



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	May 11, 2023	August 8th, 2023

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)

Schoolwide Program

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Andrew Carnegie Middle School met the criteria for the following student groups:

- 1.English Learners
- 2.Homeless
- 3.Students with Disabilities

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Comprehensive Needs Assessment Components

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

Data Analysis

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

	Guidance
Data Analysis	<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>

Many data points were used for the culture and climate of ACMS.

Suspension Data:
Attendance Data
Student surveys
Empathy interviews

The overall Suspension rate at ACMS increased from 6.5% to 10.4%

The suspension rate for Homeless has dropped from 22% to 10%
The suspension rate for students with disabilities has increased from 17.2% to 18.11%.

The California Dashboard shows scores from the 21-22 school year.

Math scores for our EL students were 141 points below the state standard.
Math scores for our Students with disabilities were 154.2 below the state standard.

ELA scores for our EL students were 79 points below the state standard.
ELA scores for our Students with disabilities were 101.5 points below the state standard.

The California Dashboard shows attendance rates for the 21-22 school year.

Our EL students had an absent rate of 33.3%
Our students with disabilities had an absent rate of 48.7%

Empathy interviews were conducted by our NIC (Network improvement committee) surveying Special education students.
Surveys of students by our equity committee
CHKS from the 21-22 school year

A Common themes in the surveys is a need to have more meaningful connections with adults on campus. Having more adults out and present on campus. Students are asking that teachers also be held accountable for comments and how they interact with students.
In the equity survey students called out concerns over the use of a variety of slurs on campus.

Root Cause Analysis

What did your root causes analysis reveal?

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

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.

Attendance: Reasons students have chronic absences include:

- * student transportation
- *Child care issues
- *Family trips
- *Illness
- *Other

According to I-ready scores, Academic performance have decreased over the past 4 years in ELA and Math.

We are finding that we need more support for our students with disabilities in Math and our EL students (all levels) in understanding and the ability to unpack academic language. Our percentages of EL students and students with disabilities are increasing every year.

Our ability to connect with students and families during distance learning and during the first phase of shut down has stretched our counseling/support staff very thin. The demand is higher than what we currently have the capacity to uphold.

Our suspension rate has increased significantly from last school year to this. Suspension over the school year were largely a response to an increase number of fights on campus. We had found that many of the fights were caused by students instigating the fight and being manipulated by other students to be in the fight. We found that some of our SWD and homeless students were involved in the fights at a higher rate than general Carnegie students.

Resource Inequities

What resource inequities did you discover?

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

- * Insufficient support for students with disabilities in math and our English learner students with language acquisition.
- * Training for staff to support SEL needs of students and families
- *Training to address Racist and sexist language on campus
- *Systems to promote positive/wanted behaviors
- *Academic intervention systems for general ed students who are below grade level.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Admin took data from sources provided and shared with staff in staff meetings, PBIS meetings, Tier 2 meetings and Friday Parent meetings. PTSA also provided input for what would strengthen the school. Staff members voted to keep the Morning intervention time allowing for students to have weekly SEL lessons as well as dedicated I-ready time in Math and ELA.

The ACMS School site council meet 7 times over the course of the school year. The ACMS ELAC meet 4 times over the course of the year. The open Friday meeting for all parents meet 9 times during the year.

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.

Staff have not been trained on classroom management routines and skills in systematic ways. Staff need training on how to interrupt racial slurs and language on campus.

All staff will need time to collaborate around supports for all students at ACMS.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.12%	0.4%	3	1	3
African American	2.7%	2.59%	2.53%	25	22	19
Asian	3.3%	3.17%	2.93%	30	27	22
Filipino	1.2%	1.29%	0.93%	11	11	7
Hispanic/Latino	22.0%	22.09%	24.37%	203	188	183
Pacific Islander	0.4%	0.24%	0.4%	4	2	3
White	63.8%	63.57%	57.92%	588	541	435
Multiple/No Response	6.2%	6.93%	10.52%	57	59	79
Total Enrollment				922	851	751

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	137	113	101
Grade 7	402	337	314
Grade 8	383	401	336
Total Enrollment	922	851	751

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	38	32	35	4.10%	3.8%	4.7%
Fluent English Proficient (FEP)	120	91	80	13.00%	10.7%	10.7%
Reclassified Fluent English Proficient (RFEP)	7			18.4%		

Conclusions based on this data:

1. In ELA Reading, 51.6% of students in grades 3-5/6/8 met or exceeded growth targets.
In ELA Reading, 52.5% of students in grades 3-5/6/8 were at or exceeding standards.
In ELA Reading, 50.3% of students in grades 7-8 met or exceeded growth targets.
In ELA Reading, 51.7% of students in grades 7-8 were at or exceeding standards.
In ELA Reading, _____% of students in grade 9 met or exceeded growth targets.
In ELA Reading, _____% of students in grade 9 were at or exceeding standards.

In Math, 54.63% of students in grades 3-5/6/8 met or exceeded growth targets.
In Math, 36.9% of students in grades 3-5/6/8 were at or exceeding standards.
In Math, 58% of students in grades 7-8 met or exceeded growth targets.
In Math, 39.1% of students in grades 7-8 were at or exceeding standards.
In Math, _____% of students in grade 9 met or exceeded growth targets.
In Math, _____% of students in grade 9 were at or exceeding standards.

Based on this data, our 6th grade (overall) and african american student struggle the most throughout.



Spring 2023
District Climate Survey Results by School

Andrew Carnegie

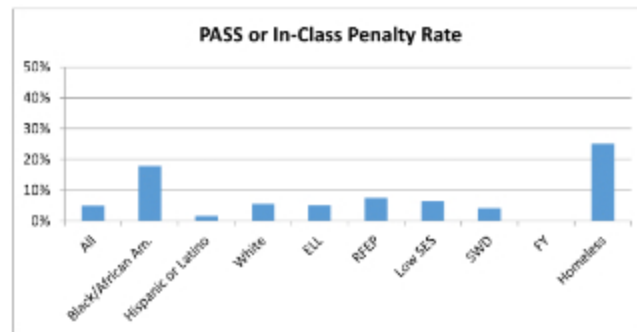
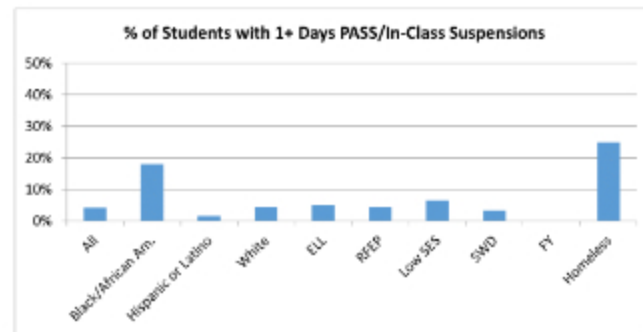
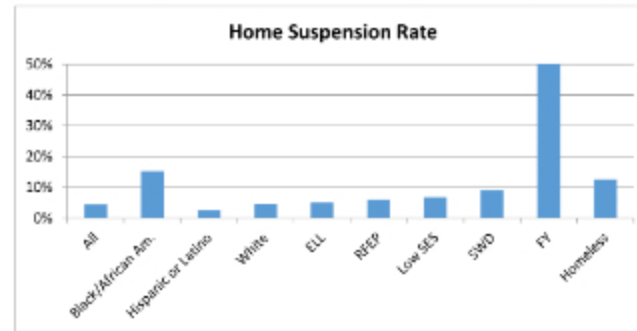
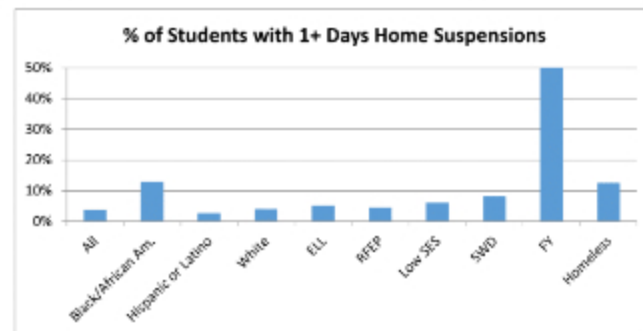
	Parent Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff		
	N	Pct	N	Pct	N	Pct
Caring Relationships						
A) School has a climate that is caring.	257	71.98%	3	66.67%	1	0.00%
B) There are students and staff on campus who listen to students when they have something to say.	258	77.52%	3	66.67%	1	100.00%
C) There is an adult from the school who checks on how students are doing.	252	50.79%	3	66.67%	1	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	258	72.09%	3	66.67%	1	100.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					1	0.00%
F) Staff feels part of an effective team.					1	0.00%
Family and Staff Engagement						
	Parent Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff		
	N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	256	71.88%			1	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	257	72.37%			1	0.00%
C) The school offers families opportunities to be involved in school and classroom activities.	254	55.12%			1	0.00%
D) The school keeps families well-informed about school activities.	257	81.71%			1	100.00%
E) The staff at our school listens to family concerns about issues.	253	58.50%			1	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	253	79.45%			1	100.00%
G) The school and families are partners in promoting positive behavior for my student.	252	69.44%			1	0.00%
H) Families who speak a language other than English receive general information about our school in their home language.	251	87.65%			1	100.00%
I) Staff receive information about upcoming events and important information about the school.					1	0.00%
School Decision Making						
	Parent Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff		
	N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.	250	50.00%	3	33.33%	1	0.00%
B) Important school decisions reflect diverse input.	248	42.34%	3	66.67%	1	0.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	250	76.40%				
D) The principal and staff listen to concerns of other staff members about issues.					1	100.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					1	100.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					1	100.00%
G) Our school uses data from this survey to inform site decision making.					1	0.00%
H) Staff voice matters in decision making.					1	0.00%
Safety						
	Parent Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff		
	N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.	252	77.38%	3	33.33%	1	0.00%
B) Concerns about student safety are addressed in a timely manner at my school.	250	66.40%	3	33.33%	1	100.00%
C) My school is a safe place for all students.	252	63.10%	3	33.33%	1	0.00%
D) My school is a safe place for all staff.					1	0.00%
E) Students know what staff member to go to if they have a safety concern.	250	77.60%	3	66.67%	1	0.00%
F) Students know school safety protocols.	251	86.45%	3	100.00%	1	100.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	250	58.40%	2	0.00%	1	0.00%
Sense of Belonging						
	Parent Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff		
	N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.	251	70.92%	3	33.33%	1	100.00%
B) Adults at my school treat students respectfully.	253	76.68%	3	33.33%	1	0.00%
C) Students are respectful to each other at school.	252	36.90%	3	33.33%	1	0.00%
D) Students have opportunities to socialize with other students often at school.	253	82.61%	3	66.67%	1	100.00%
E) Students have an adult on campus they trust.	254	76.77%	3	100.00%	1	100.00%
F) Students trust other students at school.	254	87.80%	3	100.00%	1	100.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	252	58.33%	3	66.67%	1	0.00%
H) School staff reflects student diversity.	251	54.98%	3	66.67%	1	100.00%
Academic Progress						
	Parent Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff		
	N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.	253	69.17%	3	66.67%	1	0.00%
B) Questions and concerns about schoolwork are addressed.	252	66.67%	3	66.67%	1	100.00%
C) Student grades reflect their knowledge of the material.	253	67.98%	3	33.33%	1	0.00%
D) Adults at my school believe all students can be successful.	252	75.00%	3	0.00%	1	0.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	253	58.89%	3	33.33%	1	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	254	83.46%	3	66.67%	1	100.00%
G) Teachers at my school go out of their way to help all students.	253	55.34%	3	66.67%	1	100.00%
H) Students receive timely and regular feedback on their learning.	253	65.22%	3	33.33%	1	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	251	52.99%			1	100.00%
High Expectations						
	Parent Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff		
	N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.	254	72.05%	3	33.33%	1	0.00%
B) School recognizes and celebrates the academic success of all students.	249	55.82%	3	66.67%	1	0.00%
C) Adults on campus motivate students to do their best.	251	68.13%	3	66.67%	1	100.00%
D) School provides additional academic support when students are struggling.	249	53.41%	3	66.67%	1	100.00%

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
Student Engagement	N	Pct	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.	257	65.76%	3	33.33%	1	0.00%		
B) Students have access to classes and activities that meet their interests and talents.	258	69.77%	3	66.67%	1	100.00%		
C) Students understand how to complete their schoolwork.	258	79.07%	3	66.67%	1	100.00%		
D) Students complete assignments on time.	258	74.03%	3	33.33%	1	0.00%		
E) Students are motivated to do their schoolwork.	257	62.26%	3	33.33%	1	0.00%		
	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
College and Career Readiness	N	Pct	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	246	57.72%	3	0.00%	1	100.00%		
B) Students and families know what classes they will have to take and pass to graduate from high school.	247	57.09%	3	33.33%	1	0.00%		
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	245	75.51%	3	100.00%	1	0.00%		
D) School offers college and career programs.	242	33.06%	3	66.67%	1	0.00%		
E) Students participate in programs to learn about different jobs, careers, and colleges.	244	37.30%	3	66.67%	1	0.00%		
F) Students are prepared for the next step of their educational experience.	247	55.87%	3	33.33%	1	0.00%		
G) Staff are optimistic about the future of their career in San Juan Unified.					1	100.00%		
H) There are equitable opportunities for advancement in the district.					1	0.00%		
	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction	N	Pct	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	255	67.06%	3	33.33%	1	0.00%		
B) San Juan Unified School District is a district that I would recommend to other families.	255	69.02%	3	33.33%	1	0.00%		

Andrew Carnegie Middle School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate		1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	774	31	4.01%	63	35	4.52%		33	4.26%	38	4.91%
Black/African Am.	39	5	12.82%	9	6	15.38%		7	17.95%	7	17.95%
Hispanic or Latino	189	5	2.65%	13	5	2.65%		3	1.59%	3	1.59%
White	491	20	4.07%	39	23	4.68%		22	4.48%	27	5.50%
ELL	39	2	5.13%	2	2	5.13%		2	5.13%	2	5.13%
RFEP	67	3	4.48%	10	4	5.97%		3	4.48%	5	7.46%
Low SES	249	15	6.02%	28	17	6.83%		16	6.43%	16	6.43%
SWD	123	10	8.13%	15	11	8.94%		4	3.25%	5	4.07%
FY	1	1	100.00%	1	1	100.00%		0	0.00%	0	0.00%
Homeless	8	1	12.50%	1	1	12.50%		2	25.00%	2	25.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Andrew Carnegie Middle School - I-Ready Diagnostic 2 ELA Proficiency Level by Group

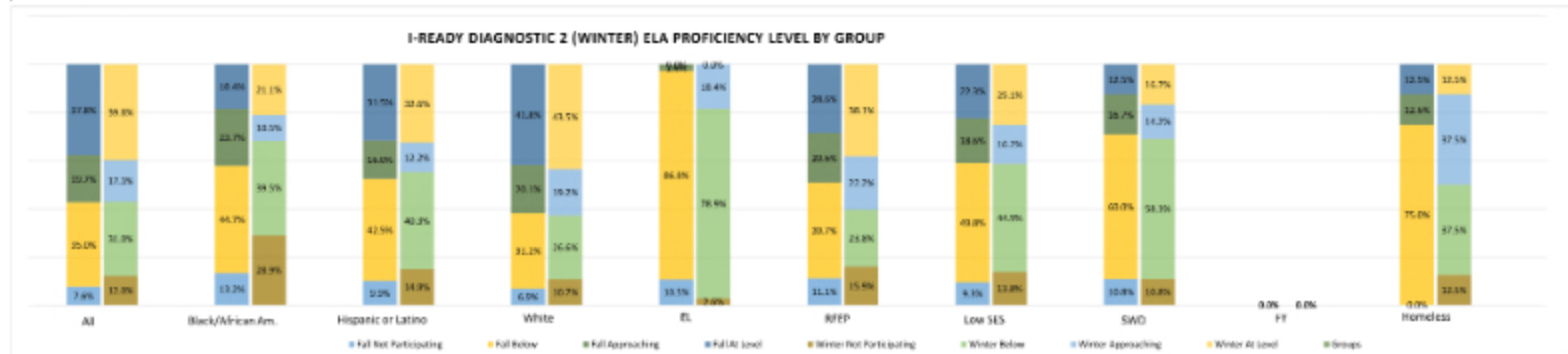
Group	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	752	57	263	148	284	90	233	130	299				
Black/African Am.	38	5	17	9	7	11	35	4	8				
Hispanic or Latino	181	18	77	29	57	27	73	22	59				
White	478	33	149	95	200	51	127	92	208				
EL	38	4	33	1	0	3	30	7	0				
RFEP	63	7	25	13	18	10	35	14	24				
Low SES	247	28	128	46	55	34	111	40	62				
SWD	120	18	72	20	10	13	70	17	20				
FY	2	1	1	0	0	1	1	0	0				
Homeless	8	0	6	1	1	1	8	3	1				

Group	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	752	7.6%	35.0%	19.7%	37.8%	12.0%	31.0%	17.3%	39.8%				
Black/African Am.	38	13.2%	44.7%	23.7%	18.4%	28.9%	89.5%	30.5%	21.1%				
Hispanic or Latino	181	9.9%	42.5%	16.0%	31.5%	14.9%	40.3%	12.2%	32.6%				
White	478	6.9%	31.2%	20.1%	41.8%	10.7%	26.6%	19.2%	48.5%				
EL	38	10.5%	86.8%	2.6%	0.0%	7.9%	78.9%	18.4%	0.0%				
RFEP	63	11.1%	39.7%	20.6%	28.6%	15.9%	55.6%	22.2%	58.1%				
Low SES	247	9.3%	49.8%	18.6%	22.3%	13.8%	44.9%	16.2%	25.1%				
SWD	120	15.0%	60.0%	16.7%	8.3%	10.8%	58.3%	14.2%	16.7%				
FY	2	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%				
Homeless	8	0.0%	75.0%	12.5%	12.5%	12.5%	37.5%	37.5%	12.5%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Andrew Carnegie Middle School - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

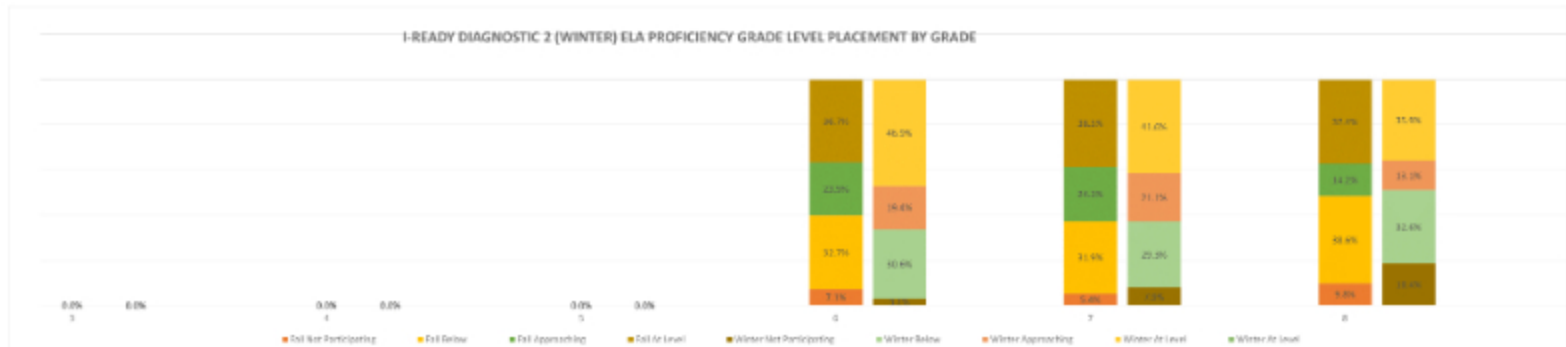
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement					Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level		Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0					
4	0	0	0	0	0	0	0	0	0					
5	0	0	0	0	0	0	0	0	0					
6	98	7	32	23	36	3	30	19	46					
7	317	17	103	77	122	25	93	67	132					
8	337	33	130	48	126	62	110	64	123					

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement					Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level		Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0													
4	0													
5	0													
6	98	7.1%	32.7%	23.5%	36.7%	3.1%	30.6%	30.4%	46.0%					
7	317	5.4%	31.9%	24.3%	38.5%	7.9%	29.3%	21.1%	41.6%					
8	337	9.8%	38.6%	14.2%	37.4%	18.4%	32.6%	13.3%	35.9%					

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Andrew Carnegie Middle School - i-Ready Diagnostic 2 Math Proficiency Level by Group

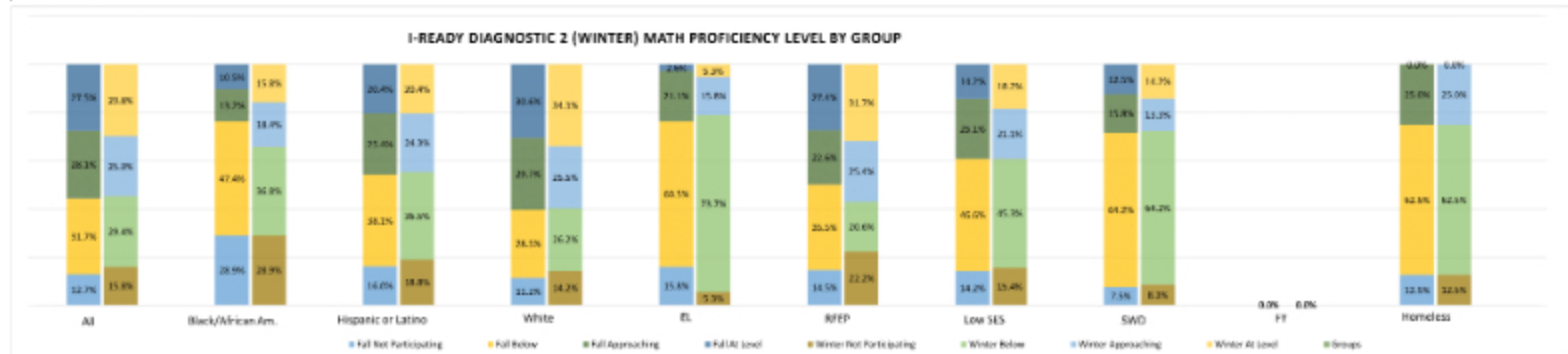
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	752	95	237	230	206	119	221	188	224				
Black/African Am.	38	11	18	5	4	11	14	7	6				
Hispanic or Latino	181	29	69	49	37	34	66	64	37				
White	478	53	135	141	145	68	125	122	163				
EL	38	6	23	8	1	2	28	6	2				
RFEP	63	9	22	14	17	14	33	16	20				
Low SES	247	35	115	62	35	38	112	52	45				
SWD	120	9	77	19	15	10	77	16	17				
FY	2	1	1	0	0	0	2	0	0				
Homeless	8	1	5	2	0	1	5	2	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	752	12.7%	31.7%	28.1%	27.5%	15.8%	29.4%	25.0%	29.8%				
Black/African Am.	38	28.9%	47.4%	13.2%	10.5%	28.9%	36.8%	18.4%	15.8%				
Hispanic or Latino	181	16.0%	38.1%	25.4%	20.4%	18.8%	36.5%	24.8%	20.4%				
White	478	11.2%	28.5%	29.7%	30.6%	14.2%	26.2%	25.5%	34.1%				
EL	38	15.8%	60.5%	21.1%	2.6%	5.3%	73.7%	15.8%	5.3%				
RFEP	63	14.3%	35.1%	22.4%	27.4%	22.2%	52.4%	25.4%	31.7%				
Low SES	247	14.2%	46.6%	25.1%	14.7%	15.4%	45.3%	21.1%	18.2%				
SWD	120	7.5%	64.2%	15.8%	12.5%	8.3%	64.2%	13.3%	14.2%				
FY	2	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	8	12.5%	62.5%	25.0%	0.0%	12.5%	62.5%	25.0%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Andrew Carnegie Middle School - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

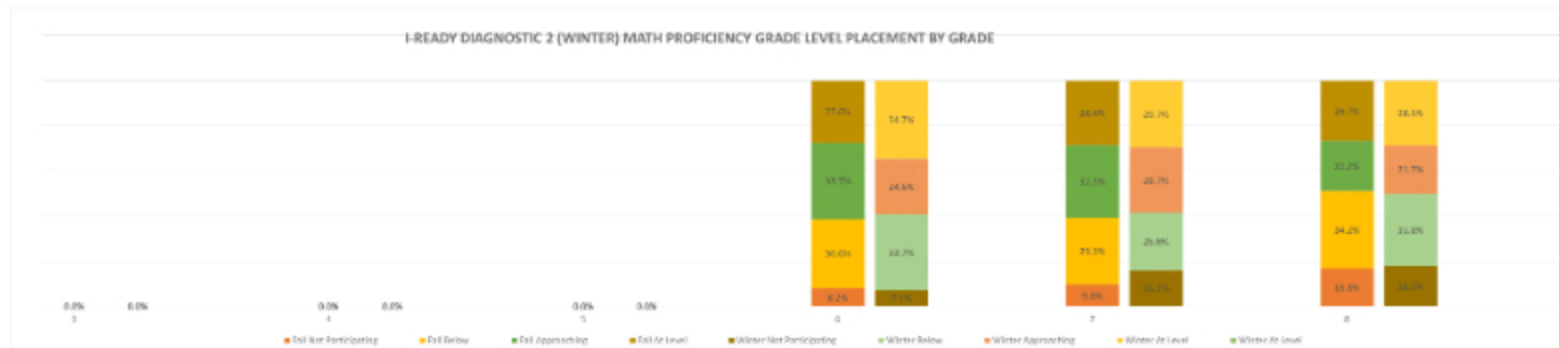
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	98	8	33	33	27	7	33	24	34				
7	317	33	93	103	90	51	83	91	94				
8	337	56	114	74	89	61	107	73	96				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	98	8.2%	30.6%	33.7%	27.6%	7.1%	33.7%	24.5%	34.7%				
7	317	9.8%	29.3%	32.5%	28.4%	16.1%	25.6%	28.7%	29.7%				
8	337	16.6%	34.2%	22.2%	26.7%	18.1%	31.8%	21.7%	28.5%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on this Text Level data:

We found that _____% of all students in grades K-2 were at or above grade level proficiency.

We found that _____% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that _____% of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this data, (NOTE SUCCESSES and/or CHALLENGES)

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: 2022-23

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:

2022-23**Identified Need**

Through the above analysis, the following needs were identified:

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELAC Meetings Parent Involvement Q data to track attendance	Track the % of families attending family events. Track attendance percentages of students.	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal Parent Liaison	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1000	School year 2023-24

	with the principal, weekly positive phone calls, Extra assignment pay for ELAC coordinator					
1.2	Attendance incentives	All Students English Learners Low-Income Students Foster Youth X Other ELs and SWDs	Principal VP Counselors/ social worker	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		School year 2023-24

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: 2022-23

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:

PBIS 1 team has systematic time to meet every month

Equity team was created to survey students on how they perceive the school and to ask how they learn the best.

PBIS 2 team was created and given direction to support students failing in tier 1

2022-23

Identified Need

Based on our analysis, the following modifications to our actions, will be implemented in 2023-24

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

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 2023-24
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.	X All Students English Learners Low-Income Students Foster Youth Other	Principal VP WEB team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0	School year 2023-24

	WEB also acts as an anti bullying program, 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). The extra time will be used to communicate with families and provide a positive point of contact for the school.	X All Students English Learners Low-Income Students Foster Youth Other	Principal support (clerical) staff	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	10,000	School year 2023-24
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	2000	School year 2023-24

2.5	Provide resources to support and reach out to students identified by the NIC team. Including but not limited to translators and use of technology to bridge communication gaps.	All Students X English Learners X Low-Income Students X Foster Youth X Other Special Education		LCFF Supplemental Site Allocation		School year 2023-24
2.6	Provide supervision and SEL supports from lunch time on to ensure safety at Carnegie. This extra support will target our EI and homeless students to reduce fights and as a result decrease suspensions.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	16500	School year 2023-24

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: 2022-23

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:

2022-23

Identified Need

Based on analysis, the identified

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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		School year 2023-24

3.2	Provide supplemental supplies, materials and technology	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 2023-24
3.3	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .6 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	90,000	School Year 2023-24
3.4	.20 Math Support	All Students English Learners X Low-Income Students Foster Youth X Other SWDs	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	18653	School year 2023-24

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 2023-24
3.6	Provide Educational and supplemental Subscriptions for staff and students.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	4926	

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: 2022-23

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?

Student surveys and Naviance completion rates.

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

The .5 counselor worked. With her time she was able to have over 92% of our students create pathways for graduation and beyond through Naviance.

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

During the implementation of Naviance we learned that it was not effective to have classes complete course pathways. We moved to have individual students meet with a counselor to increase completion rates.

2022-23

Identified Need

Getting students ready for College

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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	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 2023-24

	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		LCFF Suppleme ntal Centralize d Services (District Only) 1000- 1999: Certificate d Personnel Salaries		School year 2023-24
4.3	A .5 MTSS social worker will be offering SEL support to our Tier students.	All Students English Learners Low-Income Students Foster Youth Other				

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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endcollapse					

SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		startcollapse endcollapse			
		startcollapse endcollapse			
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endcollapse					

SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
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		startcollapse endcollapse			
		startcollapse			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$220,787.00

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)	\$77,361.00
LCFF Supplemental English Learner Central	\$90,000.00
LCFF Supplemental Site Allocation	\$53,426.00

Subtotal of state or local funds included for this school: \$220,787.00

Total of federal, state, and/or local funds for this school: \$220,787.00

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	53,426	0.00
LCFF Supplemental English Learner Central	90,000	0.00
LCFF Supplemental Centralized Services (District Only)	77,361	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	77,361.00
LCFF Supplemental English Learner Central	90,000.00
LCFF Supplemental Site Allocation	53,426.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	172,361.00
2000-2999: Classified Personnel Salaries	11,000.00
4000-4999: Books And Supplies	16,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	77,361.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	90,000.00
	LCFF Supplemental Site Allocation	21,426.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	11,000.00

4000-4999: Books And Supplies

LCFF Supplemental Site Allocation

16,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,000.00
Goal 2	33,500.00
Goal 3	127,579.00
Goal 4	58,708.00

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
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Aaron Wurtzer	Principal
Analese McDaniel	Other School Staff
Curtis Borton	Classroom Teacher
Melinda Rhodes	Classroom Teacher
Shelia King	Classroom Teacher
Nate Jones	Secondary Student
Caitlin Quinlin	Parent or Community Member
Anastasia Chavez	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

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 May 11th, 2023.

Attested:

on file

Principal, Aaron Wurtzer on May 11th, 2023

On file

SSC Chairperson, Melinda Rhodes on May 11th, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

\$77,361.00 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. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$58,708.00	Clear Pathways to Bright Futures	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$77,361.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central

\$90,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .6 ELD Teacher	1000-1999: Certificated Personnel Salaries	\$90,000.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$90,000.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Andrew Carnegie Middle School

Funding Source: LCFF Supplemental Site Allocation

\$53,426.00 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.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs	
Provide Educational and supplemental Subscriptions for staff and students.		\$4,926.00	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	\$1,000.00	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	\$0.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.
Provide additional clerical support for our attendance improvement plan (2 hours/day). The extra time will be used to communicate with families and provide a positive point of contact for the school.	2000-2999: Classified Personnel Salaries	\$10,000.00	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	\$2,000.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.

Andrew Carnegie Middle School

Provide supervision and SEL supports from lunch time on to ensure safety at Carnegie. This extra support will target our EI and homeless students to reduce fights and as a result decrease suspensions.		\$16,500.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.
Provide supplemental supplies, materials and technology	4000-4999: Books And Supplies	\$9,000.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures:	\$53,426.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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Andrew Carnegie Middle School Total Expenditures:	\$220,787.00
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