



# 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	September 3, 2021	September 28, 2021

## 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: 2020-21

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.

Overall implementation of the strategies and activities and the overall effectiveness of them were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. Overall effectiveness was difficult to measure due to this shift.

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 are 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.

No changes planned.

**2020-21**

**Identified Need**

Increase parent participation  
 Increase Student Attendance  
 Increased student participation

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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 2019-20 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	X All Students English Learners Low-Income Students Foster Youth Other	Principal Parent Liaison	LCFF Supplemental Site Allocation	6000	School year 2021-22

	relationships and involvement in school. Virtual btsn, Coffee with the 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 Supplemental Site Allocation	3000	School year 2021-22

# 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: 2020-21

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.

1. Carnegie 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.

2. No significant changes at this time

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.



No intended changes at this time.

**2020-21**

**Identified Need**

Increase student engagement

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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	5000	School year 2021-22
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	X All Students English Learners Low-Income Students Foster Youth Other	Principal VP WEB team	LCFF Supplemental Site Allocation	10000	School year 2021-22

	as an antibullying program, providing a cadre of 8th grade student leaders who look for bullying behavior and					
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	1500	School year 2021-22
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	2500	School year 2021-22
2.5	Provide resources to	All Students X English Learners	principal	LCFF Supplement	2000.00	School year 2021-22

	<p>support and reach out to our identified subgroups including but not limited to translators and use of technology to bridge communication gaps.</p>	<p>X Low-Income Students X Foster Youth Other Special Education</p>		<p>tal Site Allocation</p>		
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# 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: 2020-21

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.

1. Based on our overall reading scores we need to implement an intervention program/class

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

Implementation of actions was interrupted by switching from 100% distance learning to hybrid learning two-thirds of the way through the year.

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.

N/A

**2020-21  
Identified Need**

Targeted intervention for our AA and low SES population in the areas of Math and English.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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	10000	School year 2021-22

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	7000	School year 2021-22
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	22680	School year 2021-22
3.4	.20 Math Support	All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	18653	School year 2021-22

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.	All Students English Learners Low-Income Students Foster Youth Other	principal	LCFF Supplemental Site Allocation	5000	School year 2021-22
3.6	Provide opportunities for staff to attend conference that improve student achievement around the common core state standards and ELD.	All Students English Learners Low-Income Students Foster Youth Other	Principal, instructional staff		5000	School year 2021-22



# 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: 2020-21

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.

Overall implementation of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. The overall effectiveness was difficult to measure due to this shift.

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

N/A

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.

N/A

**2020-21  
Identified Need**

Getting students ready for College

**Annual Measurable Outcomes**

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

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	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 2021-2022

	relations, and parent and family relations. 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 2021-2022

# 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	\$180,365.00

## 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 (\$)
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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 (\$)
	\$5,000.00
LCFF Supplemental Centralized Services (District Only)	\$99,549.00
LCFF Supplemental English Learner Central	\$22,680.00
LCFF Supplemental Site Allocation	\$53,136.00

Subtotal of state or local funds included for this school: \$180,365.00

Total of federal, state, and/or local funds for this school: \$180,365.00

# 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	22,680	0.00
LCFF Supplemental Centralized Services (District Only)	99,549	0.00

## Expenditures by Funding Source

Funding Source	Amount
	5,000.00
LCFF Supplemental Centralized Services (District Only)	99,549.00
LCFF Supplemental English Learner Central	22,680.00
LCFF Supplemental Site Allocation	53,136.00

## Expenditures by Budget Reference

Budget Reference	Amount
	79,680.00
1000-1999: Certificated Personnel Salaries	99,549.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		5,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	99,549.00
	LCFF Supplemental English Learner Central	22,680.00
	LCFF Supplemental Site Allocation	1,136.00
	LCFF Supplemental Site Allocation	52,000.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,000.00
Goal 2	21,000.00
Goal 3	68,333.00
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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Suzanne Ambrosini	Principal
Maureen Harris	Other School Staff
Christine Teachout	Parent or Community Member
Melinda Rhodes	Classroom Teacher
Heather Cambel	Parent or Community Member
Ben Cambel	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 09/03/2021.

Attested:

on file	Principal, Suzanne Ambrosini on 09/03/2021
on file	SSC Chairperson, Melinda Rhodes on 09/03/2021



# 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 Stakeholder 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](mailto: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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.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

## Andrew Carnegie Middle School

**Funding Source:** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities for staff to attend conference that improve student achievement around the common core state standards and ELD.		\$5,000.00	Engaging Academic Programs	

Total Expenditures: \$5,000.00

Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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	\$58,708.00	Clear Pathways to Bright Futures	
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	1000-1999: Certificated Personnel Salaries	\$22,188.00	Clear Pathways to Bright Futures	
.20 Math Support	1000-1999: Certificated Personnel Salaries	\$18,653.00	Engaging Academic Programs	

## Andrew Carnegie Middle School

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 \$22,680.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .2 ELD Teacher		\$22,680.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$22,680.00

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
Release time for teachers and staff to observe, collaborate and attend trainings/conference to improve instruction related to the common core for identified subgroups.		\$5,000.00	Engaging Academic Programs	
		\$1,136.00	Clear Pathways to Bright Futures	
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		\$6,000.00	Connected School Communities	



## Andrew Carnegie Middle School

Attendance incentives

\$3,000.00 Connected School  
Communities

Continue  
character  
education  
program which  
meets the  
needs of  
students and  
our school  
community.

\$5,000.00 Healthy  
Environments for  
Social-Emotional  
Growth

Focus 1: Increase students' engagement and connectedness to school.

## Andrew Carnegie Middle School

WEB	\$10,000.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.
“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 antibullying program, providing a cadre of 8th grade student leaders who look for bullying behavior and			
Provide additional clerical support for our attendance improvement plan (2 hours/day)	\$1,500.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.

## Andrew Carnegie Middle School

.Purchase materials and supplies to enrich and supplement the clubs and to pay for staff running the clubs after school.	\$2,500.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.
Provide resources to support and reach out to our identified subgroups including but not limited to translators and use of technology to bridge communication gaps.	\$2,000.00	Healthy Environments for Social-Emotional Growth	
Provide tutoring and extra assignment pay for staff to support students and identified subgroups and EL population.	\$10,000.00	Engaging Academic Programs	
Provide supplemental supplies, materials and technology to increase student engagement in distance and hybrid learning.	\$7,000.00	Engaging Academic Programs	
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LCFF Supplemental Site Allocation Total Expenditures:	\$53,136.00		
LCFF Supplemental Site Allocation Allocation Balance:	\$0.00		
Andrew Carnegie Middle School Total Expenditures:	\$180,365.00		