



# 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	November 4, 2020	November 17, 2020

## Purpose and Plan Summary

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

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.



# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Plan Summary ..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 4
  - Data Analysis ..... 4
  - Root Cause Analysis ..... 5
  - Resource Inequities ..... 6
- Stakeholder Involvement ..... 6
- Resource Inequities ..... 7
- Goals, Strategies, & Proposed Expenditures..... 8
  - SPSA/Goal 1 ..... 8
  - SPSA/Goal 2 ..... 11
  - SPSA/Goal 3 ..... 15
  - SPSA/Goal 4 ..... 22
- Budget Summary ..... 24
  - Budget Summary ..... 24
  - Other Federal, State, and Local Funds ..... 24
- Budgeted Funds and Expenditures in this Plan ..... 25
  - Funds Budgeted to the School by Funding Source..... 25
  - Expenditures by Funding Source ..... 25
  - Expenditures by Budget Reference ..... 25
  - Expenditures by Budget Reference and Funding Source ..... 25
  - Expenditures by Goal ..... 26
- School Site Council Membership ..... 27
- Recommendations and Assurances ..... 28

# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

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

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

As we begin the 20/21 school year we started tracking weekly attendance and engagement. We created to support team called the Solution Team. The members on the team were the principal, vice principal, 2 counselors, attendance clerk, librarian, school Psychologist, MTSS social worker and MTSS counselor. The team meet every Friday from 9:30am to 10:30am to look over attendance and engagement. Reports are run in Q to see which students are absent from classes. The report is taken and uploaded into a google doc. We use the google doc to see if students are improving or not improving. Each member of the team has taken 8 to 10 student who they monitor weekly, contact parents, and students for support. When looking at engagement, a different google doc was created for teacher to monitor students engagement by looking at zoom attendance, and completion of work in google classroom. Based on this data, 23% of students are not engaged in synchronous or asynchronous activities overall . 17% of the disengaged students are African American, 9% are English Language Learners, 15% are Special Education students, and 14% are our Homeless students. Based on the data we are finding that many of our students who are struggling with attendance are also struggling with engagement. The solutions team are also focusing on these students, by making phone calls. doing home visits, and daily check-ins with the family. When looking at academic data, I-Ready is the assessment we will be using. This is our first year using I-Ready. When looking at math, 25% of our students are at level, 37% are 1 grade level, 13% are 2 grade levels below and 25% are 3 grade levels below. For Reading, 35% of our students are at grade level. 19% are 1 grade level below, 11% are 2 grade levels below, and 35% are 3 grade levels below.

Target groups:

Based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non English learners. In addition, our African American students also our largest sub group struggling with engagement during synchronous and asynchronous activity.

When looking at I-Ready data, 66% of our students and 1 to 3 grade levels below in English and 75% are 1 to 3 grade levels below in math.

Analysis prior to COVID 19 Pandemic

Overall student performance in math has consistently dropped over the 3 years based on our CAASPP test. In 2017, 35% of our students met standard. In 2018 and 2019 31% of our students met standard.

Based on the 2018 CA School Dashboard our students in "red" for math include African American, Low SES, and our students with disabilities.

11.8% of our African American students are at/exceeding standards, 15.8% of our Low SES students are at/exceeding standards, and 3.3% of our students with Disabilities are at/exceeding standards according to the CASSPP test.

When looking at ELA our scores have moved 1 point each for the past 3 years according to our CAASPP test. In 2017, 42% of our students met standard. In 2018, 43% of our student met standard and in 2019 44% of our student met standard.

When looking deeper into our data according to the CA School Dashboard our students in "red" are out students with disabilities. In "orange," are our African American students, English Learners and our Low SES students.

5.6% of students with disabilities are at/exceeding standards, 26.9% of our African American students are at/exceeding standards, 5.3% of our EL students are at/exceeding standards, 30.1% of our Low SES students are at/exceeding standards.

In conclusion in math, 69% of our students are not meeting standards and in ELA 56% of our students are not meeting standards. When looking at suspensions data, 10.2% of Barrett students were suspended at least 1 time. This is a 2.5% increase according to the CA School Dashboard. Our students in "red," are the African American students, Homeless, Low SES, and students with Disabilities. When looking at our results from the CA Healthy Kids Survey Barrett dropped from 259 to 190 in Overall Support and Engagement.

### Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Green	None	None	Orange	Orange
English Learners	Blue	Green	None	None	Yellow	Red
Foster Youth	None	None	None	None	None	None
Homeless	Red	Orange	None	None	Red	Red
Socioeconomically Disadvantaged	Yellow	Yellow	None	None	Orange	Red
Students with Disabilities	Orange	Yellow	None	None	Red	Orange
African American	Red	Yellow	None	None	Red	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Yellow	None	None	Orange	Red
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Green	None	None	Orange	Orange
Two or More Races	Yellow	Green	None	None	Orange	Yellow

## Root Cause Analysis

What did your root causes analysis reveal?

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

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by schoolwide engagement data completed weekly by teachers. This document shows that a disproportionate percentage of African American, Low-income and English Learners are disengaged. In addition, Barrett is still seeing more than half of the students below grade level in both math and english. Some root causes include:

Based on stakeholder discussions, the following root causes were identified:

When looking at engagement of our EL students, there is a struggle with understanding technology due to language barriers and how to navigate through technology. We are seeing an increase in lack of engagement with our Low SES students and

African American students due to not being in school and not having the proper support to understand technology and how to problem solve issues. When looking at math, Barrett did not offer an intense math intervention program to support students who were 2 to 3 years below grade level. Last year we did implement a reading intervention program, however, we do not have the accurate data due to COVID to determine the effectiveness of the program.

- Overall Barrett students are struggling in Math and English. 60% of our students are reading between a kindergarten and 4th grade level. Barrett last year did not offer an intense reading intervention program that focused on reading skills. The amount of reading in math has also increased with the new common core curriculum.
- Barrett does offer 3 periods of Math Foundations however, that program only targets students who are near standards. With the implementation of this program we are skill not seeing growth in Math. Our student who do not have the basic foundation math skills and are scoring Not at Standards on the MAP and CAASPP test are not being supported because Barrett does not have a class that focuses on basic math skills. For students with IEP's Barrett has offered co-taught math and co-taught English where 2 credentialed teachers are in the classroom. We have used this model for over 4 years and we are not seeing improvement with our students with IEP's. When looking at our suspension data.
- Barrett did not implement enough behavior interventions to help lessen suspensions.

## Resource Inequities

What resource inequities did you discover?

Guidance	
<b>Resource Inequities</b>	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Students in grades 6-8 were placed in a reading intervention class however due to COVID there is not accurate data to see if the program was successful

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

Barrett did not a way to track engagement when we moved into distant learning last school year.

Barrett did not have a team that focused on increasing students engagement

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

On August 11 we did a schoolwide PD on the book, "Grading for Equity." During this PD we discussed data and grading. As a school site we decided to continue our focus around "Grading for Equity." 95% of our staff have changed their grading to 90% summative and 10% formative. In addition, we committed to allow students to retest when needed. On September 15, our Site Leadership Team (SLT) looked at I-Ready, attendance, and engagement data and discussed areas of improvement. On September 30, our Site Council met to look at I-Ready data, attendance data, and engagement data and discussed areas of focus/improvement. In addition, during the ELAC meeting I-Ready data was presented to parents. On October 14 out departments looked at grades and I-Ready data to see decide where we need to focus/improve. Also on October 14 the PTA also looked at data and discussed ways to increase engagement and reading and math. On November 4 the School Site Council will review the plan and vote. On November 2 the SPSA plan was sent to staff for feedback.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the Comprehensive Needs Assessment, the following resource inequities were identified:

Students in grades 6-8 were placed in a reading intervention class however due to COVID there is not accurate data to see if the program was successful

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

Barrett did not a way to track engagement when we moved into distant learning last school year.

Barrett did not have a team that focused on increasing students engagement

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assessment assets and needs, and connect student and families with resources to help them access the best opportunities our school has to offer.

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

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

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

No major changes

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

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

**2020-21**

**Identified Need**

Increase parent participation  
 Increase Student Attendance

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
ELAC Meetings Parent Involvement Q data to track attendance	Track the % of families attending family events virtually Student attend for fall 2020 is 96.4%	Increase the number of families participating in virtual activities by 15% Increase our attendance by 2% by spring 2021

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Purchase materials and supplies for school wide events and programs that focus on Family and Community Outreach, Parent	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	2000 1500	Aug 2020 - June 2021

	Technology Night, virtual BTSN, Coffee with Carter, weekly phone calls, and ELAC Meeting. Also provide extra assignment pay for our ELAC Coordinator			1000-1999: Certificated Personnel Salaries		
1.2	Attendance Incentives	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ Attendance Clerk	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	Aug 2020 - June 2021

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Character Education/Leadership Skills

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

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

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

No major changes

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

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

**2020-21  
Identified Need**

Increase Student Engagement

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Barrett Engagement tracker	Based on fall engagement tracker 23% of students are disengaged African American-17% EL-9% SPED-15% Homeless-14%	Decrease the percent of overall students disengaged by 10%. In addition decrease the percent of disengaged students across sub groups.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Solutions Team-Incentive Program, materials and supplies to support engagement and attendance	All Students English Learners X Low-Income Students Foster Youth Other	Carter/Murphy /Smith/Cortez/ Honegger/ Green/Lennertz/Ottar/Trotti	LCFF Supplemental Site Allocation	6500	Aug-June 2020-21
2.2	WEB Program: “Where Everybody Belongs” is a middle school orientation and	All Students English Learners Low-Income Students Foster Youth Other	Administration / Leadership Team / Teachers / Staff	Other 5000-5999: Services And Other Operating	10000 1500	Aug. - June 2020-21

transition program welcoming 6th graders and makes them feel comfortable throughout the first year of their middle school experience. WEB also acts as an anti-bullying program, providing a cadre of 8th grade student leaders who look for bullying behavior and help stop it. WEB gives older students permission to be aware of and report any negative behavior they see, creating a safer school for everybody. Grant funded activity.

Expenditures  
LCFF  
Supplemental Site  
Allocation  
4000-4999:  
Books And  
Supplies

2.3	Purchase materials and supplies to enrich and supplement the clubs and to pay for staff running the clubs after school.	All Students English Learners Low-Income Students Foster Youth Other	Administration / Leadership Team / Teachers / Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2000 7500 2500	Aug. - June 2020-21
2.4		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

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

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

There were not any major changes

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

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

**2020-21**

**Identified Need**

Target Reading Intervention  
Target Math Intervention

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
I-Ready data for Math I-Ready data for English	Fall I-Ready Data Math-43.8% of student at or above grade level Math-40.2% of students below grade level  English-44.6% at or above grade level English-46.8% below grade level	In math and english we would like to see an increase of 15% of students meeting grade level standards based on the spring I-Ready assessment.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Release time for teachers and staff to observe, collaborate and attend trainings and conferences to improve	All Students English Learners Low-Income Students Foster Youth Other	Administration /Leadership Team /Teachers / Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School year 2020-21

	instruction related to the CCSS, NGSS and ELD. Substitute teacher costs for conferences, trainings and workshops.					
3.2	Offer middle school math support to struggling learners. .2 FTE math teacher	X All Students English Learners Low-Income Students Foster Youth Other	Administration /Leadership Team /Teachers / Staff	LCFF Supplemental Centralized Services (District Only)	24,358	School year 2020-21
3.3	Offer .2 math intervention to support students struggling with foundational math skills, 7-8th grades (grant funded)	X All Students English Learners Low-Income Students Foster Youth Other	Administration and math teacher	Other 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	13000 2500	School year 2020-21

3.4	Provide supplemental materials, supplies, curriculum, technology and resources that support student learning.	All Students English Learners Low-Income Students Foster Youth Other	Administration /Leadership Team /Teachers / Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,000	School year 2020-21
3.5	Provide additional copy machines and maintenance in support of intervention curriculum.	All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3,500	School year 2020-21
3.6	Purchase, curriculum, books, and programs to support and increase foundational reading skills. (partially grant funded)	All Students English Learners Low-Income Students Foster Youth Other	Administration/ ELD Teacher/Resource teacher/English teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other	4636 10000	School year 2020-21

3.7	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 0.80 FTE ELD Teacher	All Students English Learners Low-Income Students Foster Youth Other	Administration/ ELD Teachers/Counselors	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	75,597	School year 2020-21
3.8	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	69,928	School year 2020-21

3.9	<p>Extra assignment pay and supplies/materials to support Power Hour (after school study help and tutoring program). Extra assignment pay to support EL Intervention program: After school tutoring support will be offered by teachers twice a week to support the needs of our English Learners. LCAP District Funded.</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration/ Leadership Team/Teacher s/Counselors</p>	Other	10000	School year 2020-21
3.10	<p>Provide funding for enrichment activities that support the core curriculum and support student learning. Plays and productions,</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration/ Leadership Team/Teacher s/Counselors</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	3000	School year 2020-21

guest speakers  
and special  
events for all  
content areas.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential and prepares them for college, career and bright futures filled with opportunity.

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

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

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

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

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

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

**2020-21  
Identified Need**

Getting students ready for College

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Q grades	1st quarter grades will be the starting point	Improvement in 4th quarter grades

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	AVID	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ AVID Teacher	LCFF Supplemental Site Allocation 4000- 4999: Books And Supplies	1000	

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$266,019.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$94,286.00
LCFF Supplemental English Learner Central	\$75,597.00
LCFF Supplemental Site Allocation	\$53,136.00
Other	\$43,000.00

Subtotal of state or local funds included for this school: \$266,019.00

Total of federal, state, and/or local funds for this school: \$266,019.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	53,136	0.00
LCFF Supplemental English Learner Central	75,597	0.00
LCFF Supplemental Centralized Services (District Only)	94,286	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	94,286.00
LCFF Supplemental English Learner Central	75,597.00
LCFF Supplemental Site Allocation	53,136.00
Other	43,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	30,858.00
1000-1999: Certificated Personnel Salaries	172,525.00
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	26,636.00
5000-5999: Services And Other Operating Expenditures	13,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	24,358.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	69,928.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	75,597.00
	LCFF Supplemental Site Allocation	6,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	14,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	26,636.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,500.00
	Other	20,000.00
1000-1999: Certificated Personnel Salaries	Other	13,000.00
5000-5999: Services And Other Operating Expenditures	Other	10,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,500.00
Goal 2	30,000.00
Goal 3	229,519.00
Goal 4	1,000.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

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

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/04/20.

Attested:



Principal, Amy Alexander-Carter on 11/04/20



SSC Chairperson, Marni Gilbert on 11/04/20

# Budget By Expenditures

## John Barrett Middle School

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$94,286.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Offer middle school math support to struggling learners. .2 FTE math teacher		\$24,358.00	Engaging Academic Programs	
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$69,928.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$94,286.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental English Learner Central \$75,597.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 0.80 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$75,597.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$75,597.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

# John Barrett Middle School

**Funding Source: LCFF Supplemental Site Allocation**

**\$53,136.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
AVID	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
Provide funding for enrichment activities that support the core curriculum and support student learning. Plays and productions, guest speakers and special events for all content areas.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$2,500.00	Engaging Academic Programs	
Provide supplemental materials, supplies, curriculum, technology and resources that support student learning.	4000-4999: Books And Supplies	\$8,000.00	Engaging Academic Programs	
Provide additional copy machines and maintenance in support of intervention curriculum.	5000-5999: Services And Other Operating Expenditures	\$3,500.00	Engaging Academic Programs	
Purchase, curriculum, books, and programs to support and increase foundational reading skills. (partially grant funded)	4000-4999: Books And Supplies	\$4,636.00	Engaging Academic Programs	
Purchase materials and supplies for school wide events and programs that focus on Family and Community Outreach, Parent Technology Night, virtual BTSN, Coffee with Carter, weekly phones calls, and ELAC Meeting. Also provide extra assignment pay for our ELAC Coordinator	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Attendance Incentives	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	\$1,500.00	Connected School Communities	
Solutions Team-Incentive Program, materials and supplies to support engagement and attendance		\$6,500.00	Character Education/Leadership Skills	

## John Barrett Middle School

Purchase materials and supplies to enrich and supplement the clubs and to pay for staff running the clubs after school.	4000-4999: Books And Supplies	\$2,000.00	Character Education/Leadership Skills
	4000-4999: Books And Supplies	\$1,500.00	Character Education/Leadership Skills
	1000-1999: Certificated Personnel Salaries	\$7,500.00	Character Education/Leadership Skills
	2000-2999: Classified Personnel Salaries	\$2,500.00	Character Education/Leadership Skills
Release time for teachers and staff to observe, collaborate and attend trainings and conferences to improve instruction related to the CCSS, NGSS and ELD. Substitute teacher costs for conferences, trainings and workshops.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$53,136.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Barrett Middle School

<p>WEB Program: "Where Everybody Belongs" is a middle school orientation and transition program welcoming 6th graders and makes them feel comfortable throughout the first year of their middle school experience.</p> <p>WEB also acts as an anti-bullying program, providing a cadre of 8th grade student leaders who look for bullying behavior and help stop it. WEB gives older students permission to be aware of and report any negative behavior they see, creating a safer school for everybody. Grant funded activity.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$10,000.00</p>	<p>Character Education/Leadership Skills</p>
<p>Offer .2 math intervention to support students struggling with foundational math skills, 7-8th grades (grant funded)</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$13,000.00</p>	<p>Engaging Academic Programs</p>
		<p>\$10,000.00</p>	<p>Engaging Academic Programs</p>
<p>Extra assignment pay and supplies/materials to support Power Hour (after school study help and tutoring program). Extra assignment pay to support EL Intervention program: After school tutoring support will be offered by teachers twice a week to support the needs of our English Learners. LCAP District Funded.</p>		<p>\$10,000.00</p>	<p>Engaging Academic Programs</p>
<p>Other Total Expenditures:</p>		<p>\$43,000.00</p>	
<p>Other Allocation Balance:</p>		<p>\$0.00</p>	
<p>John Barrett Middle School Total Expenditures:</p>		<p>\$266,019.00</p>	