School Year: **2026-27**

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 15, 2026	June 23, 2026

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).

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

The ACMS schools site council met monthly over the school year to monitor the progress of the SPSA and offer guidance for changes in the following year. The school ELAC committee offered guidance to site council with input from parents on the committee. The school leadership team worked with ACMS staff to offer guidance to the School site council on supporting student needs and school wide initiatives. The schools PTSA was kept informed on progress with initiatives in the SPSA and given the opportunity to offer feedback to the committee.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	0.14%	0.15%	0.15%	1	1	1
African American	1.86%	1.75%	2.04%	13	12	14
Asian	2.87%	3.49%	1.75%	20	24	12
Filipino	0.86%	1.02%	1.02%	6	7	7
Hispanic/Latino	23.35%	24.45%	26.97%	163	168	185
Pacific Islander	0.72%	0.58%	1.02%	5	4	7
White	59.89%	58.95%	58.31%	418	405	400
Multiple/No Response	10.32%	9.46%	8.75%	72	65	60
			Total Enrollment	698	687	686

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Grade 6	73	100	99
Grade 7	306		304
Grade 8	319		283
Total Enrollment	698	687	686

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	44	54	51	4.7%	6.3%	7.4%
Fluent English Proficient (FEP)	68	71	69	10.7%	9.7%	10.1%
Reclassified Fluent English Proficient (RFEP)	5				8.47%	

School and Student Performance Data

Student Population

The 2025 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 information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
687	46.4%	7.9%	0.1%
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.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	54	7.9%
Foster Youth	1	0.1%
Homeless	15	2.2%
Socioeconomically Disadvantaged	319	46.4%
Students with Disabilities	103	15%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	12	1.7%
American Indian	1	0.1%
Asian	24	3.5%
Filipino	7	1%
Hispanic	168	24.5%
Two or More Races	65	9.5%
Pacific Islander	4	0.6%
White	405	59%

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

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.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
14.1 points below standard	79.2 points below standard	101.1 points below standard
Maintained -2.2 points	Increased 4.4 points	Increased 39.7 points
640 Students	73 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	66.9 points below standard	32 points below standard
1 Student	14 Students	Maintained 2.2 points
		315 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
91.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.7 points	10 Students	1 Student
93 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
24.3 points below standard	Fewer than 11 students - No Data for Privacy	27.9 points below standard
Declined 57.8 points	7 Students	Maintained 0.4 points
22 Students		153 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
29.3 points below standard	Fewer than 11 students - No Data for Privacy	4.6 points below standard
Declined 28.7 points	4 Students	Maintained 1.6 points
58 Students		385 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 continues to be our lowest performing group by far. This is followed by our english Language learners.

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

Even though they are our 2nd lowes scoring group, our ELL students scores increased overall.. We had PD about increasing checking for understanding during instruction and worked with departments on strategies on how to use them with students.

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

We continue to need more training on how to effectivly engage students who are starting multiple grade levels behind into a grade level class. Our Grade level teachers are often effective at teaching grade level students but are not able to reach the wide range of levels in a class.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
39.9 points below standard	96.3 points below standard	150.3 points below standard
Increased 11.6 points	Increased 29.7 points	Increased 75.7 points
627 Students	73 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	102.9 points below standard	54.1 points below standard
1 Student	14 Students	Increased 21.9 points
		309 Students

Students with Disabilities	African American	American Indian
Red 151.8 points below standard Declined 5.8 points 91 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color 6.5 points below standard Increased 15.3 points 23 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Yellow 68.1 points below standard Increased 13 points 149 Students

Two or More Races	Pacific Islander	White
Orange 68.3 points below standard Declined 18.3 points 57 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Yellow 26.7 points below standard Increased 11.8 points 379 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 are by far our lowest group followed by English Language learners.

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

Our English Language Learners increased. We had a targeted intervention math class for English Language Learners. The teachers also started work on checking for understanding in all subject areas. Our SWD students had a small drop. I am not clear on why that happened.

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

I believe we need an additional math support for our students with disabilities. Some of our lowest students need more time to have math support in addition to co-taught math classes.The biggest roadblock is deciding what period in the school day will be given up to have extra math support. Free after school tutoring will continue to be available to all students. Two of our Math teaachers ahve volunteered to have grade specific students in their home room to review grade specific math content. They will be working with 15-20 students who are just below grade level in 7th and 8th.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	2	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
49 science points	37.1 science points	Fewer than 11 students - No Data for Privacy
Maintained -1 points	Increased 4.8 points	8 Students
301 Students	30 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	45.9 science points
	5 Students	Increased 2.3 points
		154 Students

Students with Disabilities	African American	American Indian
Orange 35.3 science points Declined 3.1 points 46 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 49.6 science points 14 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Green 46.2 science points Increased 2.6 points 67 Students

Two or More Races	Pacific Islander	White
Orange 42.1 science points Declined 16.4 points 34 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Yellow 51.4 science points Maintained -0.5 points 177 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 again scored the lowest of all the groups.

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

Even though we have extra adults in science class for our students with disabilities, I do not believe it offers them the support they need to learn grade level concepts when many are 4 or more grade levels behind.

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

Our staff needs training on how to engage students who are multiple grade levels behind into grade level lessons.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
41.3 making progress.	50 making progress.
Number Students: 46 Students	Number Students: 16 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.

2025 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
13%	45.7%	0%	41.3%

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

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

We were not able to hire an ELD teacher. All of our ELL students were placed with different teachers. I dont think any of them had training on how to teach students at this variety of levels.

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

We were able to hire a dedicated ELD teacher for the 25/26 school year and she will contnue for the 26/27 school year. Teachers still need training on how to incorporate students who are many grade levels behind in reading skills into their grade level classes.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
19.8% Chronically Absent	32.2% Chronically Absent	45% Chronically Absent
Maintained 0	Increased 11.2	Increased 13.8
718 Students	59 Students	20 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	46.7% Chronically Absent	27.5% Chronically Absent
	Increased 9.2	Maintained 0
1 Student	15 Students	363 Students

Students with Disabilities

Red

35.7% Chronically Absent

Increased 4.6

115 Students

African American

No Performance Color

53.8% Chronically Absent

Declined 2.4

13 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

20% Chronically Absent

Increased 3.3

25 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Hispanic

Orange

24.2% Chronically Absent

Declined 1

182 Students

Two or More Races

Red

27.9% Chronically Absent

Increased 7.9

68 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

White

Yellow

15.6% Chronically Absent

Declined 0.9

418 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 four groups in the red for chronic absenteeism, ELL, SWD, SED and 2 or more races.

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

All of our groups in Red increased attendance last year, Our counselors have brought students with chronic absenteeism to our tier 2 team for support and intervention.

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

We need many things to increase attendance during the school day. We need some blanket incentives to all students who are attending on a regular basis. I will need to work with the PTSA to buy incentives for the students. We need to partner more with SJUSD district attendance support teams when we are working with our chronically absent. Our counselors, who work mostly with attendance will need to work more with our Tier 2 team on interventions for our chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	5	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	No Performance Color
3.6% suspended at least one day	3.4% suspended at least one day	5% suspended at least one day
Declined 3.3%	Declined 5.4%	Declined 1.3%
729 Students	59 Students	20 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	6.7% suspended at least one day	4.9% suspended at least one day
	Increased 1.7%	Declined 3.9%
1 Student	15 Students	368 Students

Students with Disabilities	African American	American Indian
Orange 9.4% suspended at least one day Maintained -0.1% 117 Students	No Performance Color 6.7% suspended at least one day Declined 16.9% 15 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color 4% suspended at least one day Increased 4% 25 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Green 2.7% suspended at least one day Declined 3.9% 183 Students

Two or More Races	Pacific Islander	White
Green 7% suspended at least one day Declined 3.6% 71 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Green 3.1% suspended at least one day Declined 3% 423 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 students in SWD category have our highest suspension rate recaiving the color ranking of orange.. They maintained their raite with a .1% drop. We have had transitional teachers in our TLC program leading to some of our students having an unstable/unpredictible leadership in the class. We have hired a teacher that has offered to work in this program for a few years.

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

We did not have credentiled teachers in 3 of our Special education programs. This caused stress on the entire system not allowing the support team to focus on intervention.

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

AS new programs are being added to school it is important that we receive teachers to run them. When the students do not feel safe they act up and act out. We also lost 1.0 FTE in intervention counseling from the MTSS support center. I believe this counseling is going to result in higher suspensions than in the years where the rates have dropped.

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: 2025-26

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 I-ready and CAASP to monitor our goal.

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

UNclear on what worked and did not. We had a school wide I-ready growth goal in Math. Students who were in 1 cohort, dropped 2.3%. Students who were not (7th graders 1 year vs. 7th graders the next year) increased in Math. Our initial CAASP scores showed Math decreased in 6th and 8th grade but improved in 7th. Acording to CAASP, ELA scores increased in all three grades. We had a large re-classification rate for our ELD students.

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

We hired an ELD teacher to support all of our English Language learners. instead of several teachers taking on 1 period. Our ELA department spent time talking as grade level parteners on how they would be supporting our students. Math is comming together over the summer to start this work.

2025-26

Identified Need

As always, the teachers need time to meet, review what they are doing with peers and talk about pacing, lessons and response to needs int he classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	14.1 points below standard	+ 3 scale score points
	English Learners	79.2 points below standard	
	Foster Youth		
	Homeless	66.9 points below standard	
	Socioeconomically Disadvantaged	32 points below standard	
	Students with Disabilities	91.5 points below standard	
	African American		
	American Indian		
	Asian	24.3 points below standard	
	Filipino		
	Hispanic	27.9 points below standard	
	Two or More Races	29.3 points below standard	
	Pacific Islander		
	White	4.6 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Math State Assessment: Change in scale score	All Students	39.9 points below standard	+ 3 scale score points
	English Learners	96.3 points below standard	
	Foster Youth		
	Homeless	102.9 points below standard	
	Socioeconomically Disadvantaged	54.1 points below standard	
	Students with Disabilities	151.8 points below standard	
	African American		
	American Indian		
	Asian	6.5 points below standard	
	Filipino		
	Hispanic	68.1 points below standard	
	Two or More Races	68.3 points below standard	
	Pacific Islander		
	White	26.7 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	41.3		+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 LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4404	School Year 2026-2027
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	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other		School Year 2026-2027

	staff opening the library daily for homework club. Teachers and IA's will be paid out of ELO grant.				
1.3	Release time for teachers and staff to observe and collaborate and attend conferences	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2400	School Year 2026-2027
1.4	Provide educational and supplemental subscriptions for staff and students.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental	17000 3600	School Year 2026-2027

			Site Allocation 4000-4999: Books And Supplies		
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 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		School Year 2026-2027
1.6	.2 period of ELA support for students failing ELA.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing			School Year 2026-2027
1.7	CARES team-A group of teachers and counselors following students who are on the D and F list and supporting	All Students English Learners Low-Income Students Foster Youth X Lowest Performing			School Year 2026-2027

	through mentoring and creating action plans.				

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: 2025-26

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)

It appears that Attendance is similar as last year. We ahve created an attendance improvement team. We are finding that more and more students are missing school because of mental health concerns.

Suspensions have increased both in-school and out of school. when compared to last year We did loose a 1.0 FTE counseling. I do believe that this is linked to the increase.

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

Our Tier 2 intervention team has changed its process to address students and how to communicate with teachers.

2025-26

Identified Need

We need more mentall supports for our students including more intervention. Our other choice would be to train staff on hodw to intervene as needed. This would require a shift in time and energy from academics to emotional supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	19.8% Chronically Absent	-0.5%
	English Learners	32.2% Chronically Absent	
	Foster Youth		
	Homeless	46.7% Chronically Absent	
	Socioeconomically Disadvantaged	27.5% Chronically Absent	
	Students with Disabilities	35.7% Chronically Absent	
	African American	53.8% Chronically Absent	
	American Indian		
	Asian	20% Chronically Absent	
	Filipino		
	Hispanic	24.2% Chronically Absent	
	Two or More Races	27.9% Chronically Absent	
	Pacific Islander		
	White	15.6% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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		School Year 2026-2027
2.2		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 X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	9,261 6,860		School Year 2026-2027
2.3		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	500 500		School Year 2026-2027

			Site Allocation 1000-1999: Certificated Personnel Salaries		
2.4		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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: 2025-26

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 2025-26		Expected Outcome 2026-27
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	3.6% suspended at least one day	- 0.3%
	English Learners	3.4% suspended at least one day	
	Foster Youth		
	Homeless	6.7% suspended at least one day	
	Socioeconomically Disadvantaged	4.9% suspended at least one day	
	Students with Disabilities	9.4% suspended at least one day	
	African American	6.7% suspended at least one day	
	American Indian		
	Asian	4% suspended at least one day	
	Filipino		
	Hispanic	2.7% suspended at least one day	
	Two or More Races	7% suspended at least one day	
	Pacific Islander		
	White	3.1% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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 X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 2026-2027
3.2	WEB "Where everyone belongs" is a middle school orientation	All Students English Learners X Low-Income Students Foster Youth	Other		School Year 2026-2027

	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		School Year 2026-2027
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 X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated	7315	School Year 2026-2027

	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 X English Learners X Low-Income Students Foster Youth Lowest Performing	Other			School Year 2026-2027
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			School Year 2026-2027

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 2026 through June 2027	Teach, support and provide scaffolding for students clasifed as English Language learners.	1000-1999: Certificated Personnel Salaries	Other	90,000
.4 intervention staffing	August 26-June 27	.4 Office intervention teacher. Reports run on D and F list. Follow up on low level behavior. Work with Tier 2 PBIS 2 team to intervene on student needs. This staffing will join the attendance team to support chronically absent students.	1000-1999: Certificated Personnel Salaries	Other	50,000

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
.5 intervention staffing/Hire .5 counselor	August 26-June 27	Work as a member of schools intervention team. Join Tier 2 team and attendance improvement team. Counselor will intervene on student crises. Counselor will work with teachers to have naviance lessons			

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	

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
.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	8-15-25 through 6-10-26	Staff will supervise the campus and monitor for safety.	2000-2999: Classified Personnel Salaries	Other	35000

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
1000-1999: Certificated Personnel Salaries	10,215.00
2000-2999: Classified Personnel Salaries	9,261.00
3000-3999: Employee Benefits	6,860.00
4000-4999: Books And Supplies	12,504.00
5000-5999: Services And Other Operating Expenditures	17,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	10,215.00
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	12,504.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	17,000.00

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

Name of Members	Role
Aaron Wurtzer	Principal
Melissa Vice	Other School Staff
Nicole Hernandez	Classroom Teacher
Melinda Rhodes	Classroom Teacher
Gina Berry	Classroom Teacher
Lindsey McDermid	Parent or Community Member
Mark Aussieker	Parent or Community Member
	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 April 15 2026.

Attested:

	Principal, Aaron Wurtzer on 4-15-26
On File	SSC Chairperson, Melinda Rhodes on 4-15-26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Andrew Carnegie Middle School

Funding Source: LCFF Supplemental 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 conferences	1000-1999: Certificated Personnel Salaries	$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	
	4000-4999: Books And Supplies	$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.
	1000-1999: Certificated Personnel Salaries	$500.00	Healthy Environments for Social-Emotional Growth	Focus 1: Increase students' engagement and connectedness to school.

Andrew Carnegie Middle 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