



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	6/7/2021	September 28, 2021

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 2021-22 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 - October to review and discuss:

- * Data compared to 2020-21

- * How to best support teachers and students through a distance learning model

- * Professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction
- Staff engaged during staff meetings in September and October to review and discuss:
- * Comprehensive Needs Assessment
- * Site budget
- * Resources needed to support Distance or Hybrid Learning
- * How to engage students/increase attendance for synchronous and asynchronous learning
- School Site Council met in October to review/discuss:
- * Comprehensive Needs Assessment
- * Site Budget
- * Resources needed to support Learning loss as well as parent and family needs

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 restorative practices through professional development to increase 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 K-2 focusing on Phonemic awareness and 3-5 focusing on LETRS training and the science of reading. 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. 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 socioemotional 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 is also going to have a full time MTSS counselor at our site going forward. We will discuss the needs surrounding trauma informed practices and include a variety of

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. Learning loss will vary widely depending on each students and their access to school during distance learning.

Interventions will be necessary to work to eliminate learning gaps. With an additional grant that was given to the schools, we will hire a 1 FTE intervention teacher, additional trainings to IAs to support students; as well as an instructional assistant for each classroom from Kinder to second grade.

Carriage will also promote moving to an extended day Kinder for the 22-23 school year to support those 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: 2020-21

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

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

The implementation of the actions were interrupted due to the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. Carriage continued to work with student social and emotional needs. These strategies continue to focus on developing relationships with students. We will continue to focus on Zones of Regulation for classes and students that demonstrate need. With COVID, we are aware there is a greater need for SEL lessons when students return in 2021. W

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

No major differences for the 2021-22 school year as we are still working with returning to site along with COVID restrictions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made

2020-21

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 2020-21	Expected Outcome 2021-22
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	Continue to develop high quality staff professional development to increase the capacity of our staff and students.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating	4000	Ongoing 2021-22

	Provide opportunities for SEL development for the health of staff and students.			Expenditures		
1.2	Provide awards for students who are demonstrating positive behaviors in classrooms and distance learning to foster positive school culture.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	Ongoing 2021-22
1.3	Provide focused family events that encourage community involvement and participation such as; Community Days, Read Across Grades, or Dr. Seuss Day.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	Ongoing 2021-22
1.4	Provide additional funds for library books to ensure books	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Librarian	LCFF Supplemental Site Allocation	1000	Ongoing 2021-22

	are representative of our community and culturally relevant.			4000-4999: Books And Supplies		
1.5	Provide opportunities for the community to engage in evening activities virtually such as a Family zoom night.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2021-22

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: 2020-21

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

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

The implementation of the actions were interrupted due to the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. Effectiveness was difficult to measure due to this shift.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made

2020-21

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 2020-21	Expected Outcome 2021-22
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	Provide opportunities	X All Students English Learners	Principal, staff	LCFF Supplemen	4000	Ongoing 2021-22

	for all students to have equal access to technology in all classrooms.	Low-Income Students Foster Youth Other		tal Site Allocation		
2.2		X All Students English Learners Low-Income Students Foster Youth Other	Principal			
2.3	Provide additional supplies and bins for safety of student materials.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	Ongoing 2021-22

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: 2020-21

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

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

Carriage focused on restorative practice PD to meet students social-emotional needs in previous school years. These strategies continue to be effective in developing relationships with students. We will continue to focus on Zones of Regulation training for classes that show the need as well as additional SEL lessons to support school-wide needs. As a team we will continue to block time for morning meetings. Tutoring and intervention is another area we would like to continue to build upon, however, staffing continues to be the challenge.

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

The difference between intended and actual expenditures resulted from converting to distance learning model most of the 2020-21 school year. As we continue with similar goals, we want to figure out ways to continually focus on these areas even through COVID restrictions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time

2020-21

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 2020-21

Expected Outcome 2021-22

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	Purchase Professional Development books to support reading instruction in foundational support as well as classroom books to support and /or additional supplements to	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	Ongoing 2021-22

	curriculum as needed.					
3.2	Purchase A-Z reading program for K-1 to continue to support reading intervention and growth	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	Continuing 2021-22
3.3	Provide tutoring to students that are struggling to make reading growth or performance targets and mitigate learning loss from Covid closure.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	November 2021-22
3.4	Provide social emotional curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	Ongoing 20-21

3.5	Continue to provide access to Reading Counts. Allows for students to read and take quizzes to continue reading comprehension .	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teacher	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	Ongoing 2021-22
3.6	Provide professional development trainings for continued focus on increasing academic knowledge for teachers and staff.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5000	Ongoing 20-21
3.7	Provide classroom supplies for implementing professional	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	1000	Ongoing 20-21

	development activities.			4000-4999: Books And Supplies		
3.8	Provide library books for all students to have access to books to continue to support our continued focus on literacy and reading comprehension .	X All Students English Learners Low-Income Students Foster Youth Other	Principal, librarian	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	Ongoing 20-21
3.9	Provide professional development to continue the work around CCSS.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation None Specified	0	Ongoing 20-21
3.10	Ensure all English Learners receive Designated and Integrated	X All Students English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher	LCFF Supplemental English Learner Central	84,094	Ongoing 20-21

	English Language Development (ELD) daily. 1.0 FTE ELD Teacher			1000-1999: Certificated Personnel Salaries		
3.11	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	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 20-21
3.12	Provide Scholastic News online and / or Scholastic Storyworks for	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	1000	Ongoing 20-21

	students to stay current and relevant on news as well as focus on Non-fiction texts.			4000-4999: Books And Supplies		
3.13		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: 2020-21

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

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

Due to the newly developed LCAP goal, the SPSA was changed to include this goal.

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

We will continue to focus on how to implement this goal through COVID-19, family engagement nights, and community career days.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

2020-21**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 2020-21	Expected Outcome 2021-22
Spring 2020-21 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 2021-21 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	Ensure art specialist provides art instruction according to grade level VAPA standards/CCS	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Centralized Services (District Only)	3000	Ongoing 2021-22

	S and aids teachers in established art units.					
4.2	Provide opportunities to integrate technology into the arts.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	2000	Ongoing 2021-22
4.3	Art specialists and classroom teachers will evaluate and monitor student progress through ongoing observation of student products and performances. Criteria based on VAPA State	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0	Ongoing 2021-22

	Standards and CCSS.					
4.4	Expand band program to include beginning, intermediate, and advanced programs for grades 4, 5.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	Ongoing 2021-22
4.5	Increase opportunities for students to participate in drama, dance, and singing opportunities.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1964	Ongoing 2021-22
4.6	Establish yearly art event focusing on the visual arts.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	Ongoing 2021-22

4.7	Developing zoom night activities that continue to focus on the relationship between home, school and community.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	Ongoing 20-21
4.8	Engagement opportunities to explore career choices that align with this goal to assist students to focus on opportunities that help students expand their knowledge in preparing to be college and career ready. Which would include career	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	Ongoing 2021-22

	day, Author's and Illustrator's Day or other career choice presentations.					
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$145,689.00

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)	\$3,000.00
LCFF Supplemental English Learner Central	\$102,225.00
LCFF Supplemental Site Allocation	\$40,464.00

Subtotal of state or local funds included for this school: \$145,689.00

Total of federal, state, and/or local funds for this school: \$145,689.00

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	40464	0.00
LCFF Supplemental English Learner Central	102,225	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental English Learner Central	102,225.00
LCFF Supplemental Site Allocation	40,464.00

Expenditures by Budget Reference

Budget Reference	Amount
	7,000.00
1000-1999: Certificated Personnel Salaries	84,094.00
2000-2999: Classified Personnel Salaries	18,131.00
4000-4999: Books And Supplies	12,000.00
5000-5999: Services And Other Operating Expenditures	22,464.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,000.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	84,094.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	18,131.00
	LCFF Supplemental Site Allocation	4,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	12,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	22,464.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00
None Specified	LCFF Supplemental Site Allocation	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,000.00
Goal 2	7,000.00
Goal 3	121,225.00
Goal 4	10,464.00

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
Michelle 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 June 7, 2021.

Attested:

On file

Principal, Kari Nichols on 06/07/2021

on file

SSC Chairperson, Paula Anderson on 6/7/21

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 Stakeholder 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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.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

Carriage Drive Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$3,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure art specialist provides art instruction according to grade level VAPA standards/CCSS and aids teachers in established art units.		\$3,000.00	Clear Pathways to Bright Futures	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$3,000.00

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

Funding Source: LCFF Supplemental English Learner Central

\$102,225.00 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	\$84,094.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$102,225.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Carriage Drive Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$40,464.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Scholastic News online and / or Scholastic Storyworks for students to stay current and relevant on news as well as focus on Non-fiction texts.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Provide opportunities to integrate technology into the arts.	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Clear Pathways to Bright Futures	
Art specialists and classroom teachers will evaluate and monitor student progress through ongoing observation of student products and performances. Criteria based on VAPA State Standards and CCSS.	4000-4999: Books And Supplies	\$0.00	Clear Pathways to Bright Futures	
Expand band program to include beginning, intermediate, and advanced programs for grades 4, 5.	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures	
Increase opportunities for students to participate in drama, dance, and singing opportunities.	5000-5999: Services And Other Operating Expenditures	\$1,964.00	Clear Pathways to Bright Futures	
Establish yearly art event focusing on the visual arts.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
Developing zoom night activities that continue to focus on the relationship between home, school and community.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Clear Pathways to Bright Futures	
Engagement opportunities to explore career choices that align with this goal to assist students to focus on opportunities that help students expand their knowledge in preparing to be college and career ready. Which would include career day, Author's and Illustrator's Day or other career choice presentations.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
Continue to develop high quality staff professional development to increase the capacity of our staff and students. Provide opportunities for SEL development for the health of staff and students.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Connected School Communities	

Carriage Drive Elementary School

Provide awards for students who are demonstrating positive behaviors in classrooms and distance learning to foster positive school culture.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Provide focused family events that encourage community involvement and participation such as; Community Days, Read Across Grades, or Dr. Seuss Day.	5000-5999: Services And Other Operating Expenditures	\$500.00	Connected School Communities
Provide additional funds for library books to ensure books are representative of our community and culturally relevant.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Provide opportunities for the community to engage in evening activities virtually such as a Family zoom night.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Provide opportunities for all students to have equal access to technology in all classrooms.		\$4,000.00	Healthy Environments for Social-Emotional Growth
Provide additional supplies and bins for safety of student materials.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth
Purchase Professional Development books to support reading instruction in foundational support as well as classroom books to support and /or additional supplements to curriculum as needed.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Engaging Academic Programs
Purchase A-Z reading program for K-1 to continue to support reading intervention and growth	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Provide tutoring to students that are struggling to make reading growth or performance targets and mitigate learning loss from Covid closure.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs
Provide social emotional curriculum.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs
Continue to provide access to Reading Counts. Allows for students to read and take quizzes to continue reading comprehension.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs

Carriage Drive Elementary School

Provide professional development trainings for continued focus on increasing academic knowledge for teachers and staff.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Engaging Academic Programs
Provide classroom supplies for implementing professional development activities.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Provide library books for all students to have access to books to continue to support our continued focus on literacy and reading comprehension.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Engaging Academic Programs
Provide professional development to continue the work around CCSS.	None Specified	\$0.00	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: \$145,689.00