

School Year: **2022-23**



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
Carriage Drive Elementary School	34-67447-6105910	5-23-2022	June 28th, 2022

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)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2022-23 School Plan for Student Achievement was developed collaboratively with a variety of stakeholders. Carriage began working on the LCFF funding ideas at the end of the last school year. The Leadership Team worked together to propose ideas to our School Site Council. Our School Site Council met twice to discuss the SPSA. We discussed the data and where we began and ended for the last school year. School Site Council approved the SPSA during our second meeting. Listening sessions were held and groups reported the following:
 Site Leadership Team met weekly August - May to review and discuss:
 * Data compared to 2021-22
 * How to best support teachers and students returning to school with COVID, testing and safety measures
 * Professional learning opportunities as it applies to reading engagement
 Staff engaged during staff meetings in February, March and April to review and discuss:
 * Comprehensive Needs Assessment

- * Site budget
 - * Resources needed to support learning
- School Site Council met in May to review/discuss:
- * Comprehensive Needs Assessment
 - * Site Budget
 - * Resources needed to support Learning loss as well as parent and family needs
 - * SSC approved SPSA May 2022

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Carriage has continued to focus on increase in student engagement by meeting students' social-emotional learning needs. iReady has been implemented to provide reading support. There is a continued focus on reading instructional through professional development of all teaches in K-5 focusing on LETRS training and the Science of Reading. CKLA curriculum has been funded through our LCFF funds for K-2. Carriage continues to provide ELD support daily to continue with integrated and Designated EL support. Carriage is also continuing to focus on VAPA through art instruction, integrating VAPA standards into the classrooms and continuing with a beginning, intermediate and advanced band program for grades 4 and 5, as well as a choir for grades 3-5. There is the continued focus on the yearly art event focusing on the visual arts.

As we focus on the Comprehensive Needs Assessment, the focus of this plan is to continue to address resource inequities related to engagement in distance learning and mitigating learning loss. We continue to participate in Equity Professional Development to continue equal access for all students to all educational activities and curriculum. We also are aware of the need for supporting socio-emotional needs as we return to full time in-person learning. We have worked with Reach One Alliance to create opportunities for SEL focused assemblies. Carriage has an MTSS counselor on site daily for half days, which has been effective in assisting with behaviors and friendship groups as well as restorative conversations. We will discuss the needs surrounding trauma informed practices and work to improve the needs of our students.

Collaboration time will be utilized to build capacity and discuss methods of focus for SEL. We also know that a very focused intervention will need to be explored. With an additional grant that was given to the schools, we will hire a 1 FTE intervention teacher, additional trainings to Instructional Assistants to support students; as well as an instructional assistant for each classroom from Kinder to second grade. Carriage will also move to an extended day Kinder for the 22-23 school year to support early learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Carriage staff actively builds on community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The data we used to progress monitor was school surveys and continued discussion with SSC, staff and leadership.

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

We weren't able to utilize all areas as of COVID; however, we will continue these goals this year.

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

No modifications at this time.

2021-22

Identified Need

Connected School Communities - Carriage continues to work towards a school environment that values all students and families. We continue to look at our surveys and strive to identify and support the needs of our community.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2021-2022 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree / disagree.	Parents 75.5% - Staff 96.9%	Parents 79.3% - Staff 99%
Spring 2021-2022 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree / agree.	Parents 75.9% - Staff 100%	Parents 79.7% - Staff 100%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Including, but not limited to: SEL PD, Character Assemblies, motivational assemblies, student awards, family events to encourage community involvement, culturally relevant library books, after	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6464	2022-2023 School Year

school
sponsored
clubs,
Starstruck

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The data we used to progress monitor was school surveys and continued discussion with SSC, staff and leadership.

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

COVID highly impacted this area of need and as a site we were challenged with being able to continue these goal areas.

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

We will continue to focus on this area for the next school year. We modified by adding additional supplies and moving funds to support in other ways.

2021-22

Identified Need

Increased parent, community engagement and student engagement leads to positive school climate, academic achievement and student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - School Culture Staff. Percent strongly agree/agree overall.	Staff 100%	Staff 100%
District Survey - School Culture Parent. Percent strongly agree/agree overall.	Parents 81.5%	Parent 85.6%
District Survey - School Culture Student. Percent strongly agree/agree overall.	Student 77.4%	Student 81.3%
District Survey - Safety Staff. Percent strongly agree/agree overall.	Staff 100%	Staff 100%
District Survey - Safety Parent. Percent strongly agree/agree overall.	Parent 78.8%	Parent 82.7%
District Survey - Safety Student. Percent strongly agree/agree overall.	Student 86.2%	Student 90.5%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Respectful communication, character development and conflict	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	8000	Ongoing 2022-2023

	resolution as well as SEL learning. Could be but not limited to: equal access to technology in classrooms, additional supplies for student support, attendance and engagement improvement.			4000-4999: Books And Supplies		
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The data we used to progress monitor was school surveys and continued discussion with SSC, staff and leadership.

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

This goal area showed great improvement in our reading engagement and phonemic awareness. We will continue utilizing many of the programs we have started under this goal.

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

We did add additional programs and intervention groups based on the data.

2021-22

Identified Need

Connected communities and personal relationships are key for learning. Carriage will continue to work towards engaged curriculum, as well as students and families who are connected to the community ensuring greater academic success.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Could be but not limited to: professional development trainings, classroom supplies, books for implementing PD, staff to assist with intervention and additional math support. Reading counts class licenses, Scholastic storyworks, before/during/after school reading intervention	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	26000	Ongoing 2022-2023
3.2		All Students English Learners				

		Low-Income Students Foster Youth Other				
3.3	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	X All Students English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	84,835	Ongoing 2022-2023
3.4	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the	X All Students English Learners Low-Income Students Foster Youth Other	Principal, BIA	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	18,131	Ongoing 2022-2023

	classroom teacher. .375 FTE BIA					
3.5		All Students English Learners Low-Income Students Foster Youth Other				
3.6		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The data we used to progress monitor was school surveys and continued discussion with SSC, staff and leadership.

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

This goal continues to be a challenge for our site. We have been unable to work on this with COVID.

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

We will utilize our parent surveys and work to create opportunities for parents and students to interact in this area.

2021-22

Identified Need

There is a continued need to show students the possibilities for their future in not only college, but in other careers as well. Carriage will utilize this goal and use it to tie in curriculum and activities to enhance student engagement in the education and learning process.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2021-22 School Survey - College and Career - Students / parents know the kinds of courses they need to pass to be prepared for college.	Students 63% Parents 59.3%	Students 66% Parents 62.3%
Spring 2021-22 School Survey - College and Career - Students / Parents know what classes they will have to take and pass to graduate from high school.	Students 59% Parents 57.4%	Students 62% Parents 60.3%
Number of enrichment opportunities offered before, during or after school.	Band and Bridges	Band, Choir, Dance Club etc.

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



Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Art specialist instruction, expand band and choir offerings; increase opportunities for students to participate in drama, dance and other	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Centralized Services (District Only) 4000-4999: Books And Supplies	3412	School Year 2022-2023

	VAPA opportunities. Could be but not limited to Career Week, Author's and Illustrator's Day, Fine Arts Night					
4.2	.	All Students English Learners Low-Income Students Foster Youth Other				

Centralized Services for Planned Improvements in Student Performance

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

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 Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,842.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$102,966.00
LCFF Supplemental Site Allocation	\$40,464.00

Subtotal of state or local funds included for this school: \$146,842.00

Total of federal, state, and/or local funds for this school: \$146,842.00

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	40,464.00	0.00
LCFF Supplemental English Learner Central	102,966.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	102,966.00
LCFF Supplemental Site Allocation	40,464.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	84,835.00
2000-2999: Classified Personnel Salaries	18,131.00
4000-4999: Books And Supplies	43,876.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	84,835.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	18,131.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	40,464.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,464.00
Goal 2	8,000.00
Goal 3	128,966.00
Goal 4	3,412.00

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
- 5 Parent or Community Members

Name of Members	Role
Kari Nichols	Principal
Michele Tuvell	Classroom Teacher
Laura Naugle	Classroom Teacher
Nellie Darnell	Classroom Teacher
Paula Anderson	Other School Staff
Carole Blount	Parent or Community Member
Laura Fenner	Parent or Community Member
Shirley Toomer	Parent or Community Member
Dan Darnell	Parent or Community Member
Sherok Mersal	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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 23rd, 2022.

Attested:

On file

Principal, Kari Nichols on 05/23/2022

on file

SSC Chairperson, Paula Anderson on 05/23/2022

Budget By Expenditures

Carriage Drive Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$3,412.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Art specialist instruction, expand band and choir offerings; increase opportunities for students to participate in drama, dance and other VAPA opportunities. Could be but not limited to Career Week, Author's and Illustrator's Day, Fine Arts Night	4000-4999: Books And Supplies	\$3,412.00	Clear Pathways to Bright Futures	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$3,412.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central **\$102,966.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. .375 FTE BIA	2000-2999: Classified Personnel Salaries	\$18,131.00	Engaging Academic Programs	
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$84,835.00	Engaging Academic Programs	

Carriage Drive Elementary School

LCFF Supplemental English Learner Central Total Expenditures: \$102,966.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$40,464.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Including, but not limited to: SEL PD, Character Assemblies, motivational assemblies, student awards, family events to encourage community involvement, culturally relevant library books, after school sponsored clubs, Starstruck	4000-4999: Books And Supplies	\$6,464.00	Connected School Communities	
Respectful communication, character development and conflict resolution as well as SEL learning. Could be but not limited to: equal access to technology in classrooms, additional supplies for student support, attendance and engagement improvement.	4000-4999: Books And Supplies	\$8,000.00	Healthy Environments for Social-Emotional Growth	
Could be but not limited to: professional development trainings, classroom supplies, books for implementing PD, staff to assist with intervention and additional math support. Reading counts class licenses, Scholastic storyworks, before/during/after school reading intervention	4000-4999: Books And Supplies	\$26,000.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: \$40,464.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Carriage Drive Elementary School Total Expenditures: \$146,842.00