grade Student	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 04/30/26.

Attested:

	Principal, Amy Alexander-Carter on 04/30/26
	SSC Chairperson, Emily Davenport on 04/30/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

John Barrett Middle School

Funding Source: LCFF Supplemental Site Allocation **$92,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase student planners to improve academic performance, provide, academic support and support parent engagement.	5000-5999: Services And Other Operating Expenditures	$8,000.00	Connected School Communities	
AVID Release time for planning and collaboration AVID Materials and Supplies AVID Enrichment Opportunities and transportation, including college trips	1000-1999: Certificated Personnel Salaries	$1,600.00	Connected School Communities	
Student rewards and incentives for academic achievement	5000-5999: Services And Other Operating Expenditures	$3,000.00	Connected School Communities	
	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
	4000-4999: Books And Supplies	$1,500.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$1,500.00	Connected School Communities	
Incentives to promote engagement, attendance, and culture.	4000-4999: Books And Supplies	$2,500.00	Character Education/Leadership Skills	
WEB Program Support--Professional services. Field trips and enrichment activities.	5000-5999: Services And Other Operating Expenditures	$1,500.00	Character Education/Leadership Skills	

John Barrett Middle School

WEB Program Support--release time for planning and collaboration. Compensation for extra assignment hours CLAS support during WEB events outside work hours WEB Program Support--Food materials and supplies WEB Program Support--Professional services. Field trips and enrichment activities	1000-1999: Certificated Personnel Salaries	$1,500.00	Character Education/Leadership Skills
Continue and expand student extracurricular activities and clubs--CERT Extra Assignment Continue and expand student extracurricular activities and clubs-CLAS extra assignment Continue and expand student extra curricular activities and clubs--Food, materials and supplies	1000-1999: Certificated Personnel Salaries	$7,500.00	Character Education/Leadership Skills
Maintain schoolwide website and social media to include information on college and career readiness, Naviance, Academic resources and student enrichment opportunities.	2000-2999: Classified Personnel Salaries	$1,000.00	Character Education/Leadership Skills
Provide funding for enrichment activities which support the core curriculum and student learning. Including plays, productions, field trips, guest speakers, special events and transportation	1000-1999: Certificated Personnel Salaries	$3,000.00	Character Education/Leadership Skills
	2000-2999: Classified Personnel Salaries	$500.00	Character Education/Leadership Skills
	2000-2999: Classified Personnel Salaries	$1,500.00	Character Education/Leadership Skills

	5000-5999: Services And Other Operating Expenditures	$10,000.00	Character Education/Leadership Skills
	4000-4999: Books And Supplies	$2,000.00	Character Education/Leadership Skills
	4000-4999: Books And Supplies	$1,500.00	Character Education/Leadership Skills
Provide staff with professional development opportunities like conferences and workshops focused on restorative justice and team building Release time and substitutes--CERT Salaries Release time and substitutes-CLAS Salaries	5000-5999: Services And Other Operating Expenditures	$11,860.00	Engaging Academic Programs
Purchase supplemental materials and supplies to support student achievement	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
Provide families with regular communication through flyers, post cards, and other printed materials	5000-5999: Services And Other Operating Expenditures	$2,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	$4,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs
Purchase student PE uniforms on basis of need.	5000-5999: Services And Other Operating Expenditures	$8,000.00	Engaging Academic Programs
AVID supplies and materials	4000-4999: Books And Supplies	$5,000.00	Clear Pathways to Bright Futures
Release time for Administrators to attend mandatory meetings. Provide TICs with substitutes to impact student success by maintaining discipline.	1000-1999: Certificated Personnel Salaries	$7,500.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	$2,500.00	Engaging Academic Programs

John Barrett Middle School

LCFF Supplemental Site Allocation Total Expenditures:	$97,960.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$5,796.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$500.00	Engaging Academic Programs	
Academic support programs and events that focus on family and community Outreach-CERT extra assignment support programs and events that focus on family and community outreach-Materials and Supplies Support programs-CLAS Extra Assignment	1000-1999: Certificated Personnel Salaries	$796.00	Engaging Academic Programs	
Academic support programs and events that focus on family and community engagement.	5000-5999: Services And Other Operating Expenditures	$1,500.00	Engaging Academic Programs	
Supplemental parent meeting for explaining academic achievement as well as the importance of regular school attendance Supplemental parent meetings-CERT	2000-2999: Classified Personnel Salaries	$1,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$5,796.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

John Barrett Middle School

Funding Source: Title I Part A Site Allocation **$416,010.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide .75 Community Intervention Assistant to promote school-parent partnership.	2000-2999: Classified Personnel Salaries	$34,937.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$33,408.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	$5,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$26,323.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	$1,000.00	Engaging Academic Programs	
Provide additional middle 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-0.5 FTE-PC #40203	1000-1999: Certificated Personnel Salaries	$67,390.00	Engaging Academic Programs	
Purchase supplemental technology to support student achievement. Including both software and hardware (LCFF) to provide academic intervention and improve student outcomes.	4000-4999: Books And Supplies	$37,061.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Character Education/Leadership Skills	
	4000-4999: Books And Supplies	$7,000.00	Character Education/Leadership Skills	
	3000-3999: Employee Benefits	$31,813.00	Character Education/Leadership Skills	

	1000-1999: Certificated Personnel Salaries	$5,000.00	Character Education/Leadership Skills
Expand and improve STEM program-Release time and extra assignment compensation STEM-Materials and Supplies STEM-Enrichment Activities	1000-1999: Certificated Personnel Salaries	$1,000.00	Character Education/Leadership Skills
Provide support for attendance around the importance of regular school attendance targeting high need low income students-FTE 1.0 ICT PC#39791	2000-2999: Classified Personnel Salaries	$31,078.00	Character Education/Leadership Skills
Provide funding for enrichment activities which support the core curriculum and student learning. Including plays, productions, academic field trips, guest speakers, special events and transportation Enrichment Activities-CERT Salaries and subs Enrichment Activities LCFF	5000-5999: Services And Other Operating Expenditures	$30,000.00	Character Education/Leadership Skills
Compensate staff for planning and collaborating to improve attendance.	1000-1999: Certificated Personnel Salaries	$5,000.00	Character Education/Leadership Skills
	2000-2999: Classified Personnel Salaries	$1,500.00	Connected School Communities
Replace outdated supplemental academic classroom technology	4000-4999: Books And Supplies	$60,000.00	Connected School Communities
Compensate staff for collaborating and extra assignments to improve EL outcomes	1000-1999: Certificated Personnel Salaries	$1,500.00	Connected School Communities
AVID Enrichment Opportunities and transportation, including college trips	5000-5999: Services And Other Operating Expenditures	$2,000.00	Connected School Communities

John Barrett Middle School

Department and grade level collaboration time to improve achievement and academic outcomes for student Pay substitute teachers for release time to collaborate on ways to improve students outcomes.	1000-1999: Certificated Personnel Salaries	$20,000.00	Connected School Communities
Provide academic after school intervention and tutoring support in ELA and Math for struggling students Provide academic after school intervention to support struggling students	1000-1999: Certificated Personnel Salaries	$10,000.00	Connected School Communities
Purchase high interest diverse and representative contemporary reading materials to close the reading gaps Reading Material	4000-4999: Books And Supplies	$4,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$416,010.00
Title I Part A Site Allocation Allocation Balance:	$0.00
John Barrett Middle School Total Expenditures:	$519,766.00