School Year: **2025-26**

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	April 9th 2025	June 24,2025

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

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).

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).

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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

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 through surveys and direct input. The ACMS Leadership team, department chair meetings, PBIS tier 1 and PBIS tier 2 meetings also provided input on needs for supporting students at ACMS.

Community input was provided at Site council meetings, ELAC meetings, PTSA meetings and a monthly open invite community meetings.

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 5 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)			5	18.4%		8.47%

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
698	**37.2%**	**6.3%**	**0.0%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	44	6.3%
Foster Youth	0	0.0%
Homeless	12	1.7%
Socioeconomically Disadvantaged	260	37.2%
Students with Disabilities	98	14%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	1.9%
American Indian	1	0.1%
Asian	20	2.9%
Filipino	6	0.9%
Hispanic	163	23.4%
Two or More Races	72	10.3%
Pacific Islander	5	0.7%
White	418	59.9%

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	1	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
11.9 points below standard	83.7 points below standard	140.8 points below standard
Increased 6.0 points	Increased 14.2 points	Declined 4.4 points
631 Students	52 Students	13 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	Less than 11 Students	34.2 points below standard
	10 Students	Increased 23.9 points
		244 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
83.8 points below standard	107.8 points below standard	0 Students
Increased 41.0 points	Declined 57.9 points	
86 Students	13 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
33.5 points above standard	Less than 11 Students	28.3 points below standard
Increased 20.2 points	6 Students	Increased 19.2 points
16 Students		146 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
0.6 points below standard	Less than 11 Students	6.2 points below standard
Increased 30.0 points	4 Students	Declined 3.0 points
66 Students		381 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.

Students with disabilities and English Langue learners continue to score the lowest in ELA and Math. African American students are also scoring lower than the entire student body. Their numbers are so small that they do not get a color on the dashboard.
English learners scored 83.7 points below standard which was a increase of 14.2 points from the previous school year.
Students with Disabilities scored 83.8 points below standard which was a increase of 41 points from the previous school year.
White students scored 6.2 points below standard which was a decrease of 3 points from the previous school year.
In comparison all students scored 11.9 points below standard which was a increase of 6.0 points from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Many things contributed to the increase in ELA scores. We are not clear on the exact ones increased the scores. The ELA department started to take common benchmark exams. Teaching staff have used collaborative time with purpose to design lessons and evaluate student performance. The entire staff has engaged in supporting writing in all curricular areas.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Time for intervention and training for intervention teachers on how to intervene. Training on new ways of approaching students that are resistant to traditional classroom strategies. Training and support for increasing student voice in the classroom.Time for teachers to practice and support each other with the process.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
51.5 points below standard	126.0 points below standard	226.0 points below standard
Increased 10.3 points	Increased 28.9 points	Declined 49.3 points
637 Students	63 Students	13 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Less than 11 Students	75.9 points below standard
	10 Students	Increased 29.3 points
		251 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
146.0 points below standard	177.4 points below standard	0 Students
Increased 30.9 points	Declined 20.5 points	
86 Students	14 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
21.8 points below standard	Less than 11 Students	81.1 points below standard
Declined 5.0 points	6 Students	Increased 16.0 points
20 Students		148 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
50.0 points below standard	Less than 11 Students	38.5 points below standard
Increased 18.4 points	4 Students	Increased 6.7 points
65 Students		383 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.

We have no students in the Red. Our lowest groups that have a color is our LTEL's and students with disabilities. Our African American students scored lower but there are not enough to have a color on the dashboard.
English learners scored 126 points below standard which was a increase of 28.9 points from the previous school year.
Students with Disabilities scored 146 points below standard which was a increase of 30 points from the previous school year.
In comparison all students scored 51 points below standard which was a increase of 10 points from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Math teachers Implemented bench mark assessments so teachers can track progress. After school tutoring was provided for all students two days a week. Incentives were provided for all students with disabilities to complete I-ready custom lessons in homeroom.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Training for teachers to have conversations about student performance. Teachers are using the IXL program to monitor student growth and create specific lessons for them. Training and support to utilize student voice in the

classroom. Time for teachers to observe other middle school math teachers at other sites. Increased Thursday Time for more math dept collaboration to discuss progress and roadblocks.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
51.7% making progress.	45.5% making progress.
Number Students: 29 Students	Number Students: 11 Students

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.

2024 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
10.3%	37.9%	0%	51.7%

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

51% of our English language learners increased one ELPI level.
10.3% of our English learners decreased one ELPI level.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We held listening sessions to find out when our ELL students feel they are learning at the highest levels.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

For the 24-25 school year we had 4 teachers working over contract to support our ELL students. The upcoming year we have posted a 1.0 position. Having 1 teacher focussing on this process will increase student outcomes.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
19.7% Chronically Absent	21.1% Chronically Absent	31.3% Chronically Absent
Declined 7.7	Declined 20.1	Declined 7.2
735 Students	57 Students	16 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	37.5% Chronically Absent	27.5% Chronically Absent
	Declined 12.5	Declined 13.5
	16 Students	305 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
31.1% Chronically Absent	56.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 7.7	Increased 8.6	1 Student
103 Students	16 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
16.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy	25.1% Chronically Absent
Declined 13.8	6 Students	Declined 10.1
24 Students		171 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
20% Chronically Absent	Fewer than 11 students - data not displayed for privacy	16.5% Chronically Absent
Declined 7.4	5 Students	Declined 6.6
75 Students		437 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.

Our lowest performing student groups were English learners and Students with Disabilities.
21 % of our English learners were chronically absent which was a decrease of 20% from the previous school year.
31% of our Students with Disabilities were chronically absent which was a decrease of 7.7% from the previous school year.
In comparison, 19.7% of all students were chronically absent which was a decrease of 7.7% from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We spent energy and time increasing positive connections with students. Teachers at staff meetings are given time for positive out reach. The PBIS system increased events and communication with the student body.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We are loosing our MTSS counselors for the 25-26 school year. We dont have enough supplemental funds to purchase 2 .5 counseling positions. We need access to the continued supports they offer but are unclear on how we will get it.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	2	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	No Performance Color
6.9% suspended at least one day	8.8% suspended at least one day	6.3% suspended at least one day
Declined 5%	Declined 2.1%	Declined 9.1%
755 Students	57 Students	16 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	5% suspended at least one day	8.8% suspended at least one day
	Declined 10.4%	Declined 7.8%
	20 Students	318 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
9.5% suspended at least one day	23.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 7.6%	Declined 4.5%	1 Student
105 Students	17 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.6% suspended at least one day
Declined 8.3%	6 Students	Declined 1.5%
24 Students		182 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
10.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.1% suspended at least one day
Declined 11.7%	5 Students	Declined 5.1%
75 Students		445 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.

Our African American group had our highest suspension rate. All sub groups rates decreased. We dont have any sub groups in the red.
Our lowest performing student groups were English learners, Socioeconomically Disadvantaged, Students with Disabilities, and students who identify as two or more races.
8.8% of English learners were suspended at least one day which was a decrease of 2.1% from the previous school year.
8.8% of Socioeconomically Disadvantaged students were suspended at least one day which was a decrease of 7.8% from the previous school year.
9.5% of Students with Disabilities were suspended at least one day which was a decrease of 7.6% from the previous school year.
10.7% of students who identify as two or more races were suspended at least one day which was a decrease of 11.7% from the previous school year.
In comparison, 6.9% of all students were suspended at least one day which was a decrease of 5% from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We cahnged our response to fights. Used more of a restorative response. We also went after cellphones that were filming fights. This greatly reduced physical conflict.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We need time and training for staff to respond to conflicts as they arise.

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: 2024-25

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 1 periods of Math support for our ELL students.

2025-26

Identified Need

Increasing academic scores of all students in ELA and Math. Increasing tier 1 instruction practices to increase student voice in classrooms.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	11.9 points below standard	+ 3 scale score points
	English Learners	83.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	34.2 points below standard	
	Students with Disabilities	83.8 points below standard	
	African American	107.8 points below standard	
	American Indian		
	Asian	33.5 points above standard	
	Filipino		
	Hispanic	28.3 points below standard	
	Two or More Races	0.6 points below standard	
	Pacific Islander		
	White	6.2 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Math State Assessment: Change in scale score	All Students	51.5 points below standard	+ 3 scale score points
	English Learners	126.0 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	75.9 points below standard	
	Students with Disabilities	146.0 points below standard	
	African American	177.4 points below standard	
	American Indian		
	Asian	21.8 points below standard	
	Filipino		
	Hispanic	81.1 points below standard	
	Two or More Races	50.0 points below standard	
	Pacific Islander		
	White	38.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	51.7%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	8.47%		+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 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	4404	2025-2026
1.2	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	Other		2025-2026

1.3	Release time for teachers and staff to observe and collaborate and attend confrences	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2400	2025-2026
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	2025-2026
1.5	2 periods of general education intervention will be available to all students who need extra support in Math. ELL students will be receiving targeted small group instruction	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Other		2025-2026

	in math foundations AND have an additional targeted math intervention class.				
1.6	.2 period of ELA support for students failing ELA.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing			2025-2026
1.7	CARES team-A group of teachers and counselors folloowing students who are onteh D and F list and supporting through mentoring and creating action plans.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation	3600	2025-2026

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: 2024-25

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. Responses to fights have changed from strictly punative to a restorative model. We ahve also addressed phones involved with filming fights at the same consequence for fights, lowering the quantity of the fights and punative responsive of suspensions.

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

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. We ahve added a "CARES team to support targeted students with academic needs. An "Empower" group meets weekly to support students with ongoing behavioral needs. District supports have added 2 half time counselors allowing for more intervention with socio-emotional supports and interventions.

2025-26

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 2024-25		Expected Outcome 2025-26
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	19.7% Chronically Absent	-0.5%
	English Learners	21.1% Chronically Absent	
	Foster Youth		
	Homeless	37.5% Chronically Absent	
	Socioeconomically Disadvantaged	27.5% Chronically Absent	
	Students with Disabilities	31.1% Chronically Absent	
	African American	56.3% Chronically Absent	
	American Indian		
	Asian	16.7% Chronically Absent	
	Filipino		
	Hispanic	25.1% Chronically Absent	
	Two or More Races	20% Chronically Absent	
	Pacific Islander		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	White 16.5% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.0%	94%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	2	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 ELAC meeting. This will be aimed at parent involvement and engaging families into the school.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2025-2026
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		2025-2026
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	9,261 6,860	2025-2026

			3000-3999: Employee Benefits		
2.4	Purchase supplies and materials to enrich and supplement the clubs and to pay staff running the clubs after school.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500 500	2025-2026
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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2025-2026

	lead our attendance intervention team. Our SCIS works with our ELAC committee and communicates 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: 2024-25

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 opp0rtunities. Attendance in ELAC meetings, PTSA, School site council and coffee with the 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 utilization.

2025-26

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 2024-25		Expected Outcome 2025-26
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	6.9% suspended at least one day	- 0.3%
	English Learners	8.8% suspended at least one day	
	Foster Youth		
	Homeless	5% suspended at least one day	
	Socioeconomically Disadvantaged	8.8% suspended at least one day	
	Students with Disabilities	9.5% suspended at least one day	
	African American	23.5% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	6.6% suspended at least one day	
	Two or More Races	10.7% suspended at least one day	
	Pacific Islander		
	White	6.1% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	59.1%	65%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	60.4%	66%
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).	4%	+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.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	2025-2026
3.2	WEB "Where everyone belongs" is a middle school orientation	All Students English Learners X Low-Income Students Foster Youth	Other		2025-2026

	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.	X Lowest Performing Students with Disabilities, Two or More Races, and White students			
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		2025-2026
3.4	PBIS Tier 2. School wide screener will be used to place students into intervention groups. The	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated	7315	2025-2026

	funds will be used to pay the team to meet, discuss, monitor and ensure that the right students are in the right intervention.		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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2025-2026
3.6	Provide supplemental safety on campus through the implementation of a Rec Aide. PC 34895	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2025-2026

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 100%	August 2025 through June 2026	Teach, support and provide scaffolding for students clasifed as English Language learners.	1000-1999: Certificated Personnel Salaries	Other	115,000
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**
			1000-1999: Certificated Personnel Salaries	Other	
.5 counselor	8-15-25 through 6-10-26	.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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$55,840.00

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	$55,840.00

Subtotal of state or local funds included for this school: $55,840.00

Total of federal, state, and/or local funds for this school: $55,840.00

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	55,840	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	55,840.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,600.00
1000-1999: Certificated Personnel Salaries	7,815.00
2000-2999: Classified Personnel Salaries	9,261.00
3000-3999: Employee Benefits	6,860.00
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
	LCFF Supplemental Site Allocation	3,600.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	7,815.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	9,261.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,860.00
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

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,404.00
Goal 2	18,121.00
Goal 3	10,315.00

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
Erik Knight	Classroom Teacher
Melinda Rhodes	Classroom Teacher
David Kim	Parent or Community Member
	Classroom Teacher
	Secondary Student
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	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 April 9th, 2025.

Attested:

	Principal, Aaron Wurtzer on April 9th, 2025
	SSC Chairperson, Melinda Rhodes on April 9th, 2025

Budget By Expenditures

Andrew Carnegie Middle School

Funding Source: LCFF Supplemental Site Allocation **$55,840.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplemental supplies, materials and technology to support student learning.	4000-4999: Books And Supplies	$4,404.00	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	
CARES team-A group of teachers and counselors folloowing students who are onteh D and F list and supporting through mentoring and creating action plans.		$3,600.00	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	$9,261.00	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	$6,860.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.

Andrew Carnegie Middle 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	
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	$7,315.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures:	$55,840.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Andrew Carnegie Middle School Total Expenditures:	$55,840.00