



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 |
|-------------------------------|-----------------------------------|--|---------------------------|
| Andrew Carnegie Middle School | 34-67447-6034409 | June 9th, 2022 | June 28th 2022 |

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 and sustained improvement of 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.



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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

Admin took data from sources provided and shared with staff in staff meetings, Dept. chair meetings, LST meetings and with the SSC findings and proposals to address the engagement loss and academic need. The site was offered the opportunity to create an intervention period built into the school day. Staff voted YES to said opportunity and a flex committee was formed. This committee began meeting in June and worked through the summer to build a thoughtful period to be able to support all students at Carnegie; one that will address the academic learning loss and the socio-emotional damage done through the requirement of on line learning for more than 16 months.

Resource Inequities

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

Students in grades 6-8 were not taught basic reading and/or skills that would support mastery in comprehension.

Students in grades 6-8 (in general education classes) were not being taught low level math skills. Andrew Carnegie is looking at placing intervention support "classes" in before and after school time slots to be supported by I-Ready or other intervention support platforms to be determined by guidance from district staff and agreed upon by staff.

Andrew Carnegie is embarking on embracing PBIS by attending the latest district cohort by sending our PBIS team. (Team is made up of teachers and vice principal)

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: 2021-22

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?

The following data was use to monitor progress - ELAC meetings, parent involvement, and Q data. Once a year

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

Parent engagement strategies:
Attendance incentives:

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

Based on the analysis conducted, the following modifications will be made for the 2022-2023 school year:

2021-22

Identified Need

Through the above analysis, the following needs were identified:

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2021-22 | Expected Outcome 2022-23 |
|--|--|--|
| 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 parent participation in ELAC Improve student attendance for spring by 5% |
| Winter 2021 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree. | increase percentage of parents who feel that school values their input | Increase parent venues for input |

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 | Provide resources for working with families to increase greater parent/staff relationships and involvement in school. Virtual btsn, Coffee with the | X All Students English Learners Low-Income Students Foster Youth Other | Principal Parent Liaison | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 6000 | School year 2022-2023 |

| | | | | | | |
|-----|---|--|---|--|------|--------------------------|
| | principal, weekly positive phone calls, Extra assignment pay for ELAC coordinator | | | | | |
| 1.2 | Attendance incentives | X All Students English Learners Low-Income Students Foster Youth Other | Principal VP Counselors/ social worker | LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies | 3000 | School year 2022-2023 |

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

Healthy Environments for Social-Emotional Growth

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: 2021-22

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?

The District Climate Survey was used to monitor progress annually. Student engagement in Character Education, WEB Program and After School Clubs was monitored quarterly.

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

Character Education:
WEB Program:
After School Clubs:

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

Based on data, educational partners have agreed on the following modifications:

2021-22

Identified Need

Based on our analysis, the following modifications to our actions, will be implemented in 2022-23:

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2021-22 | Expected Outcome 2022-23 |
|---|------------------|--------------------------|
| District Survey - School Culture Staff. Percent strongly agree/agree overall. | 83.3% | 85.3% |
| District Survey - School Culture Parent. Percent strongly agree/agree overall. | 94.3% | 96.3% |
| District Survey - School Culture Student. Percent strongly agree/agree overall. | 75.5% | 77.5% |
| School Chronic Absenteeism. | 23.5% | 25.5% |
| School Home Suspension Rate | 6.65% | 5% |
| District Survey - Safety Staff. Percent strongly agree/agree overall. | 56.3% | 58.3% |
| District Survey - Safety Parent. Percent strongly agree/agree overall. | 92.0% | 94.0% |
| District Survey - Safety Student. Percent strongly agree/agree overall. | 80.4% | 82.4% |

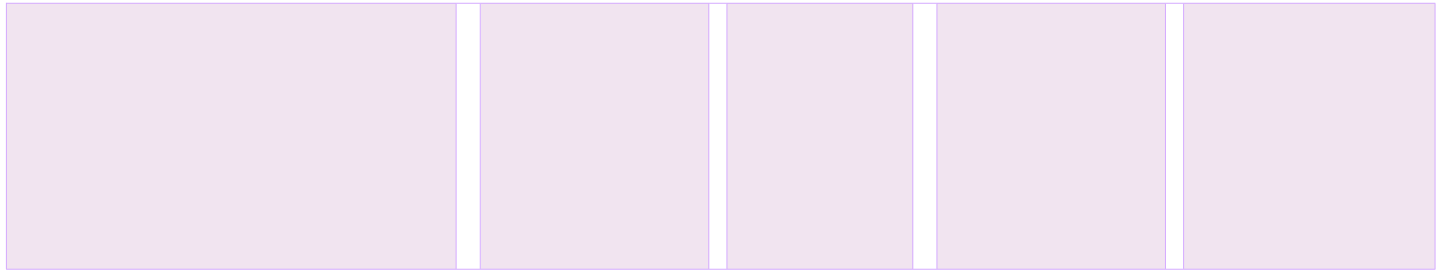
Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|---|--|-----------------------------------|--|---------------------|--------------------------|
| 2.1 | Continue character education program which meets the needs of students and our school community. | X All Students English Learners Low-Income Students Foster Youth Other | Principal PBIS Team & Staff | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 5000 | School year 2022-2023 |
| 2.2 | WEB “Where Everybody Belongs” is a middle school orientation and transition program welcoming 6th graders and makes them feel comfortable throughout the first year of their middle school experience. WEB also acts as an anti bullying program, | X All Students English Learners Low-Income Students Foster Youth Other | Principal VP WEB team | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 10000 | School year 2022-2023 |

| | | | | | | |
|-----|---|--|-------------------------------------|--|------|-----------------------|
| | providing a cadre of 8th grade student leaders who look for bullying behavior. | | | | | |
| 2.3 | Provide additional clerical support for our attendance improvement plan (2 hours/day) | X All Students English Learners Low-Income Students Foster Youth Other | Principal support (clerical) staff | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 1500 | School year 2022-2023 |
| 2.4 | Purchase materials and supplies to enrich and supplement the clubs and to pay for staff running the clubs after school. | X All Students English Learners Low-Income Students Foster Youth Other | Principal | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2500 | School year 2022-2023 |
| 2.5 | Provide resources to support and reach out to our identified subgroups including but | All Students X English Learners X Low-Income Students X Foster Youth X Other Special Education | | | | |

not limited to translators and use of technology to bridge communication gaps.



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: 2021-22

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?

Local assessments, including iReady data was used to measure progress. The assessments were given Annually, we reviewed the Winter School Survey "Climate of support for Academic Learning" question

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

Tutoring:

Supplemental Supplies:

Teacher collaboration and professional learning:

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

Based on data, educational partners have agreed on the following modifications:

2021-22

Identified Need

Based on analysis, the identified

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2021-22 | Expected Outcome 2022-23 |
|--|--|------------------------------------|
| IReady data for Math IReady data for English | 48% GL 6th grade, 37% GL 7th grade, 37% GL 8th grade MATH 52% GL 6th grade, 44% GL e7th grade, 40% GL 8th grade ENGLISH | Increase by 10% Increase by 10% |
| Winter school survey 19/20. Climate of support for Academic Learning. Percent strongly agree overall | Encourage classroom discussion 71% Adults are encouraging 68% | Increase by 10% Increase by 10% |

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

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|---|--|-----------------------|---|---------------------|-------------------------|
| 3.1 | Provide tutoring and extra assignment pay for staff to support students and identified subgroups and EL population. | All Students X English Learners X Low-Income Students Foster Youth Other | Principal | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 10000 | School year 2022-23 |

| | | | | | | |
|-----|---|--|------------------------|--|--------|---------------------|
| 3.2 | Provide supplemental supplies, materials and technology to increase student engagement in distance and hybrid learning. | X All Students English Learners Low-Income Students Foster Youth Other | Site administration | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 9000 | School year 2022-23 |
| 3.3 | Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .2 ELD Teacher | All Students X English Learners Low-Income Students Foster Youth Other | Principal, ELD Teacher | LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries | 29,244 | School Year 2022-23 |
| 3.4 | .20 Math Support | All Students English Learners X Low-Income Students Foster Youth Other | Counselor | LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries | 18653 | principal |

| | | | | | | |
|-----|---|--|-----------|--|------|---------------------|
| | | | | | | |
| 3.5 | Release time for teachers and staff to observe, collaborate and attend trainings/conference to improve instruction related to the common core for identified subgroups. | X All Students English Learners Low-Income Students Foster Youth Other | principal | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 5000 | School year 2022-23 |

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: 2021-22

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?

The Student and Parent Survey, specifically the response to the "knowing A-G Requirements" is annual

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

Baseline year will be 2022-2023

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

NA

2021-22

Identified Need

Getting students ready for College

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2021-22 | Expected Outcome 2022-23 |
|--|------------------|--------------------------|
| Student and Parent survey - knowing A-G requirements | N/A | baseline |

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 | 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. | X All Students English Learners Low-Income Students Foster Youth Other | Site administration | LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries | 58708 | School year 2022-23 |

| | | | | | | |
|-----|--|--|---------------|---|---------------|---------------------|
| | Targeted services under the framework of MTSS. .5 FTE Counselor | | | | | |
| 4.2 | Provide opportunities for students to take AVID to promote the skills needed to succeed in high school, college and career. Purchase materials to support AVID, as needed. .2 FTE | X All Students English Learners Low-Income Students Foster Youth Other | AVID Teachers | LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation | 22188 1136 | School year 2022-23 |

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.

| 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 Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|---|---|--|--|---|
| <ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. | <p>School year 2022-23</p>  | <p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p> | <p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p> | <p>Title I</p>  |

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$0.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$181,929.00 |

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) | \$99,549.00 |
| LCFF Supplemental English Learner Central | \$29,244.00 |
| LCFF Supplemental Site Allocation | \$53,136.00 |

Subtotal of state or local funds included for this school: \$181,929.00

Total of federal, state, and/or local funds for this school: \$181,929.00

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 | 29,244 | 0.00 |
| LCFF Supplemental Centralized Services (District Only) | 99,549 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|--|-----------|
| LCFF Supplemental Centralized Services (District Only) | 99,549.00 |
| LCFF Supplemental English Learner Central | 29,244.00 |
| LCFF Supplemental Site Allocation | 53,136.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| 1000-1999: Certificated Personnel Salaries | 143,793.00 |
| 2000-2999: Classified Personnel Salaries | 7,500.00 |
| 4000-4999: Books And Supplies | 29,500.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|--|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | 99,549.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental English Learner Central | 29,244.00 |
| | LCFF Supplemental Site Allocation | 1,136.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 15,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 7,500.00 |

4000-4999: Books And Supplies

LCFF Supplemental Site Allocation

29,500.00

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 9,000.00 |
| Goal 2 | 19,000.00 |
| Goal 3 | 71,897.00 |
| Goal 4 | 82,032.00 |

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

| Name of Members | Role |
|--------------------|----------------------------|
| Suzanne Ambrosini | Principal |
| Analese McDaniel | Other School Staff |
| Christine Teachout | Parent or Community Member |
| Melinda Rhodes | Classroom Teacher |
| Krissie Jones | Parent or Community Member |
| Nate Jones | Secondary Student |
| Jana Gill | Parent or Community Member |
| Caden Gill | 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 |
|-----------|------------------------------------|
| on file | English Learner Advisory Committee |
| on file | Other: Site Leadership Team |

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 June 9th, 2022.

Attested:

| | |
|---------|---|
| on file | Principal, Suzanne Ambrosini on 06/09/2022 |
| on file | SSC Chairperson, Melinda Rhodes on 06/09/2022 |

Budget By Expenditures

Andrew Carnegie Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$99,549.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|-------------|----------------------------------|--------|
| .20 Math Support | 1000-1999: Certificated Personnel Salaries | \$18,653.00 | 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. | 1000-1999: Certificated Personnel Salaries | \$58,708.00 | Clear Pathways to Bright Futures | |
| .5 FTE Counselor | | | | |
| Provide opportunities for students to take AVID to promote the skills needed to succeed in high school, college and career. Purchase materials to support AVID, as needed. | 1000-1999: Certificated Personnel Salaries | \$22,188.00 | Clear Pathways to Bright Futures | |
| .2 FTE | | | | |
| LCFF Supplemental Centralized Services (District Only) Total Expenditures: | | \$99,549.00 | | |
| LCFF Supplemental Centralized Services (District Only) Allocation Balance: | | \$0.00 | | |

Funding Source: LCFF Supplemental English Learner Central \$29,244.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|-------------|----------------------------|--------|
| Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .2 ELD Teacher | 1000-1999: Certificated Personnel Salaries | \$29,244.00 | Engaging Academic Programs | |

Andrew Carnegie Middle School

LCFF Supplemental English Learner Central Total Expenditures: \$29,244.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$53,136.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|-------------|--|---|
| | | \$1,136.00 | Clear Pathways to Bright Futures | |
| Release time for teachers and staff to observe, collaborate and attend trainings/conference to improve instruction related to the common core for identified subgroups. | 1000-1999: Certificated Personnel Salaries | \$5,000.00 | Engaging Academic Programs | |
| Provide resources for working with families to increase greater parent/staff relationships and involvement in school. Virtual btsn, Coffee with the principal, weekly positive phone calls, Extra assignment pay for ELAC coordinator | 2000-2999: Classified Personnel Salaries | \$6,000.00 | Connected School Communities | |
| Attendance incentives | 4000-4999: Books And Supplies | \$3,000.00 | Connected School Communities | |
| Continue character education program which meets the needs of students and our school community. | 4000-4999: Books And Supplies | \$5,000.00 | Healthy Environments for Social-Emotional Growth | Focus 1: Increase students' engagement and connectedness to school. |
| WEB "Where Everybody Belongs" is a middle school orientation and transition program welcoming 6th graders and makes them feel comfortable throughout the first year of their middle school experience. WEB also acts as an anti bullying program, providing a cadre of 8th grade student leaders who look for bullying behavior. | 4000-4999: Books And Supplies | \$10,000.00 | Healthy Environments for Social-Emotional Growth | Focus 1: Increase students' engagement and connectedness to school. |

Andrew Carnegie Middle School

| | | | | |
|---|--|--------------|--|---|
| Provide additional clerical support for our attendance improvement plan (2 hours/day) | 2000-2999: Classified Personnel Salaries | \$1,500.00 | Healthy Environments for Social-Emotional Growth | Focus 1: Increase students' engagement and connectedness to 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 | \$2,500.00 | Healthy Environments for Social-Emotional Growth | Focus 1: Increase students' engagement and connectedness to school. |
| Provide tutoring and extra assignment pay for staff to support students and identified subgroups and EL population. | 1000-1999: Certificated Personnel Salaries | \$10,000.00 | Engaging Academic Programs | |
| Provide supplemental supplies, materials and technology to increase student engagement in distance and hybrid learning. | 4000-4999: Books And Supplies | \$9,000.00 | Engaging Academic Programs | |
| LCFF Supplemental Site Allocation Total Expenditures: | | \$53,136.00 | | |
| LCFF Supplemental Site Allocation Allocation Balance: | | \$0.00 | | |
| Andrew Carnegie Middle School Total Expenditures: | | \$181,929.00 | | |