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 8th, 2024	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Andrew Carnegie met the criteria for ATSI, for the following indicators and/or student groups:
- Students with Disabilities in Math, ELA, Suspension
- English Language Learners Math, ELA, Chronic Absenteeism

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

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

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Information was collected from staff, leadership, department chair, PBIS tier 1 and PBIS tier 2 meetings. Community input was provided at Site council meetings, PTSA meetings and a monthy open invite parent teacher meeting.

School site council met 7 times over the course of the year. The ELAC(English Language Advisory Committee) met 4 times. The open Friday meeting for all parents met 9 times through the school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.12%	0.4%	0.14%	1	3	1
African American	2.59%	2.53%	1.86%	22	19	13
Asian	3.17%	2.93%	2.87%	27	22	20
Filipino	1.29%	0.93%	0.86%	11	7	6
Hispanic/Latino	22.09%	24.37%	23.35%	188	183	163
Pacific Islander	0.24%	0.4%	0.72%	2	3	5
White	63.57%	57.92%	59.89%	541	435	418
Multiple/No Response	6.93%	10.52%	10.32%	59	79	72
			Total Enrollment	851	751	698

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 6	113	101	73
Grade 7	337	314	306
Grade 8	401	336	319
Total Enrollment	851	751	698

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	32	35	44	4.10%	3.8%	6.3%
Fluent English Proficient (FEP)	91	80	68	13.00%	10.7%	9.7%
Reclassified Fluent English Proficient (RFEP)				18.4%		

School and Student Performance Data

Student Population

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
751	**36.5**	**4.7**	**0.4**
Total Number of Students enrolled in Andrew Carnegie Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	35	4.7
Foster Youth	3	0.4
Homeless	7	0.9
Socioeconomically Disadvantaged	274	36.5
Students with Disabilities	94	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	2.5
American Indian	3	0.4
Asian	22	2.9
Filipino	7	0.9
Hispanic	183	24.4
Two or More Races	79	10.5
Pacific Islander	3	0.4
White	435	57.9

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
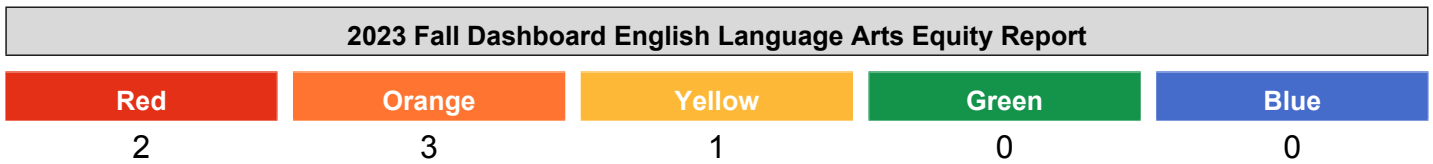## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
18 points below standard	97.9 points below standard	1 Student
Decreased Significantly -17.9 points	Decreased Significantly -18.7 points	
674 Students	51 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
9 Students	58.1 points below standard	124.8 points below standard
	Decreased Significantly -22.3 points	Decreased Significantly -23.3 points
	252 Students	82 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
49.9 points below standard	Less than 11 Students	13.3 points above standard	Less than 11 Students
Increased Significantly +34.6 points	2 Students	Decreased -6.7 points	7 Students
16 Students		21 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	Less than 11 Students	Yellow
47.6 points below standard	30.6 points below standard	3 Students	3.2 points below standard
Decreased Significantly -21.1 points	Decreased Significantly -30.4 points		Decreased -13.2 points
160 Students	74 Students		392 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
167.2 points below standard	61.9 points below standard	12.5 points below standard
Decreased Significantly -58 points	Maintained +0.3 points	Decreased Significantly -16.7 points
20 Students	32 Students	570 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 18 points below standard which was a significant decrease from the previous school year. Our lowest performing student groups were English learners and Students with Disabilities. English learners scored 97.9 points below standard which was a significant decrease from the previous school year. Students with Disabilities scored 124.8 points below standard which was a significant decrease from the previous school year.
Our African American students and white students scores declined in ELA (White students more than our AA students)

Many things contributed to the scores. Overall our ELA department sores dropped. The students at Carnegie have changed in how they learn and interact with classroom expectations and lessons. The teaching staff and support staff has not had enough time to train to address the changing of the student population and how to address their diverse needs.

IN 24-25 we are starting some new interventions to support our ELL students and students with disabilities. We are starting two ELA supports school wide to increase academic vocabulary and to create common expectations around writing. Staff will be teaching common writing expectations in Science, History, Math and ELA classes. Through daily messaging we will be teaching common vocabulary. We will need to assign more time for teachers to create the writing lessons, administer and calibrate with each other on the output of the lessons.

School and Student Performance Data
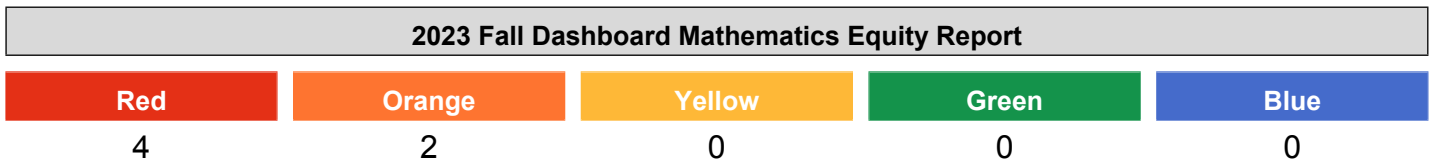
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
61.8 points below standard	154.9 points below standard	
Decreased -11.4 points	Decreased -12.5 points	1 Student
672 Students	55 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Red
	105.2 points below standard	176.8 points below standard
10 Students	Decreased -13.5 points	Decreased Significantly -19.2 points
	252 Students	83 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
156.9 points below standard	Less than 11 Students	16.8 points below standard	Less than 11 Students
Decreased Significantly - 30.2 points	2 Students	Maintained -2.4 points	7 Students
16 Students		21 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	Less than 11 Students	Orange
97.1 points below standard	68.4 points below standard	3 Students	45.1 points below standard
Decreased -11.7 points	Maintained +1.6 points		Decreased -10 points
160 Students	75 Students		389 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
220.8 points below standard	111.5 points below standard	58.1 points below standard
Decreased Significantly -26.3 points	Decreased -9.6 points	Decreased -12.4 points
24 Students	32 Students	570 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 61.8 points below standard which was a decrease from the previous school year. Our lowest performing student groups were English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students. English learners scored 154.9 points below standard which was a decrease from the previous school year. Socioeconomically Disadvantaged students scored 105.2 points below standard which was a decrease from the previous school year. Students with Disabilities scored 176.8 points below standard which was a significant decrease from the previous school year. Hispanic students scored 97.1 points below standard which was a decrease from the previous school year.
All students declined in math except our RFEP students who increased significantly with more than 52 points.

Many things contributed to the scores. Overall our ELA department sores dropped. The students at Carnegie have changed in how they learn and interact with classroom expectations and lessons. The teaching staff and support staff has not had enough time to train to address the changing of the student population and how to address their diverse needs. We also had two wonderful adults run classes that were covering as long term subs in our math department.

We are adding a few changes to our math intervention systems. We will have a grade level core curriculum class focused on ELL students as well as a math intervention elective focused on our ELL's.

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress
0.581% making progress towards English language proficiency
Number of EL Students: 31 Students
Performance Level: 4

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
2	11	0	18

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

18 students progressed at least one ELPI level. 11 students maintained ELPI levels and 2 students decreased one level.

Lots of factors affect our EL student progress over the course of the year. This years data shows that more than half of the students improved and about 40% of our students maintained. A possible contribution is the the multiple levels of students not allowing for the teacher to meet all of the students needs in a class period.

Students need access to focused instruction based on their EL level. With small numbers of students our classes are combined. This can be costly with small class sizes but needed to increase the levels of more of our students.

School and Student Performance Data

Academic Performance
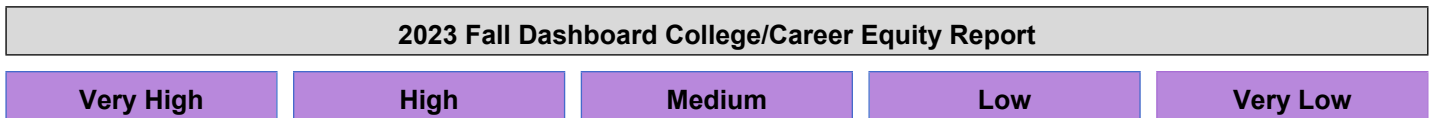## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Academic Engagement
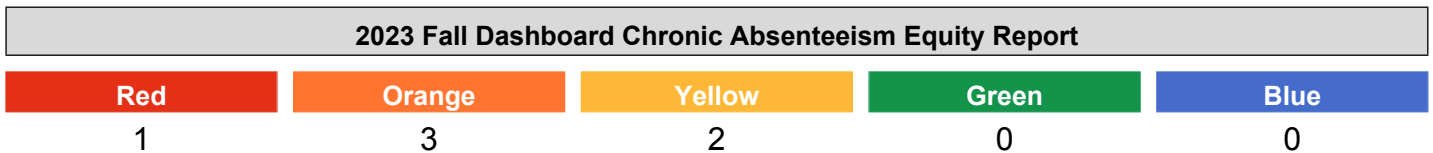## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	2	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
27.4% Chronically Absent	41.2% Chronically Absent	
Declined Significantly -6.1	Increased 7.8	4 Students
784 Students	51 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
50% Chronically Absent	Yellow	Orange
Declined -14	41.1% Chronically Absent	38.8% Chronically Absent
12 Students	Declined Significantly -9.6	Declined -9.9
	319 Students	98 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
47.6% Chronically Absent	Less than 11 Students	30.4% Chronically Absent	Less than 11 Students
Declined -6		Increased 11.9	
21 Students	2 Students	23 Students	7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	Less than 11 Students	Yellow
35.2% Chronically Absent	27.4% Chronically Absent	3 Students	23.1% Chronically Absent
Declined -0.5	Declined -10.5		Declined Significantly -9.1
193 Students	84 Students		451 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

27.4% of all students were chronically absent which was significant decrease from the previous school year. All subgroups except our ELL had an increase in attendance. Our ELL students have dropped into the Red group for the 22-23 school year. When asked at ELAC meetings parents are citing that they are having continued issues with transportation. 41.2% of our English learners were chronically absent.

There was an overall increase in student attendance from 21-22 to 22-23. Our ELL students are still in the Red. We have done several things to increase student attendance. We increased student activities, positive outreach and communication to our students and families about what is happening at school and current activities. Our school community resource specialist has gone through several trainings on how to communicate and support with students whoa are chronically absent. Staff have embraced teh talking points app for english communication and for translation needs.

Even though our attendance is improving we can still increase our rates. Some of families we need to hold specific meetings with them to find out why they are not attending. This will require pay for staff that attend (outside of the school day) and clerical time to organize the meetings.
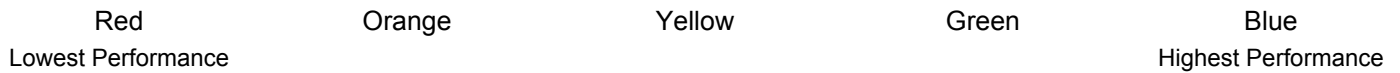
School and Student Performance Data

Academic Engagement
Graduation Rate

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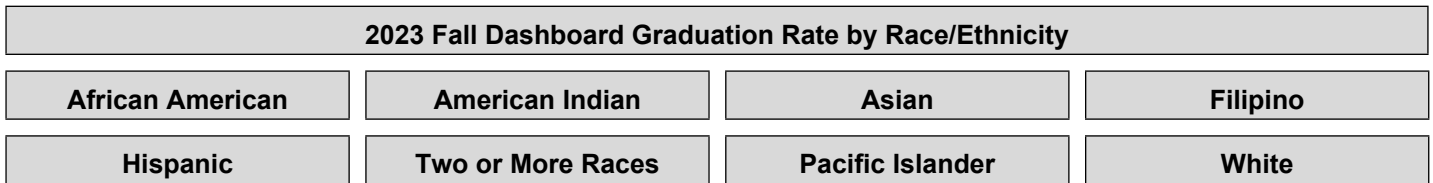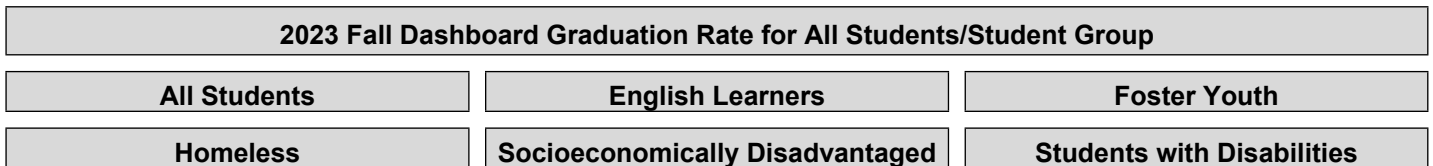
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Conditions & Climate
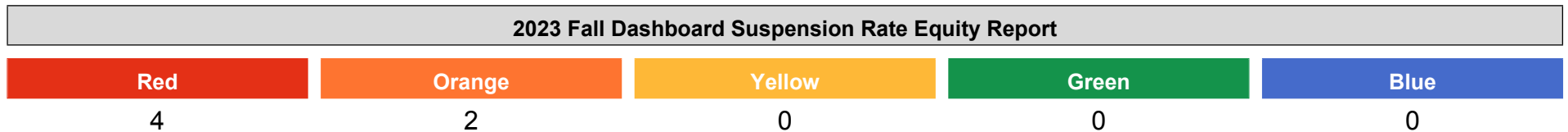## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Red

11.9% suspended at least one day

Increased Significantly 5.4

807 Students

English Learners

Orange

10.9% suspended at least one day

Increased 4.2

55 Students

Foster Youth

Less than 11 Students

4 Students

Homeless

15.4% suspended at least one day

Declined -7.2

13 Students

Socioeconomically Disadvantaged

Red

16.6% suspended at least one day

Increased Significantly 6.2

332 Students

Students with Disabilities

Red

17.2% suspended at least one day

Maintained -0.1

99 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
28% suspended at least one day	Less than 11 Students	8.3% suspended at least one day	Less than 11 Students
	2 Students		7 Students
Increased 13.7		Increased 4.8	
25 Students		24 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	Less than 11 Students	Red
8.1% suspended at least one day	22.4% suspended at least one day	3 Students	11.2% suspended at least one day
Increased 1.1	Increased 3.2		Increased Significantly 6.5
197 Students	85 Students		464 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

11.9% of all students were suspended at least one day which was a significant increase from the previous school year. Our lowest performing student groups were Socioeconomically Disadvantaged, Students with Disabilities, students identified as two or more races, and white students.16.6 % of our Socioeconomically Disadvantaged students were suspended at least one day which was a significant increase from the previous school year. 17.2% of our Students with Disabilities were suspended at least one day which was similar to the previous year. 22.4% of our students who identify as two or more races were suspended at least one day which was an increase from the previous school year. 11.2% of our white students were suspended at least one day which was a significant increase from the previous school year.
While our suspension data reflects a small overall number of suspensions, our African American population had the most significant growth (of 7.5) followed by our white population of only .6

Many factors contributed to an increase in suspension. There was a change in all administration from the previous year. Behavior systems form the previous year had not been carried over and needed to be established. School wide PBIS tier 1 had to be re-started. PBIS tier 2 had to be established.

We need time to plan and train our PBIS team. Time is needed for staff to collaborate and train in behavior managment and de esclation training. We need resources for the token economy system. We need training from outside agencies to support the changing population of Carnegie.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

State formative once a year and I-ready testing twice a year. The Math department used IXL to monitor growth weekly.

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

The IXL test has allowed the math department to check for trends in their classrooms. It does not provide data as an entire school, only classroom level. Math department has. used this test to established

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

Both Math and ELA are behind the state average score. We added Math tutoring 2x a week, an intervention ELA class for students who are just below profeciant. We have added an afterschool homework club. We are adding 2 periods of Math support for

2023-24
Identified Need

Our students with disabilities and ELL students are still falling far behind our other students in Math and ELA. Students in these groups will receive targeted interventions. In the intervention classes the teachers will need training, materials and time to adjust intervention instruction to meet the needs of the students. Our ELA scores have dropped over several years. Our students need increased instruction in vocabulary and writing. Staff will need time to meet and plan to implement the new school wide introductions for writing and vocabulary.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	18 points below standard	+ 3 scale score points
	English Learners	97.9 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	58.1 points below standard	
	Students with Disabilities	124.8 points below standard	
	African American	49.9 points below standard	
	American Indian		
	Asian	13.3 points above standard	
	Filipino		
	Hispanic	47.6 points below standard	
	Two or More Races	30.6 points below standard	
	Pacific Islander		
	White	3.2 points below standard	
Math State Assessment: Change in scale score	All Students	61.8 points below standard	+ 3 scale score points

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	English Learners	154.9 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	105.2 points below standard	
	Students with Disabilities	176.8 points below standard	
	African American	156.9 points below standard	
	American Indian		
	Asian	16.8 points below standard	
	Filipino		
	Hispanic	97.1 points below standard	
	Two or More Races	68.4 points below standard	
	Pacific Islander		
	White	45.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.581%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	27.27%		+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide tutoring for students targeted in Math as well as a location for all students to have the opportunity to to work on homework. Cost will be pay for Math teachers 2 days after school for 45 mins as well as support staff opening the library daily for homework club. Teachers and IA's will be paid out of ELO grant.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing Hispanic and Students with Disabilities	Other	0	2024 - 2025
1.2	Provide supplemental supplies, materials and technology to support student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000	2024 - 2025
1.3	Release time for teachers and staff to observe and	X All Students English Learners Low-Income Students	LCFF Supplemental	2400	2024 - 2025

	collaborate and attend confrences	Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures			
1.4	Provide educational and supplemental Subscriptions for staff and students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	17000	2024 - 2025	1
1.5	Provide additional high. middle school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024 - 2025	

	and parent and family relations Targeted services under the framework of MTSS. .5FTE Counselor				
1.6	2 periods of general education intervention will be available to all students who need extra support in ELA or Math. ELL students will be receiving targeted small group instruction in math foundations AND have an additional targeted math intervention class.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Other		2024 - 2025

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Attendance rates, suspension events.   We held monthly attendance meetings. Suspensions are monitored monthly by administration.

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

At the moment our attendance data is showing that our chronic absenteism rate is improving as well as our suspension rate is dropping. We believe it is many reasons that both metrics are improving.

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

We have added our SCIS as a lead of our attendance intervention team. Our PBIS Tier 2 team is up and has increased from 2-3 students to a dozen. Attendance team has made more outreach to support more students.

2023-24
Identified Need

We need more structured time for the intervention teams to meet. Many times in the day staff on the attendance team are pulled in several directions to keep students safe and engaged. This can cause attendance meetings with critical support staff to be postponed.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	27.4% Chronically Absent	-0.5%
	English Learners	41.2% Chronically Absent	
	Foster Youth		
	Homeless	50% Chronically Absent	
	Socioeconomically Disadvantaged	41.1% Chronically Absent	
	Students with Disabilities	38.8% Chronically Absent	
	African American	47.6% Chronically Absent	
	American Indian		
	Asian	30.4% Chronically Absent	
	Filipino		
	Hispanic	35.2% Chronically Absent	
	Two or More Races	27.4% Chronically Absent	
	Pacific Islander		
	White	23.1% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.78%		94%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0.62%	0.5%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	ELAC support. Funds for running and support	All Students X English Learners Low-Income Students	LCFF Supplemental	1000	2024 2025

	ELAC meeting. This will be aimed at parent involvement and engaging families into the school.	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
2.2	ELL after school tutoring. ELD teacher will provide after school math tutoring for targeted ELL students once a week.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-2025
2.3	Provide additional clerical support for our attendance improvement plan (2 hours/day). This extra time will be used to communicate with families and provide a positive point of contact for the school. PC 39107	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	9,467 6,129	2024-2025
2.4	Purchase supplies and	X All Students English Learners	LCFF Supplemental	500	2024-2025

	materials to enrich and supplement the clubs and to pay staff running the clubs after school.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	
2.5	Hire a School community intervention assistant to support with attendance and SEL programs. This position will support our Safe schools ambassadors program, be a member of our Tier 2 behavior support team and lead our attendance intervention team. Our SCIS works with our ELAC committee and communicates	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-2025

	with our ELL students on attendance concerns. Paid through ELO 1.1				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

We used several measures to look at school climate and family engagement. For family engagement we looked at our parent clubs and participation in several different input oppertunities. Attendance in ELAC meetings, PTSA, School site council and coffee with teh principal event. For students we monitored suspension rates, office behavioral referrals, atendance and students participation in student leadership activites measured through our 5 star program.

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

Our suspensions have reduced and according to ODR's (Office discipline referrals). behavior in the classrooms has decreased.

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

We are continuing to invest in our positive behavior managment systems.   Our Tier 2 team has moved form proto-type to utiliization. We have gained an extra .5 counselor from the district support staff.

2023-24
Identified Need

We need to reduce our suspension rates for our ELL and SWD populations.   I believe we can dot his with several levels of approaches. Using supplemental funds to support and strengthen our PBIS Tier 1 and Tier 2 teams.   After interviewing SWD's we know we need to train staff on ways to communicate and support our many students who need a different educational experience.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	11.9% suspended at least one day	- 0.3%
	English Learners	10.9% suspended at least one day	
	Foster Youth		
	Homeless	15.4% suspended at least one day	
	Socioeconomically Disadvantaged	16.6% suspended at least one day	
	Students with Disabilities	17.2% suspended at least one day	
	African American	28% suspended at least one day	
	American Indian		
	Asian	8.3% suspended at least one day	
	Filipino		
	Hispanic	8.1% suspended at least one day	
	Two or More Races	22.4% suspended at least one day	
	Pacific Islander		
	White	11.2% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.12%	0.05%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	62.5%	65%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	44.4%	46%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	+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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Character education programs which meets the needs of students and our school community.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	24-25

3.2	WEB "Where everyone belongs" is a middle school orientation program and transition program welcoming 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Web also acts as a anti-bullying program, providing a cadre of 8th grade student leaders who look for bullying behavior.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Two or More Races, and White students	Other	0	24-25
3.3	Provide resources to support and reach out to students identified by the NIC team. Including but not limited to translators and technology to bridge communication gaps.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	404	24-25
3.4	PBIS Tier 2. School wide	X All Students English Learners	LCFF Supplemental	2000	

	screener will be used to place students into intervention groups. The funds will be used to pay the team to meet, discuss, monitor and ensure that the right students are in the right intervention.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 1000-1999: Certificated Personnel Salaries		
3.5	Coffee with the Principal. Open invitation to any parent who wants to sit with the principal to receive updates and go over concerns of the school.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		
3.6	Provide supplemental safety on campus through the implementation of a Rec Aide. PC 34895	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation		

			3000-3999: Employee Benefits		

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Hire and maintain ELD support teacher 80%	August 2024 through June 2025	Teach, support and provide scaffolding for students clasifed as English Language learners.	1000-1999: Certificated Personnel Salaries	Other	85,000
Math intervention period.		.2 core curriculum math class used to intervene on our ELD population. Class will stay small and be paired with another academic intervention class.	1000-1999: Certificated Personnel Salaries	Other	25,000

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
MTSS .5 counselor	8-15-24 through 6-10-25	.5 counselor works with intervention teams to support students in crises and in need of socio-emotional interventions.	1000-1999: Certificated Personnel Salaries	Other	50,000
.5 counselor	8-15-24 through 6-10-25	.5 counselor will be used to support students with creating Naviance pathway programs for students as they move from middle school to high school. Counselor will also work with students and families in crises.	1000-1999: Certificated Personnel Salaries	Other	50,000
Hire Safety support personal	8-15-24 through 6-10-25	Staff will supervise the campus and monitor for safety.	2000-2999: Classified Personnel Salaries	Other	35000

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	$46,400.00

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 Site Allocation	$46,400.00
Other	$0.00

Subtotal of state or local funds included for this school: $46,400.00

Total of federal, state, and/or local funds for this school: $46,400.00

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	46400	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	46,400.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	2,500.00
2000-2999: Classified Personnel Salaries	9,467.00
3000-3999: Employee Benefits	6,129.00
4000-4999: Books And Supplies	8,904.00
5000-5999: Services And Other Operating Expenditures	19,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	9,467.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,129.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	8,904.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	19,400.00

| | Other | | 0.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,400.00
Goal 2	17,596.00
Goal 3	5,404.00

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
Melissa Vice	Other School Staff
Curtis Borton	Classroom Teacher
Melinda Rhodes	Classroom Teacher
Shelia King	Classroom Teacher
Nate Jones	Secondary Student
	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 8th, 2024.

Attested:

on file	Principal, Aaron Wurtzer on May 8th, 2024
On file	SSC Chairperson, Melinda Rhodes on May 8th, 2024

Budget By Expenditures

Andrew Carnegie Middle School

Funding Source: LCFF Supplemental Site Allocation   **$46,400.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplemental supplies, materials and technology to support student learning.	4000-4999: Books And Supplies	$4,000.00	Connected School Communities	
Release time for teachers and staff to observe and collaborate and attend confrences	5000-5999: Services And Other Operating Expenditures	$2,400.00	Connected School Communities	
Provide educational and supplemental Subscriptions for staff and students.	5000-5999: Services And Other Operating Expenditures	$17,000.00	Connected School Communities	
ELAC support. Funds for running and support ELAC meeting. This will be aimed at parent involvement and engaging families into the school.	4000-4999: Books And Supplies	$1,000.00	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). This extra time will be used to communicate with families and provide a positive point of contact for the school. PC 39107	2000-2999: Classified Personnel Salaries	$9,467.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.
Purchase supplies and materials to enrich and supplement the clubs and to pay staff running the clubs after school.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.
	3000-3999: Employee Benefits	$6,129.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.
	1000-1999: Certificated Personnel Salaries	$500.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.
Character education programs which meets the needs of students and our school community.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs	

Andrew Carnegie Middle School

Proposed Expenditure	Object Code	Amount	Goal
Provide resources to support and reach out to students identified by the NIC team. Including but not limited to translators and technology to bridge communication gaps.	4000-4999: Books And Supplies	$404.00	Engaging Academic Programs
PBIS Tier 2. School wide screener will be used to place students into intervention groups. The funds will be used to pay the team to meet, discuss, monitor and ensure that the right students are in the right intervention.	1000-1999: Certificated Personnel Salaries	$2,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures:	$46,400.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide tutoring for students targeted in Math as well as a location for all students to have the opportunity to to work on homework. Cost will be pay for Math teachers 2 days after school for 45 mins as well as support staff opening the library daily for homework club. Teachers and IA's will be paid out of ELO grant.		$0.00	Connected School Communities	
WEB "Where everyone belongs" is a middle school orientation program and transition program welcoming 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Web also acts as a anti-bullying program, providing a cadre of 8th grade student leaders who look for bullying behavior.		$0.00	Engaging Academic Programs	

Other Total Expenditures:	$0.00
Other Allocation Balance:	$0.00
Andrew Carnegie Middle School Total Expenditures:	$46,400.00