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	May 15th, 2023	August 8, 2023

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of 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 excellent Tier 1 instruction, professional development, intervention, and supplemental materials.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Carriage Drive Elementary School met the criteria for the following student group:

Students with Disabilities

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Comprehensive Needs Assessment Components

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

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

Carriage Drive Elementary has experienced many changes over the decades since it was opened in the late 1980s as a Visual and Performing Arts (VAPA) School. It has drawn students from the San Juan and neighboring areas due to its reputation as a good school that provides students and their families with quality education and multiple VAPA experiences throughout a students' elementary years. There were annual grade level plays, fine arts, band and choir, not to mention active family involvement through PTA, volunteers, and event attendance. The Carriage community welcomed additional students and staff from Citrus Heights Elementary when that school closed in 2015. Since then, Carriage has withstood many changes in population, leadership, staffing, and a pandemic. This year, Carriage met the threshold to qualify for Title 1 status for 2023-2024 with just under 70% of the student population qualifying for the program. The increase in funding for actions and services will greatly help to meet the need of Carriage's diverse student population. As discovered during the Comprehensive Needs Assessment process, the Carriage community is strong, welcoming, and committed to providing engaging and relevant academic and social emotional learning along with visual and performing arts instruction and events throughout the year.

Overall, Carriage's site data shows that students have improved in some areas and maintained in others:
Attendance rates increased from 88.57% in May 2022 to 91.37% in May 2023.

The Suspension rate was 1.6% with students with disabilities receiving the most suspensions at 3.1%.

78% of Carriage teachers identified the need for further social-emotional learning professional development.

Reading scores are improving the most in phonics, high frequency words, and phonemic awareness, but scores are lagging in vocabulary and comprehension. We have ended the year with 55% reading at or above grade level, 35% one year below, and 11% two or more grade levels below based on May 2023 iReady scores seen below. The gap is greatest with the students who were unable to attend school in person due to the pandemic during their early primary, foundational years. Additionally, the CA Dashboard data shows that students with disabilities are 73.2 points below standard in ELA on CAASPP, putting this group in the "very low" category.

In the winter of 2023 iReady Math scores indicate only 24% of our students were at grade level in math and 53% were one grade level below.
57% of teachers identified the need for further math professional development.

English Learner scores need to be improved in reading, math, and on the ELPAC.

ATSI Information:

Carriage Drive Elementary met the criteria for ATSI for the following student groups and indicators: Two or More Races for Chronic Absenteeism. However, all of our student groups qualify in this indicator.

Based on the analysis of Carriage's absenteeism data, we have found that the root causes contributing to the results are the following: illness, transportation, and family issues.

In response to the data, Carriage will be implementing the following evidenced-based actions which should especially benefit our students of two or more races: providing more incentives and rewards to students with improved attendance, hiring a School Community Intervention Assistant to provide outreach to families, adding an hour to our Attendance Clerk position, tracking and celebrating classrooms attendance.

To monitor the progress of our actions for students of two or more races to improve attendance, we will collect and monitor attendance records and provide feedback to staff and students on a weekly basis.

2022-2023 School Climate Survey Results- Agree or Strongly Agree- parent and staff results, students did not have the opportunity to answer the questions this year.
Caring Relationships: 89% parents, 74.86% staff, students- unknown
Family and Staff Engagement: 90.43% parents, 77.3% staff, students- unknown
School Decision Making: 78.6% parents, 62% staff, students- unknown
Safety: 86% parents, 85% staff, students- unknown
Students have an adult on campus they can trust: students- unknown
Student Engagement: 83.28% parents, 77.75% staff, students- unknown
College and Career Readiness- Students participate in programs to learn about different jobs, careers, and colleges: 24.72% parents, 6.67% staff, students- unknown

Student Group Report for 2022   ↻ Pivot Data p'

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	High	Very High	Medium	N/A	Low	Low
English Learners	High	Very High	Medium	N/A	Low	Low
Socioeconomically Disadvantaged	N/A	Very High	Medium	N/A	Low	Low
Students with Disabilities	N/A	Very High	High	N/A	Very Low	Low
Hispanic	N/A	Very High	Low	N/A	Low	Low
White	N/A	Very High	Medium	N/A	Low	Low
Two or More Races	N/A	Very High	Very Low	N/A	No Performance Level	No Performance Level

Carriage Drive YTD by Month

22/23: 92.97, 92.95, 92.61, 91.42, 91.27, 91.35, 91.32, 91.37, 91.37
21/22: 87.35, 88.52, 88.63, 89.07, 89.17, 87.61, 88.06, 88.37, 88.57

| 33% | 22% | 35% | 7% | 4% |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 6%)	(From 18%)	(From 49%)	(From 20%)	(From 7%)
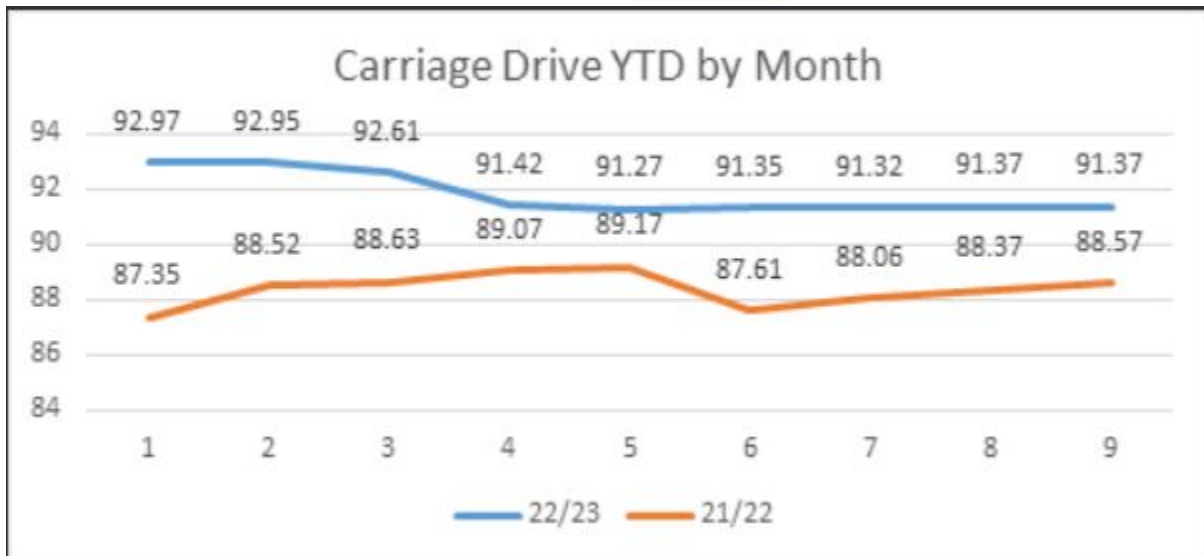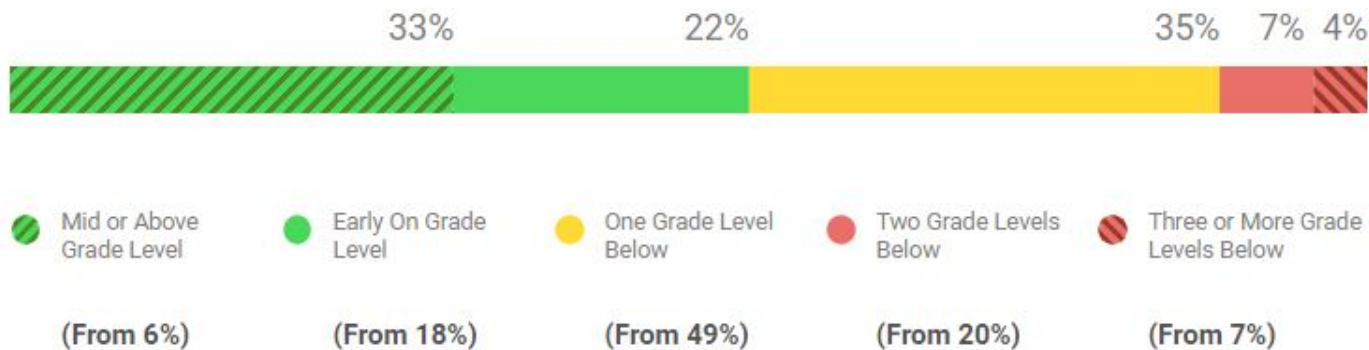
Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

The Carriage Leadership Team, School Site Council, English Learner Advisory Committee, and all staff look at school enrollment by year, enrollment by ethnicity, English Learner enrollment, a 3 year trend analysis of economic status, CAASPP results for ELA and Math, and iReady testing scores. When looking at data, the teams are careful to pay particular attention to the scores of economically disadvantaged students, students with disabilities, EL students, other marginalized groups, and Parent Survey results.

Parent and Community Involvement has been identified as a focus area for Carriage. The parent survey shows that Carriage needs to work with community organizations and institutions and engage in supporting the activities of the school. Additional focus will continue improving site needs through performing arts activities, family involvement opportunities, working to create parent volunteer groups, as well as working to continue to bring additional academic tutoring, after school club options and extracurricular opportunities to Carriage to engage our subgroups in school activities.

The Carriage community has identified the need for increased involvement, participation, and engagement from families, especially our English Learner and newcomer families. There is support for adding a School Community Intervention Assistant (SCIA) to staff to boost family engagement in the absence of an organized parent group such as PTA/PTO. This staff member will be able to organize volunteers for classroom, field trips, and VAPA opportunities, as well as assist in increasing student attendance by working with the SEL team and attendance clerk to remove barriers and increase school connectedness.

We continue to focus on high quality "first teaching" (Tier1), intervention, and tutoring as our subgroups struggle to achieve grade level standards in math and reading. We utilize iReady, along with intervention, to support all students. Our K-2 teachers are utilizing their early reading LETRS training to provide robust Tier 1 instruction which has been shown to be effective in reaching at least 85% of our students. K-2 also is utilizing an additional phonics program called CKLA to continue to strengthen their Tier I teaching. While scores in early literacy skill increased substantially, comprehension and vocabulary scores indicate that our students, especially students with disabilities, are struggling in these areas. This seems to be as a result of lack of background knowledge to access content. Staff has identified the need for additional CKLA materials that address comprehension and vocabulary development. We have also noticed that students with disabilities especially need to be encouraged to actively engage and participate, take risks in their learning without fear of "failing", build stamina and a growth mindset, and be given alternative ways to show what they know. Teachers will need additional training to learn and implement strategies to address the unique needs of students with disabilities.

Carriage utilized ELO funds to support a part time math and a full time reading intervention teacher. Our 3-5 grade classes showed growth in iReady scores in Math and ELA; however, we show a large portion of students who are below grade level in iReady math. Carriage does not have a consistent supplemental math curriculum. Most teachers are using the district adopted program with some trying other curriculum, including San Francisco Math and Bridges. There will need to be an increase in teacher training to find alternative ways for students, especially our students with disabilities and our English Learners, to express themselves, show what they know, and engage in learning.

Based on input from community partner sessions and attendance clerk records, Carriage will need to focus time and effort on culture and climate to improve attendance and overall motivation to attend school on a daily basis for all students, as well as to increase family engagement. There is great concern for our students with chronic absenteeism, which seems to be due to illness, trauma, and a lack of connection to school. We have seen growth in the number of families who attend after school events such as "Starstruck", Fine Arts Night, grade level evening performances, and after school events now that Covid restrictions have fully lifted. There is anecdotal information that these kinds of events and a focus on the arts is motivating for students to encourage their families to get them to school so that they can participate, thus improving student attendance for all of our student subgroups.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Carriage has focused on restorative practices through professional development to increase student engagement by meeting students' social-emotional learning needs in the past. Looking at parent, staff, and student surveys, Carriage continues to need to expand SEL support.

The district's iReady program has been implemented to provide reading and math support in addition to its diagnostic function. There is a continued need to focus on reading instruction, especially reading comprehension and vocabulary, through professional development and engaging all grade levels in the importance of this work. We need to strengthen math instruction at all grade levels, especially to meet the needs of our African American students who are struggling the most in this area.

Carriage continues to provide ELD support daily to continue with Integrated and Designated ELD, but we are recognizing the need to provide more systematic ELD instruction during Designated ELD time.

Carriage is also continuing to focus on VAPA through art instruction, integrating VAPA standards into the classrooms and continuing with a beginning and advanced band program for grades 4 and 5, dance for 3th-5th grade, and whole school performances. We will expand our focus on art events throughout the year, including more arts integration in classrooms. Carriage is also looking at after school programs through the Arts as well as a variety of activities students would find engaging. Staff is recognizing the need to engage students more actively and to encourage creativity, critical thinking, and self expression to improve attendance, student voice, and communication skills.

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 2023-2024 School Plan for Student Achievement was developed collaboratively with a variety of stakeholders as outlined below.

January 17, 2023: Principal introduced Comprehensive Needs Assessment and outlined the SPSA development process. Reviewed math data from the beginning of the year. Discussed 0.6 math and 1.0 reading intervention. Staff decided to continue these two positions and increase the math intervention to 1.0 FTE. Also, announced Carriage will be receiving Title 1 funding in 2023-2024.

January 26, 2023: Teachers participated in Math Professional Development where they reviewed and analyzed students' current iReady Diagnostic results and discussed strategies for addressing their students' needs (all, EL, SWD, MCV, and chronic attendance).

January 18-31, 2023: Interim Principal met with nearly every certificated and classified staff member and conducted empathy interviews regarding celebrations, challenges, and needs.

February 2, 2023 - Credentialed staff completed Jamboard regarding Carriage's 2022-2023 SPSA goals, budget, actions, and services.

February 10 , 2023- Intervention Teachers developed Data Wall Spreadsheet for staff to refer to in making instructional decisions and to use during upcoming report cards and conferences.

February 13, 2023- SSC reviewed the findings from the Jamboard and were given opportunity to add to their own Jamboard, just as credentialed staff had done. Budget reviewed.

February 16, 2023- Staff Collaboration centered on building school community, increasing teachers' collective efficacy, and creating vision.

February 27, 2023- Innovative Schools meetings held with staff and families where input was gathered to understand the school community's view for school improvement.

March 3, 2023- Credentialed staff participated in math professional development to look at current data, learn best practices, and focus on grade level "promise standards".

March 7, 2023- Instructional Assistant meeting held to gather input and feedback on 2022-2023 SPSA and to learn more about Title 1 funding implications.

3/16/23 - Teachers were given the opportunity to participate in a survey to gather input about future actions/services, professional development, and direction for the school community to improve outcomes for students.

3/17/23 - ELD teacher gave feedback to kindergarten: letter sounds is a strength, need to include letter names and retelling a story during instruction.

3/22/23 - Principal and Family Liaison held first "Coffee at Carriage" where families were asked for input about Carriage's strengths and areas of growth.

3/23/23 - High School Helpers meeting where they were invited to give input about their experience and what they see in their work environment.

3/30/23 - Teachers participated in SEL PD facilitated by the SEL team: social worker, counselor, school psychologist, and principal, where they were introduced to the CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies. Teachers researched SEL programs through that lens and made recommendations for evidence based programs to further research: Second Step, Zones of Regulation, and Strong Kids.

4/11/23 - Leadership Team made recommendations based on input gathered from all stakeholders for Actions and Services for the 2023-2024 SPSA.

4/17/23 - SPSA draft presented to SSC. Additional input gathered to prepare final plan.

5/15/23 - SPSA approved by SSC.

Resource Inequities

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

While time in previous years has been spent on SEL implementation through intervention, character traits assemblies, and building classroom community, Carriage staff has identified the additional need for an effective and systematic Tier 1 Social Emotional skill building program, as well as the need for further professional development on trauma informed practices/dealing with difficult behavior. Additionally, Carriage is investigating community partners who can mentor students who may be suffering from trauma, lack of motivation or disengagement from school, and/or attendance issues.

Staff was surveyed and 42% expressed interest in and availability to provide tutoring, clubs, and VAPA opportunities to further promote engagement and achievement. There is additional interest from a few staff members to provide summer school programs.

The Carriage community identified the need for Instructional Assistants in grade 3-5 to provide additional math and reading support.

According to winter iReady reading results, 40% of Carriage's students are on or above grade level. Scores in phonics, phonemic awareness, and high frequency words has improved while comprehension has not improved at the same rate. Carriage teachers have expressed interest in deepening implementation of the Science of Reading and utilizing CKLA (Core Knowledge Language Arts) materials and instruction to boost vocabulary and comprehension.

According to winter iReady math results, 23% of Carriage's students are at or above grade level. Staff has identified the need for professional development in Tier 1 math instruction and Common Core aligned materials in addition to employing a 1.0 FTE math intervention teacher. Upon deeper review, Carriage's English Learners are underperforming in both reading and math as compared to our overall population. Additionally, our African American students are significantly underperforming in math.

Coupled with underperforming scores in reading and math, Carriage's English Learner population grew significantly in 2022-2023, especially newcomer and novice English speakers. We have identified the need to increase systematic and robust designated ELD support which will reduce inequities, increase voice, and raise academic achievement. Carriage will train teachers in and provide materials for implementing EL Achieve's Systematic ELD program.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.24%	0.97%		1	4
African American	4.3%	4.07%	4.11%	19	17	17
Asian	1.6%	1.91%	3.14%	7	8	13
Filipino	0.9%	0.72%	0.97%	4	3	4
Hispanic/Latino	33.6%	33.25%	35.51%	147	139	147
Pacific Islander	0.7%	0.48%	0.24%	3	2	1
White	51.4%	51.20%	49.28%	225	214	204
Multiple/No Response	7.5%	8.13%	5.8%	33	34	24
			Total Enrollment	438	418	414

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	60	56
Grade 1	76	69	66
Grade 2	79	73	71
Grade3	72	79	76
Grade 4	75	63	83
Grade 5	73	74	62
Total Enrollment	438	418	414

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	58	47	66	13.20%	11.2%	15.9%
Fluent English Proficient (FEP)	16	26	24	3.70%	6.2%	5.8%
Reclassified Fluent English Proficient (RFEP)	2			3.4%		

Carriage Drive Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	199	66	87	0	16	105	78			
Black/African Am.	6	3	2	1	1	2	3			
Hispanic or Latino	63	22	29	11	4	39	20			
White	113	34	51	24	10	57	46			
EL	42	17	24	0	0	37	5			
RFEP	4	0	2	1	0	1	2			
Low SES	112	37	56	18	7	71	34			
SWD	42	21	15	5	12	19	10			
FY	0	0	0	0	0	0	0			
Homeless	10	2	6	1	0	8	1			

Carriage Drive Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	200	43.1%	56.9%	0.0%	8.0%	52.5%	39.0%			
Black/African Am.	6	50.0%	33.3%	16.7%	16.7%	33.3%	50.0%			
Hispanic or Latino	63	35.5%	46.8%	17.7%	6.3%	61.9%	31.7%			
White	113	31.2%	46.8%	22.0%	8.8%	50.4%	40.7%			
EL	42	41.5%	58.5%	0.0%	0.0%	88.1%	11.9%			
RFEP	4	0.0%	66.7%	33.3%	0.0%	25.0%	50.0%			
Low SES	112	33.3%	50.5%	16.2%	6.3%	63.4%	30.4%			
SWD	42	51.2%	36.6%	12.2%	28.6%	45.2%	23.8%			
FY	0									
Homeless	10	22.2%	66.7%	11.1%	0.0%	80.0%	10.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Carriage Drive Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	59	56	0	0	7	34	18			
1	68	7	37	22	6	31	31			
2	72	3	50	18	3	40	29			

Carriage Drive Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	59	100.0%	0.0%	0.0%	11.9%	57.6%	30.5%			
1	68	10.6%	56.1%	33.3%	8.8%	45.6%	45.6%			
2	72	4.2%	70.4%	25.4%	4.2%	55.6%	40.3%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Carriage Drive Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Carriage Drive Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

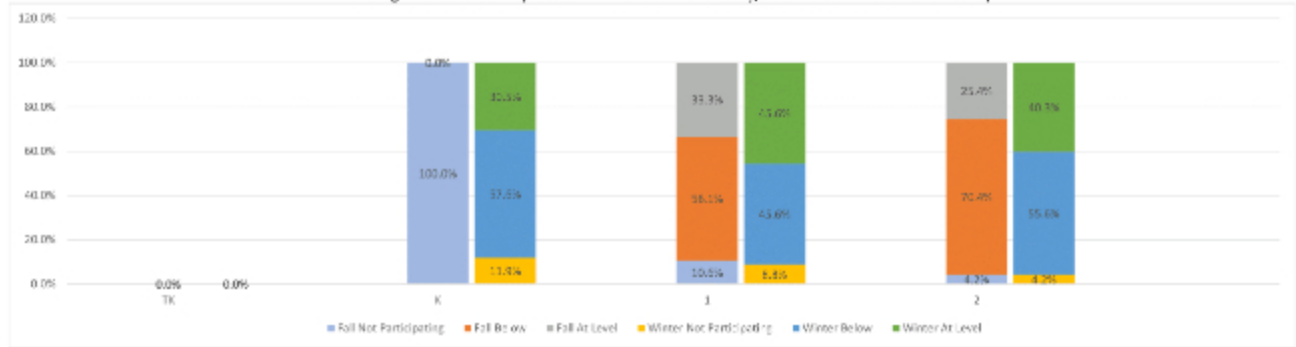| Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	199	136	55	2	99	95	5			
Black/African Am.	6	4	2	0	4	2	0			
Hispanic or Latino	63	37	24	1	27	35	1			
White	113	82	26	1	56	53	4			
EL	42	30	11	0	21	21	0			
RFEP	4	0	3	0	0	3	0			
Low SES	112	80	31	0	53	59	0			
SWD	42	31	10	0	24	17	0			
FY	0	0	0	0	0	0	0			
Homeless	10	7	2	0	3	6	0			

Carriage Drive Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	200	70.5%	28.5%	1.0%	49.5%	47.5%	2.5%			
Black/African Am.	6	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%			
Hispanic or Latino	63	59.7%	38.7%	1.6%	42.9%	55.6%	1.6%			
White	113	75.2%	23.9%	0.9%	49.6%	46.9%	3.5%			
EL	42	73.2%	26.8%	0.0%	50.0%	50.0%	0.0%			
RFEP	4	0.0%	100.0%	0.0%	0.0%	75.0%	0.0%			
Low SES	112	72.1%	27.9%	0.0%	47.3%	52.7%	0.0%			
SWD	42	75.6%	24.4%	0.0%	57.1%	40.5%	0.0%			
FY	0									
Homeless	10	77.8%	22.2%	0.0%	30.0%	60.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Carriage Drive Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	59	55	1	0	58	1	0			
1	68	63	3	0	37	28	3			
2	72	18	51	2	4	66	2			

Carriage Drive Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	59	98.2%	1.8%	0.0%	98.3%	1.7%	0.0%			
1	68	95.5%	4.5%	0.0%	54.4%	41.2%	4.4%			
2	72	25.4%	71.8%	2.8%	5.6%	91.7%	2.8%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Carriage Drive Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
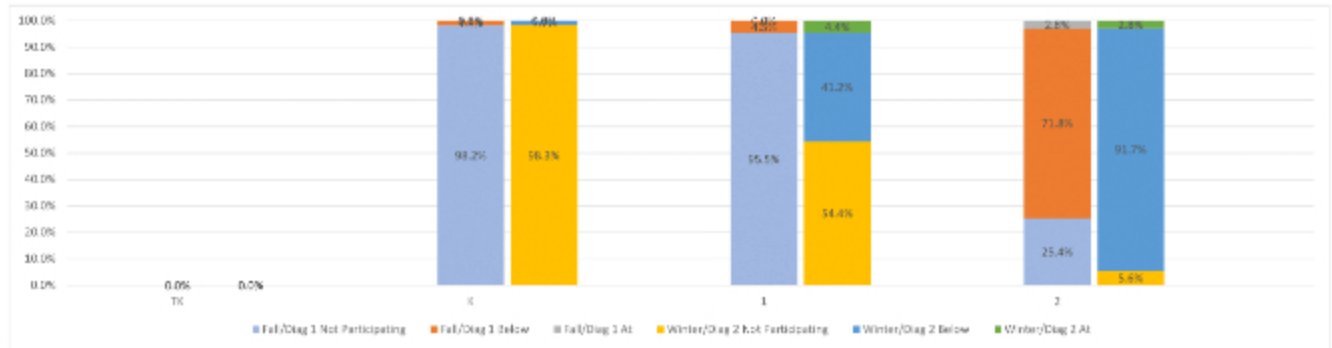
Conclusions based on this data:

1. In ELA Reading, 51.9% of students in grade 3 met or exceeded grade level standards.
   In ELA Reading, 38.1% of students in grade 4 met or exceeded grade level standards.
   In ELA Reading, 15.1% of students in grade 5 met or exceeded grade level standards.
   In ELA Reading, 18.2% of EL students in grade 3-5 met or exceeded grade level standards.
   In ELA Reading, 30.3% of Low SES students in grades 3-5 met or exceeded grade level standards.

   In Math, 6.2% of students in grade 3 met or exceeded grade level standards.
   In Math, 9.5% of students in grade 4 met or exceeded grade level standards.
   In Math, 21.9% of students in grade 5 met or exceeded grade level standards.
   In Math, 4.5% of EL students in grade 3-5 met or exceeded grade level standards.
   In Math, 10.7% of Low SES students in grades 3-5 met or exceeded grade level standards.

   As Carriage approaches Reading and Phonics in a different manner through Science of Reading / LETRS reading, we are working as a site to create benchmarks and where the cut points are for reading achievement.

   In first grade Reading, 52% of 1st grade students are meeting standards in HFW (High Frequency Word) recognition.
   In first grade Reading, 62% of 1st grade students are meeting standards in BPST (Basic Phonics Skills Test).

   In second grade Reading, 66% of 2nd grade students are meeting standards in HFW (High Frequency Word) recognition.
   In second grade Reading, 46% of 2nd grade students are meeting standards in BPST (Basic Phonics Skills Test).

   In Kinder, we have continued to work on letters and sounds as well as phonics. Update information once Text Levels are completed at end of Trimester.

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Caring Relationships		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) School has a climate that is caring.		101	93.07%	1	0.00%	15	86.67%
B) There are students and staff on campus who listen to students when they have something to say.		102	92.16%	1	0.00%	16	81.25%
C) There is an adult from the school who checks on how students are doing.		101	79.21%	1	0.00%	15	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.		101	92.08%	1	100.00%	16	68.75%
E) Staff feels supported to do their job well in meeting the needs of all students.						16	50.00%
F) Staff feels part of an effective team.						16	62.50%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Family and Staff Engagement		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.		101	94.06%			15	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.		101	89.11%			15	46.67%
C) The school offers families opportunities to be involved in school and classroom activities.		101	86.14%			15	60.00%
D) The school keeps families well-informed about school activities.		102	92.16%			16	87.50%
E) The staff at our school listens to family concerns about issues.		102	85.29%			15	80.00%
F) The staff at school are helpful and welcoming when families come to school or call.		103	92.23%			16	100.00%
G) The school and families are partners in promoting positive behavior for my student.		102	94.12%			15	60.00%
H) Families who speak a language other than English receive general information about our school in their home language.		103	90.29%			15	86.67%
I) Staff receive information about upcoming events and important information about the school.						16	75.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
School Decision Making		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) School seeks input when making important decisions.		101	77.23%	1	100.00%	16	68.75%
B) Important school decisions reflect diverse input.		102	74.51%	1	100.00%	15	66.67%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.		102	84.31%				
D) The principal and staff listen to concerns of other staff members about issues.						15	73.33%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.						15	86.67%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.						15	86.67%
G) Our school uses data from this survey to inform site decision making.						15	73.33%
H) Staff voice matters in decision making.						15	66.67%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Safety		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Concerns about student safety are taken seriously.		102	89.22%	1	0.00%	16	75.00%
B) Concerns about student safety are addressed in a timely manner at my school.		101	87.13%	1	100.00%	15	86.67%
C) My school is a safe place for all students.		102	88.24%	1	100.00%	16	81.25%
D) My school is a safe place for all staff.						16	87.50%
E) Students know what staff member to go to if they have a safety concern.		99	89.90%	1	100.00%	16	87.50%
F) Students know school safety protocols.		102	84.31%	1	100.00%	15	80.00%
G) I feel safe sharing different viewpoints and perspectives at my school.		99	77.78%	1	0.00%	15	73.33%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Sense of Belonging		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) School staff respects student diversity.		103	89.32%	1	100.00%	15	80.00%
B) Adults at my school treat students respectfully.		103	91.26%	1	0.00%	15	80.00%
C) Students are respectful to each other at school.		103	74.76%	1	0.00%	15	60.00%
D) Students have opportunities to socialize with other students often at school.		103	90.29%	1	0.00%	15	86.67%
E) Students have an adult on campus they trust.		103	90.29%	1	100.00%	16	93.75%
F) Students trust other students at school.		102	79.41%	1	100.00%	15	86.67%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.		102	76.47%	1	100.00%	15	60.00%
H) School staff reflects student diversity.		102	74.51%	1	100.00%	15	53.33%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Academic Progress		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Families and students understand how assignments and tests are graded.		101	93.07%	1	100.00%	15	60.00%
B) Questions and concerns about schoolwork are addressed.		100	89.00%	1	100.00%	15	73.33%
C) Student grades reflect their knowledge of the material.		103	90.29%	1	0.00%	16	68.75%
D) Adults at my school believe all students can be successful.		103	92.23%	1	100.00%	16	68.75%
E) Students feel comfortable and unjudged to ask their teacher for help.		103	89.32%	1	100.00%	16	93.75%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.		102	92.16%	1	100.00%	15	93.33%
G) Teachers at my school go out of their way to help all students.		103	89.32%	1	100.00%	15	66.67%
H) Students receive timely and regular feedback on their learning.		102	90.20%	1	100.00%	16	87.50%
I) Staff at my school provides resources or ideas that help families support their students at home.		103	88.35%			15	80.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
High Expectations		**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Students are challenged academically at school.		103	80.58%	1	0.00%	15	86.67%
B) School recognizes and celebrates the academic success of all students.		102	88.24%	1	100.00%	15	66.67%
C) Adults on campus motivate students to do their best.		102	88.24%	1	100.00%	15	80.00%
D) School provides additional academic support when students are struggling.		102	87.25%	1	100.00%	16	68.75%

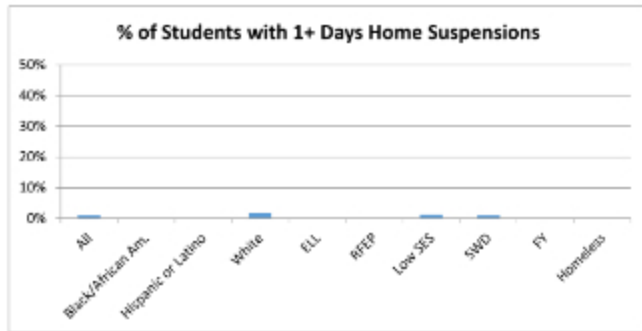|	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		102	85.29%	1	100.00%	15	86.67%
B) Students have access to classes and activities that meet their interests and talents.		103	81.55%	1	0.00%	16	68.75%
C) Students understand how to complete their schoolwork.		103	85.44%	1	100.00%	15	86.67%
D) Students complete assignments on time.		101	87.13%	0	-	15	73.33%
E) Students are motivated to do their schoolwork.		100	77.00%	1	100.00%	15	73.33%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		93	41.94%	1	0.00%	15	26.67%
B) Students and families know what classes they will have to take and pass to graduate from high school.		91	49.45%	1	100.00%	15	20.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		91	45.05%	1	100.00%	15	20.00%
D) School offers college and career programs.		91	27.47%	1	100.00%	15	0.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.		89	24.72%	1	0.00%	15	6.67%
F) Students are prepared for the next step of their educational experience.		87	52.87%	1	100.00%	16	56.25%
G) Staff are optimistic about the future of their career in San Juan Unified.						16	62.50%
H) There are equitable opportunities for advancement in the district.						15	46.67%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		99	86.87%	1	100.00%	15	66.67%
B) San Juan Unified School District is a district that I would recommend to other families.		99	82.83%	1	100.00%	16	68.75%

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	430	4	0.93%	6	5	1.16%	0	0.00%	0	0.00%
Black/African Am.	26	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	151	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	224	4	1.79%	6	5	2.23%	0	0.00%	0	0.00%
ELL	73	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	18	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	218	3	1.38%	5	4	1.83%	0	0.00%	0	0.00%
SWD	93	1	1.08%	1	1	1.08%	0	0.00%	0	0.00%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	19	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
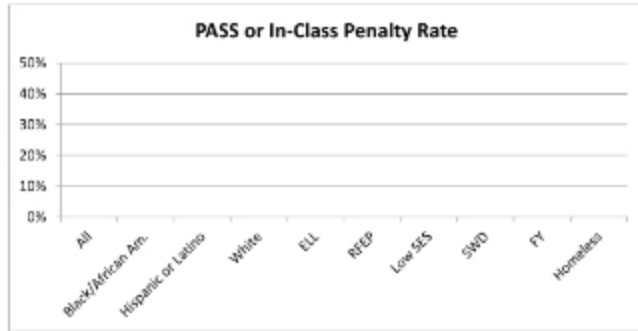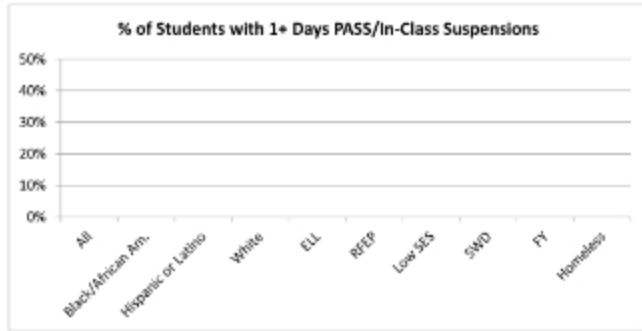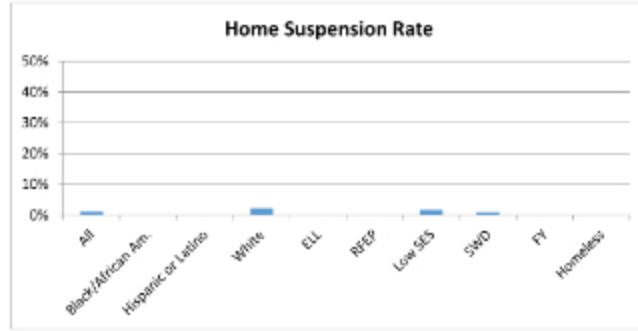
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

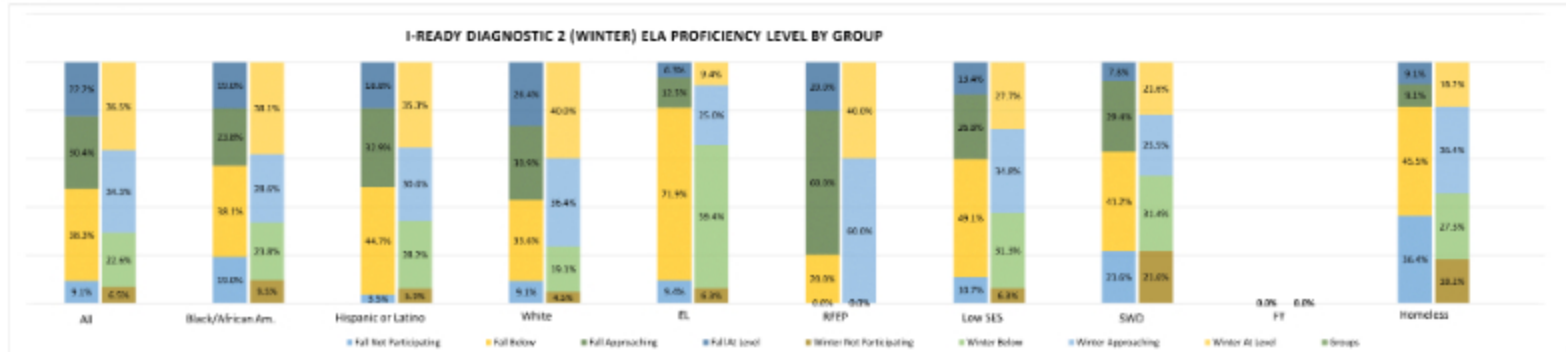Carriage Drive Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	230	21	88	70	51	15	52	79	84				
Black/African Am.	21	4	8	5	4	2	5	6	8				
Hispanic or Latino	85	3	38	28	16	5	24	26	30				
White	110	10	37	34	29	5	21	40	44				
EL	32	3	23	4	2	2	19	8	3				
RFEP	15	0	3	9	3	0	0	9	6				
Low SES	112	12	55	30	15	7	35	39	31				
SWD	51	11	21	15	4	11	16	13	11				
FY	1	0	0	1	0	0	0	1	0				
Homeless	11	4	5	1	1	2	3	4	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	230	9.1%	38.3%	30.4%	22.2%	6.5%	22.6%	34.3%	36.5%				
Black/African Am.	21	19.0%	38.1%	23.8%	19.0%	9.5%	23.8%	28.6%	38.1%				
Hispanic or Latino	85	3.5%	44.7%	32.9%	18.8%	5.9%	28.2%	30.6%	35.3%				
White	110	9.1%	33.6%	30.9%	26.4%	4.5%	19.1%	36.4%	40.0%				
EL	32	9.4%	71.9%	12.5%	6.3%	6.3%	59.4%	25.0%	9.4%				
RFEP	15	0.0%	20.0%	60.0%	20.0%	0.0%	0.0%	60.0%	40.0%				
Low SES	112	10.7%	49.1%	26.8%	13.4%	6.3%	31.3%	34.8%	27.7%				
SWD	51	21.6%	41.2%	29.4%	7.8%	21.6%	31.4%	25.5%	21.6%				
FY	1	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%				
Homeless	11	36.4%	45.5%	9.1%	9.1%	18.2%	27.3%	36.4%	18.2%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Carriage Drive Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

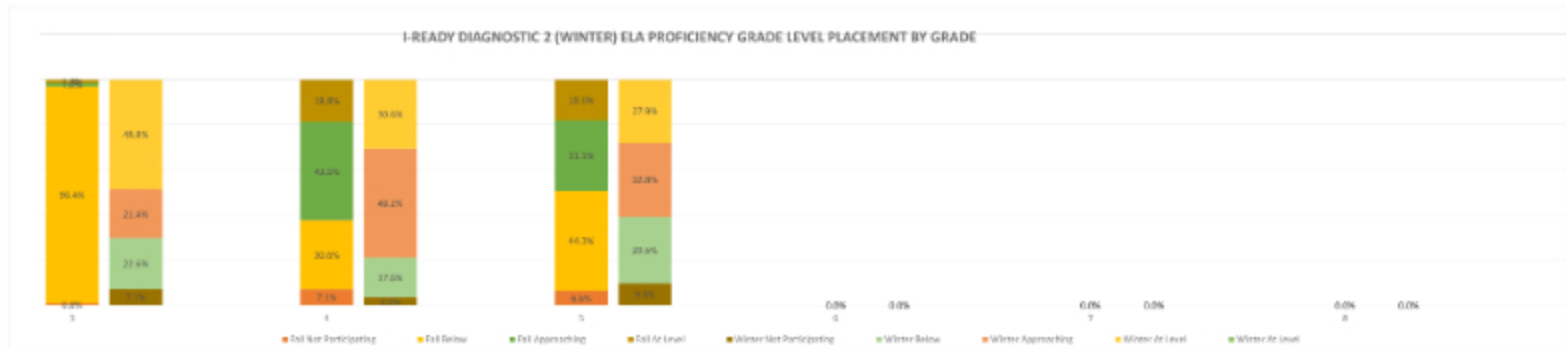| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	84	11	35	14	24	6	29	18	41				
4	85	6	26	37	16	3	15	41	26				
5	61	4	27	19	11	6	18	20	17				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	84	13.1%	41.7%	16.7%	28.6%	7.1%	22.6%	21.4%	48.8%				
4	85	7.1%	30.6%	43.5%	18.8%	3.5%	17.6%	48.2%	30.6%				
5	61	6.6%	44.3%	31.1%	18.0%	9.8%	29.5%	32.8%	27.9%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
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**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Carriage Drive Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group
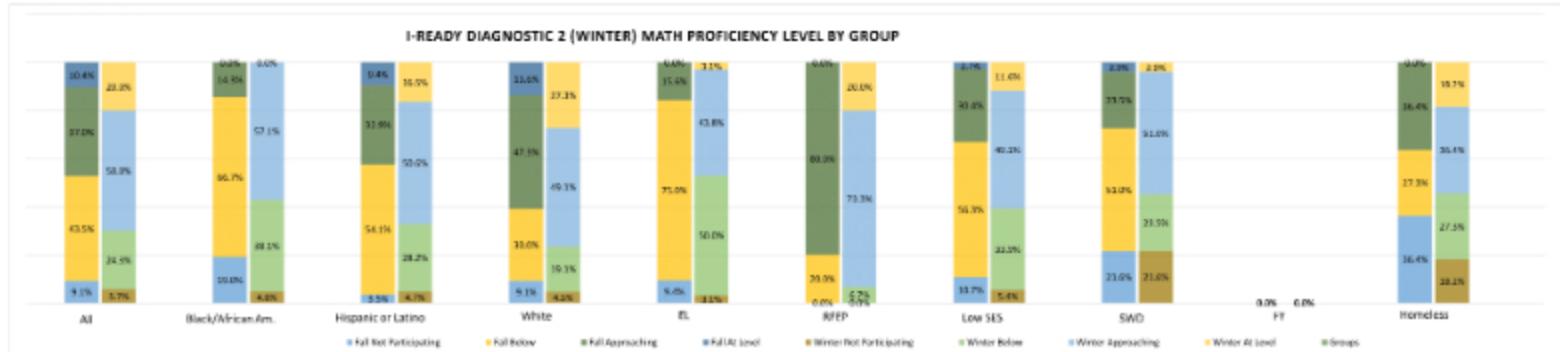
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	230	21	100	85	24	13	56	115	46				
Black/African Am.	21	4	14	3	0	1	8	12	0				
Hispanic or Latino	85	3	46	28	8	4	24	43	14				
White	110	10	33	52	15	5	21	54	30				
EL	32	3	24	5	0	1	16	14	1				
RFEP	15	0	3	12	0	0	1	11	3				
Low SES	112	12	63	34	3	6	38	55	13				
SWD	51	11	26	12	2	11	12	26	2				
FY	1	0	1	0	0	0	0	1	0				
Homeless	11	4	3	4	0	2	3	4	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	230	9.1%	43.5%	37.0%	10.4%	5.7%	24.3%	50.0%	20.0%				
Black/African Am.	21	19.0%	66.7%	14.3%	0.0%	4.8%	38.1%	57.1%	0.0%				
Hispanic or Latino	85	3.5%	54.1%	32.9%	9.4%	4.7%	28.2%	50.6%	16.5%				
White	110	9.1%	30.0%	47.3%	13.6%	4.5%	19.1%	49.1%	27.3%				
EL	32	9.4%	75.0%	15.6%	0.0%	3.1%	50.0%	43.8%	3.1%				
RFEP	15	0.0%	20.0%	80.0%	0.0%	0.0%	6.7%	73.3%	20.0%				
Low SES	112	10.7%	56.3%	30.4%	2.7%	5.4%	33.9%	49.1%	11.6%				
SWD	51	21.6%	51.0%	23.5%	3.9%	21.6%	23.5%	51.0%	3.9%				
FY	1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%				
Homeless	11	36.4%	27.3%	36.4%	0.0%	18.2%	27.3%	36.4%	18.2%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Carriage Drive Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade
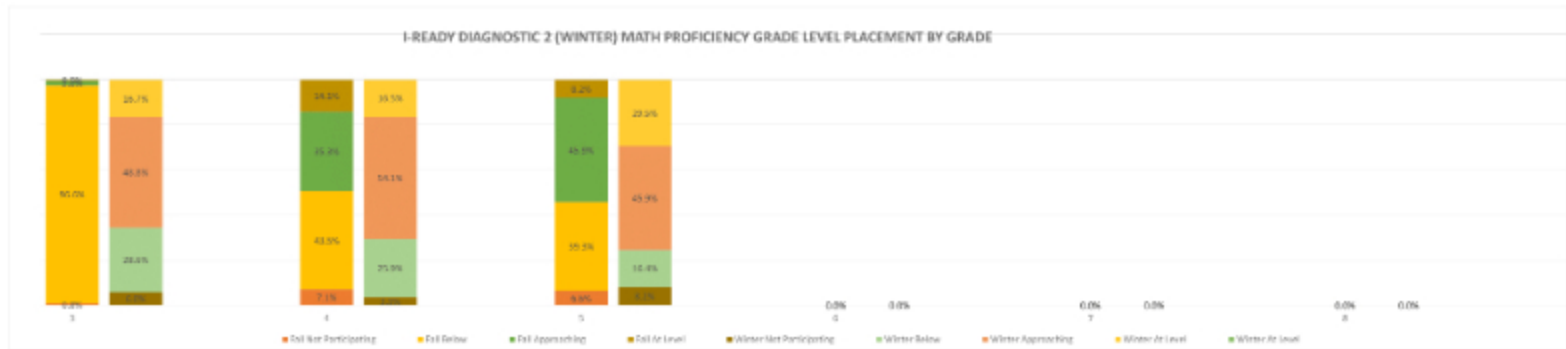
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	84	11	39	27	7	5	24	41	14				
4	85	6	37	30	12	3	22	46	14				
5	61	4	24	28	5	5	30	28	18				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	84	13.1%	46.4%	32.1%	8.3%	6.0%	28.6%	48.8%	16.7%				
4	85	7.1%	43.5%	35.3%	14.1%	3.5%	25.9%	54.1%	16.5%				
5	61	6.0%	39.3%	45.9%	8.2%	8.2%	16.4%	45.9%	29.5%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. Conclusions based on our CKLA curriculum usage:

    We found that 50% of all students in grades K-2 were at or above grade level proficiency.
    We found that 41% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.
    We found that 38% of English Language Learners in grades K-2 were at or above grade level proficiency.

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, identifies assets and needs, and connects students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2022-23

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, ELAC, staff, and leadership.

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

Carriage has not had a parent organization in many years, due to Covid and the increase in families who are non-English speaking, low socio-economic, and/or unable to devote time to school event planning. We saw an increase in parent attendance for school wide events and field trip chaperones.

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

We chose to add a School Community Intervention Assistant (SCIA) and increase our spending to increase family engagement.

2022-23
Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Climate Survey- Overall rating of questions in the School Decision Making section. Percent strongly agree / disagree.	Parents 78.6% - Staff 62%	Parents 80% - Staff 75%
School Climate Survey - Overall rating of questions in the parent engagement section. Percent strongly agree / agree.	Parents 90.43% - Staff 77.3%	Parents 91% - Staff 80%
Number of family school wide events/opportunities to engage that are offered on site (conferences, input meetings, performances, etc)	30 opportunities	35 opportunities
Attendance rates for identified student group.	To be determined	

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	Provide opportunities for family involvement. Including, but not limited to: student awards, after	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	13,000	2023-2024 School Year

	hours family events and performances, family meetings/educational events.					
1.2	Hire a 0.85 FTE School Community Intervention Assistant to promote engagement, provide resources, and support achievement for targeted students and their families.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SCIA	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	70,897	2023-2024 School Year
1.3	Provide materials and supplies to promote engagement and achievement. Could be but not limited to awards, family events, and communication materials and mediums.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	Title I Part A Parent Involvement 4000-4999: Books And Supplies	3575	2023-2024 School Year

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

Carriage staff actively engages and builds 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: 2022-23

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, ELAC, staff and leadership.

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

Isolation due to the pandemic highly impacted students' mental health. Staff identified the need for devoting a portion of the morning for SEL in 22-23. However, staff has since identified the need for training and a consistent approach across the school. Additionally, the SEL team (counselor, social worker, school psychologist, and principal) created a system for teacher referral for services which helped identify students in need and monitor progress. We realize that there are not enough staff to mentor and support students.

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 providing an increase in funding for additional supplies, curriculum, professional development, and community partners.

2022-23
Identified Need

A felt sense of belonging and safety in addition to effective services is necessary for students' social emotional growth, interpersonal skill development, and academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Climate Survey - School Safety Percent strongly agree/agree overall.	Parents 86%, Staff 81.6%, Students unknown	Parents 89%, Staff 90%, Students 85%
School Climate Survey- Caring Relationships Percent strongly agree/agree overall.	Parents 89%, Staff 74.86%, Students unknown	Parents 90%, Staff 80%, Students 85%
School Climate Survey - Sense of Belonging for students Percent strongly agree/agree overall.	Student unknown	Student 85%
Suspension Rate- overall percentage	1.6% in 2021-2022	maintain
Staff SEL services survey	To be determined	

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 Tier 1 and 2 Social Emotional	X All Students English Learners Low-Income Students	Principal, staff	LCFF Supplemen	10000 15,000	2023-2024 School Year

	Learning to all students school wide, such as lessons, activities, assemblies, and enlisting the help from community partners to increase well-being and positive behavior, especially in the areas of respectful communication, a sense of belonging, self regulation, conflict resolution, friendship skill building, and coping strategies. Could be but not limited to books, curriculum, professional development, community partners, and supplies.	Foster Youth Other			tal Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Other 4000-4999: Books And Supplies		

2.2	Increase rec aide time to provide additional supervision on the playground.	X All Students English Learners Low-Income Students Foster Youth Other	principal, staff	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3,412	2023-2024 School Year

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

Carriage staff engages and supports each student in a challenging and broad course of study that builds skills and knowledge, taps into creativity, and provides engaging experiences while preparing our students to be civic minded, critical thinkers, and effective communicators and collaborators.

Annual Review

SPSA Year Reviewed: 2022-23

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, ELAC, staff and leadership.

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

This goal area showed improvement in our students' reading, especially in phonemic awareness, phonics, and high frequency words. There is a continued need to develop reading comprehension and vocabulary development. This goal area is still of concern in the area of math. There has been an increase in our newcomer population which is illuminating the needed for increased support and systematic language development in designated and integrated ELD.

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

We will add additional programs and intervention groups by increasing our math intervention teacher to 1.0 FTE, add instructional assistants, and provide professional development for staff in math, reading comprehension, and language development.

2022-23
Identified Need

Carriage will provide more effective programs to assist students in reaching their full academic potential.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady Reading- comprehension, 3-4, EOY on or above grade level	36%	41%
iReady Reading- comprehension, K-2, EOY on or above grade level	49%	54%
iReady Math- Numbers and Operations, 2-4, EOY on or above grade level	40%	45%
iReady Math- Numbers and Operations, 5, Winter on or above grade level	40%	50%
iReady Math- Numbers and Operations, K-1, EOY on or above grade level	57%	65%
ELPAC Scores- Oral Language Percent of students moving up a level	TBD	
BPST - K-2, EOY on or above grade level		85%

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	Provide instructional support for	All Students English Learners Low-Income Students	Principal	Other	35,000 6740	2023-2024 School Year

	underperforming students, including students with disabilities. Could be but not limited to: professional development, teacher collaboration time, classroom supplies, books for implementing PD, supplemental class licenses and curriculum, before/during/after school academic intervention.	Foster Youth X Other Students with Disabilites		4000-4999: Books And Supplies Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	
3.2	Provide instructional support for EL and/or identified students to increase expressive language. Could be but not limited to professional development,	All Students X English Learners X Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	20,720	2023-2024 School Year

	classroom supplies, and instructional materials.					

3.3	Provide 1.0 FTE reading intervention teacher to support small group instruction for underperforming students.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, reading intervention teacher	Other 1000-1999: Certificated Personnel Salaries	160,000	2023-2024 School Year

3.4	Provide 1.0 FTE math intervention teacher to support small group instruction for underperforming students.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, math intervention teacher	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	153,409	2023-2024 School Year

3.5	Provide Instructional Assistant(s) to support small group instruction for underperforming students.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, teachers, instructional assistants	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	80,694	2023-2024 School Year

3.6	Ensure all English	All Students X English Learners	Principal, ELD Teacher	LCFF Supplemen	84,835	2023-2024 School Year

		Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	Low-Income Students Foster Youth Other			tal English Learner Central 1000-1999: Certificated Personnel Salaries		
3.7		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	All Students X English Learners Low-Income Students Foster Youth Other	Principal, BIA	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	18,131	2023-2024 School Year
3.8			All Students English Learners					

		Low-Income Students Foster Youth Other				
3.9		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

Carriage staff engages each student in discovering their limitless potential and, through coordinated efforts, prepares them for college and career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2022-23

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, ELAC, staff and leadership.

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

We were able to add enrichment opportunities due to staff being willing to provide them. We did not make progress on College and Career. Staff was not aware of and did not implement college or career readiness with intentionality.

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

We will provide more opportunities, such as VAPA, field trips, and other enrichment experiences, and make college and career connections with intention.

2022-23
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, through curriculum tie-ins and activities to enhance student engagement. Additionally, staff has identified the need to nurture student creativity, expression, and engagement through offering an integrated arts approach.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Number of VAPA tie-ins during professional development hours	0 Agenda Items	5 Agenda Items
School Climate Survey - College and Career - Students participate in programs to learn about different jobs, careers, and colleges.	Students - not surveyed Parents 24.72% Staff 6.67%	Students 30% Parents 30% Staff 30%
Number of enrichment opportunities offered before, during or after school.	Bridges, Band, Choir, Dance Club, Chess	Maintain, add assemblies and grade level field trips
School Climate Survey- Student Engagement- overall percent agree or strongly agree	parents- 83.2%, staff- 77.75%, students unknown	parents- 85%, staff- 85%, students- 80%

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	Provide VAPA professional development for staff and opportunities for students to increase	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, staff	Other 4000-4999: Books And Supplies
				Other
					28,412
					
					20000
						School Year 2023-2024

				5800: Professional/Consulting Services And Operating Expenditures		
	student engagement. Could be but not limited to: art specialist instruction; band, choir drama, and dance offerings; stipends for VAPA teacher leaders.					
4.2	Provide enrichment experiences for students to learn about their community and opportunities for life beyond elementary school. Could be but not limited to Career Week, Author's and Illustrator's Day, Fine Arts Night, College Day, assemblies, and field trips.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	Other 5000-5999: Services And Other Operating Expenditures	12,000	School Year 2023-2024

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:

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
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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
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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
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SCHOOL GOAL #2:

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
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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
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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
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SCHOOL GOAL #3:

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
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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
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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
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SCHOOL GOAL #4:

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
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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
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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
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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	$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	$738,825.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental Centralized Services (District Only)	$3,412.00
LCFF Supplemental English Learner Central	$102,966.00
LCFF Supplemental Site Allocation	$46,720.00
Other	$270,412.00
Title I Part A Parent Involvement	$3,575.00
Title I Part A Site Allocation	$311,740.00

Subtotal of state or local funds included for this school: $738,825.00

Total of federal, state, and/or local funds for this school: $738,825.00

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	46,720	0.00
LCFF Supplemental English Learner Central	102,966.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00
Title I Part A Site Allocation	311,740	0.00
Title I Part A Parent Involvement	3575	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	46,720.00
Other	270,412.00
Title I Part A Parent Involvement	3,575.00
Title I Part A Site Allocation	311,740.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	398,244.00
2000-2999: Classified Personnel Salaries	173,134.00
4000-4999: Books And Supplies	118,707.00
5000-5999: Services And Other Operating Expenditures	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	36,740.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	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	36,720.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00
1000-1999: Certificated Personnel Salaries	Other	160,000.00
4000-4999: Books And Supplies	Other	78,412.00
5000-5999: Services And Other Operating Expenditures	Other	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	20,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,575.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	153,409.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	151,591.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	6,740.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	87,472.00
Goal 2	28,412.00
Goal 3	562,529.00
Goal 4	60,412.00

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
Beth Holcomb	Principal
Sara Larian	Classroom Teacher
Elizabeth Ellanson	Classroom Teacher
Nellie Darnell	Classroom Teacher
Lanesia Foster	Other School Staff
Vanessa Mohammed	Parent or Community Member
Alycia Blackstone	Parent or Community Member
Bao Lam	Parent or Community Member
Dan Darnell	Parent or Community Member
Dorishel Watson	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 15, 2023.

Attested:

On file	Principal, Beth Holcomb on 05/15/2023
On file	SSC Chairperson, Sara Larian on 05/15/2023

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

Carriage Drive Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase rec aide time to provide additional supervision on the playground.	2000-2999: Classified Personnel Salaries	$3,412.00	Healthy Environments for Social-Emotional Growth	

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
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	
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	

LCFF Supplemental English Learner Central Total Expenditures:	$102,966.00	
LCFF Supplemental English Learner Central Allocation Balance:	$0.00	

Carriage Drive Elementary School

Funding Source: LCFF Supplemental Site Allocation   **$46,720.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs	
Provide opportunities for family involvement. Including, but not limited to: student awards, after hours family events and performances, family meetings/educational events.	4000-4999: Books And Supplies	$13,000.00	Connected School Communities	
Provide Tier 1 and 2 Social Emotional Learning to all students school wide, such as lessons, activities, assemblies, and enlisting the help from community partners to increase well- being and positive behavior, especially in the areas of respectful communication, a sense of belonging, self regulation, conflict resolution, friendship skill building, and coping strategies. Could be but not limited to books, curriculum, professional development, community partners, and supplies.	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	Healthy Environments for Social-Emotional Growth	
Provide instructional support for EL and/or identified students to increase expressive language. Could be but not limited to professional development, classroom supplies, and instructional materials.	4000-4999: Books And Supplies	$20,720.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $46,720.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Carriage Drive Elementary School

Provide 1.0 FTE reading intervention teacher to support small group instruction for underperforming students.	1000-1999: Certificated Personnel Salaries	$160,000.00	Engaging Academic Programs
Provide VAPA professional development for staff and opportunities for students to increase student engagement. Could be but not limited to: art specialist instruction; band, choir drama, and dance offerings; stipends for VAPA teacher leaders.	4000-4999: Books And Supplies	$28,412.00	Clear Pathways to Bright Futures
Provide enrichment experiences for students to learn about their community and opportunities for life beyond elementary school. Could be but not limited to Career Week, Author's and Illustrator's Day, Fine Arts Night, College Day, assemblies, and field trips.	5000-5999: Services And Other Operating Expenditures	$12,000.00	Clear Pathways to Bright Futures
	5800: Professional/Consulting Services And Operating Expenditures	$20,000.00	Clear Pathways to Bright Futures
	4000-4999: Books And Supplies	$15,000.00	Healthy Environments for Social-Emotional Growth
Provide instructional support for underperforming students, including students with disabilities. Could be but not limited to: professional development, teacher collaboration time, classroom supplies, books for implementing PD, supplemental class licenses and curriculum, before/during/after school academic intervention.	4000-4999: Books And Supplies	$35,000.00	Engaging Academic Programs

Other Total Expenditures: $270,412.00

Other Allocation Balance: $0.00

Carriage Drive Elementary School

Funding Source: Title I Part A Parent Involvement   **$3,575.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide materials and supplies to promote engagement and achievement. Could be but not limited to awards, family events, and communication materials and mediums.	4000-4999: Books And Supplies	$3,575.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: $3,575.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation   **$311,740.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire a 0.85 FTE School Community Intervention Assistant to promote engagement, provide resources, and support achievement for targeted students and their families.	2000-2999: Classified Personnel Salaries	$70,897.00	Connected School Communities	
Provide 1.0 FTE math intervention teacher to support small group instruction for underperforming students.	1000-1999: Certificated Personnel Salaries	$153,409.00	Engaging Academic Programs	
Provide Instructional Assistant(s) to support small group instruction for underperforming students.	2000-2999: Classified Personnel Salaries	$80,694.00	Engaging Academic Programs	
	5800: Professional/Consulting Services And Operating Expenditures	$6,740.00	Engaging Academic Programs	

Title I Part A Site Allocation Total Expenditures: $311,740.00

Title I Part A Site Allocation Allocation Balance: $0.00

Carriage Drive Elementary School

Carriage Drive Elementary School Total Expenditures: $738,825.00