



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	April 15, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

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

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Carriage's SSC met on the following dates: 9/25/23, 10/16/23, 12/18/23, 2/26/24, and 4/15/24. SSC reviewed data continuously throughout the year and made adjustments to 23-24 SPSA as needed. Additionally, SSC reviewed data to identify needs and inform decisions on Actions and Services for 24-25 SPSA. SSC approved SPSA on 4/15/24 pending any changes if there was disagreement or additions needed after review by staff or ELAC. Recommendations and Assurances page signed May 25, 2024.

Carriage's ELAC met on the following dates: 9/19/23, 10/24/23, 2/13/24, and 5/21/24. Families who attended the meetings were asked for input to improve the quality of their children's educational experience at Carriage as well as given information about English Learners' achievement, Actions and Services related to English Learners. Meetings were very well attended with over 20 families represented at each meeting.

Staff analyzed data in staff or grade level meeting on the following dates: 8/17/23, 9/21/23, 10/16/23, 11/30/23, 1/18/24, 2/15/24, 3/21/24, and 4/18/24, as well as in monthly grade-level meetings. In April and May, the principal met with each grade level team. In each of these meetings, Carriage staff analyzed data, identified needs, and created plans to address needs.

Principal met with families on the following dates: 9/12/23, 10/10/23, 12/12/23, 1/16/24, 2/13/24, 3/12/24, and 4/9/24 to present information and data and to gather input regarding needs and services/support.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.24%	0.97%	0.47%	1	4	2
African American	4.07%	4.11%	3.29%	17	17	14
Asian	1.91%	3.14%	4.47%	8	13	19
Filipino	0.72%	0.97%	0.71%	3	4	3
Hispanic/Latino	33.25%	35.51%	36.94%	139	147	157
Pacific Islander	0.48%	0.24%	%	2	1	
White	51.20%	49.28%	46.59%	214	204	198
Multiple/No Response	8.13%	5.8%	7.53%	34	24	32
	Total Enrollment			418	414	425

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	60	56	58
Grade 1	69	66	56
Grade 2	73	71	66
Grade3	79	76	71
Grade 4	63	83	86
Grade 5	74	62	88
Total Enrollment	418	414	425

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	47	66	82	13.20%	11.2%	19.3%
Fluent English Proficient (FEP)	26	24	23	3.70%	6.2%	5.4%
Reclassified Fluent English Proficient (RFEP)				3.4%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
414	65.7	15.9	0.2
Total Number of Students enrolled in Carriage Drive Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	15.9
Foster Youth	1	0.2
Homeless	15	3.6
Socioeconomically Disadvantaged	272	65.7
Students with Disabilities	77	18.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	4.1
American Indian	4	1
Asian	13	3.1
Filipino	4	1
Hispanic	147	35.5
Two or More Races	24	5.8
Pacific Islander	1	0.2
White	204	49.3

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Orange		
English Learner Progress Yellow		

Conclusions based on this data:

1. As a site we have continued to engage in research and cross grade level discussions on ensuring our students have the basic skills needed to read and progress in their learning through reading.

School and Student Performance Data

Academic Performance English Language Arts

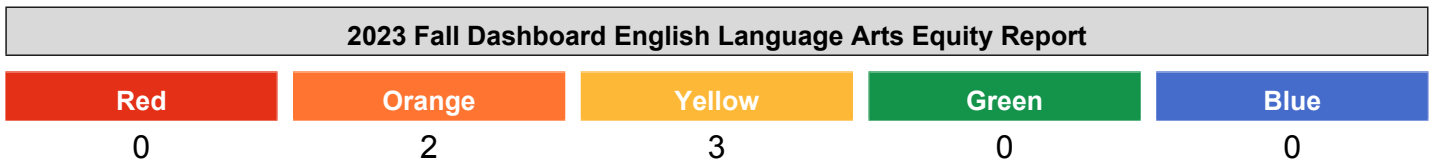
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>38.4 points below standard</p> <p>Increased +7.4 points</p> <p>205 Students</p>	<p>English Learners</p> <p>Orange</p> <p>60.6 points below standard</p> <p>Decreased Significantly -21 points</p> <p>39 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>50.1 points below standard</p> <p>Increased +9 points</p> <p>136 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>62.4 points below standard</p> <p>Increased +10.8 points</p> <p>39 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
22.8 points below standard Increased Significantly +76.4 points 12 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.3 points below standard Maintained +0.4 points 81 Students	32.3 points below standard Maintained -1 points 16 Students	Less than 11 Students 1 Student	 Yellow 21.9 points below standard Increased +11.1 points 89 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.8 points below standard Decreased Significantly -25.9 points 20 Students	29.8 points below standard Decreased Significantly -17.6 points 19 Students	33.8 points below standard Increased +13.1 points 162 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 38.4 points below standard which was an increase from the previous year. Our lowest performing student group was English learners. Carriage's English Learners scored 60.6 points below standard which was a significant decrease from the previous year.

In 2022-2023 we recognized that our English Learners were underperforming and did not have curriculum or professional development which adequately supported this population. We chose to purchase Systematic ELD curriculum as a supplemental curriculum to implement and provide training to interested teachers in 2023-2024. We also chose to purchase new supplemental ELA curriculum, CKLA, and provide training to teachers. We continued to allocate funds for a reading intervention teacher, but added instructional assistant personnel to assist in targeted instruction.

We will need to continue to provide supplemental ELD and ELA curriculum, a reading intervention teacher, instructional assistants, and professional development.

School and Student Performance Data

Academic Performance Mathematics

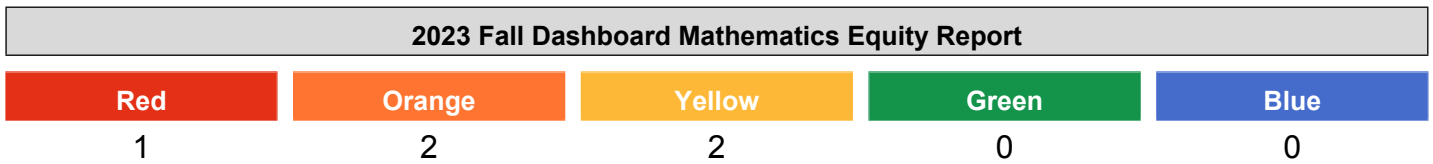
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 65.7 points below standard Maintained -2 points 206 Students	English Learners Red 98.6 points below standard Decreased Significantly -25.9 points 41 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Orange 78.9 points below standard Decreased -11.6 points 136 Students	Students with Disabilities Yellow 87.4 points below standard Increased +3.4 points 40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>100.8 points below standard</p> <p>Increased Significantly +35.9 points</p> <p>12 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>70.1 points below standard</p> <p>Increased +8.7 points</p> <p>82 Students</p>	<p>79.9 points below standard</p> <p>Decreased Significantly - 21.6 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Orange</p> <p>54.4 points below standard</p> <p>Decreased -8.2 points</p> <p>89 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>138.5 points below standard</p> <p>Decreased Significantly -51.9 points</p> <p>23 Students</p>	<p>63.5 points below standard</p> <p>Decreased -6.4 points</p> <p>19 Students</p>	<p>61.2 points below standard</p> <p>Maintained +1.1 points</p> <p>163 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 65.7 points below standard which was similar to the previous school year. Our lowest performing student group was English learners. Carriage's English Learners scored 51.9 points standard which was a significant decrease from the previous year. Our socio-economically disadvantaged students scored 78.9 points below standard which was a decrease from the previous year.

Last year in 2022-2023, Carriage did not have curriculum nor adequate professional development to address the needs of English Learners nor socio-economically disadvantaged students. We chose to address this need by implementing new supplemental math curriculum for targeted grade levels and providing professional development in math for grades K-1 with the plan to continue to grades 2-3 in the following year. Additionally, we increase our math intervention to 1.0 FTE. We purchased and provided training for interested teachers in Systematic ELD to accelerate language acquisition for our English Learners.

We will need to continue to provide supplemental ELD and math curriculum, a math intervention teacher, instructional assistants, and professional development.

School and Student Performance Data

Academic Performance English Learner Progress

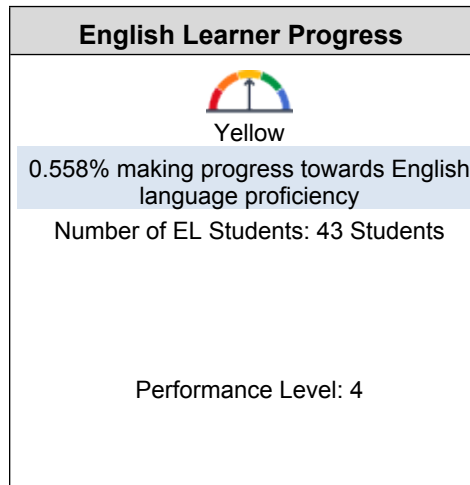
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	15	0	24

Lowest Performing Group:

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

55.8% of English Learners made adequate progress in 2022-23, while the rest maintained or decreased in their ELPI level.

Last year in 2022-2023, we did not have adequate ELD curriculum nor training. We chose to purchase supplemental ELD curriculum and materials and provide training to interested teachers.

We will need to continue to provide supplemental ELD and professional development.

School and Student Performance Data

Academic Performance College/Career Report

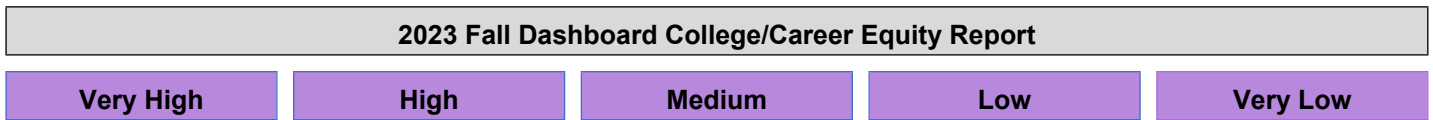
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

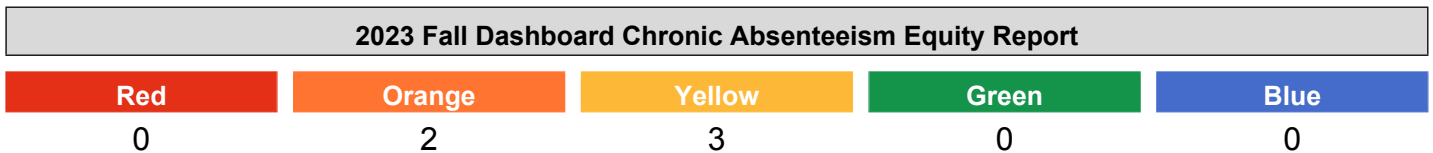
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>32.4% Chronically Absent</p> <p>Declined Significantly -13.5</p> <p>441 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>34.8% Chronically Absent</p> <p>Declined -16.8</p> <p>89 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>72% Chronically Absent</p> <p>Increased 2</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>37.7% Chronically Absent</p> <p>Declined Significantly -15.6</p> <p>310 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>31.5% Chronically Absent</p> <p>Declined -22.4</p> <p>89 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
38.1% Chronically Absent Declined -14.3 21 Students	Less than 11 Students 4 Students	46.7% Chronically Absent 0 15 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.3% Chronically Absent Declined Significantly -15 150 Students	39.3% Chronically Absent Declined -5.2 28 Students	Less than 11 Students 1 Student	 Yellow 29.8% Chronically Absent Declined Significantly -13.4 218 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

32.4% of all students were chronically absent which was a significant decrease from the previous school year. English Learners and Students with Disabilities made less growth in chronic absenteeism than All Students. Of great concern is that 72% of our students experiencing homelessness are chronically absent.

Last year in 2022-2023, Carriage did not have adequate resources to address nor attentiveness to chronic absenteeism. We recognized the need for more social-emotional curriculum and school wide activities that would increase connections to school. Therefore, in 2023-2024, we chose to implement an SEL program, mobilize our MTSS staff, and increase the hours of our attendance clerk. Additionally, we increased our field trips, clubs, and engagement in the arts.

In order to make more progress in the area of attendance, we will continue to increase Carriage students' engagement in the arts, supplemental academics such as field trips and assemblies, and clubs, as well as providing extra hours for our attendance clerk.

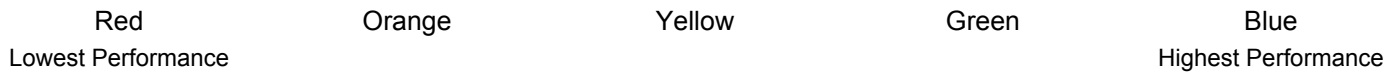
School and Student Performance Data

Academic Engagement Graduation Rate

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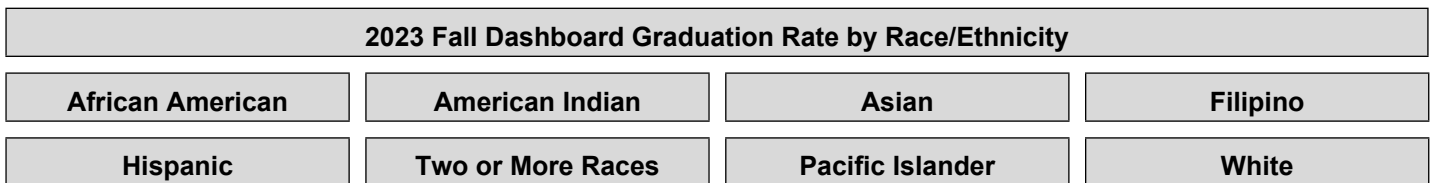
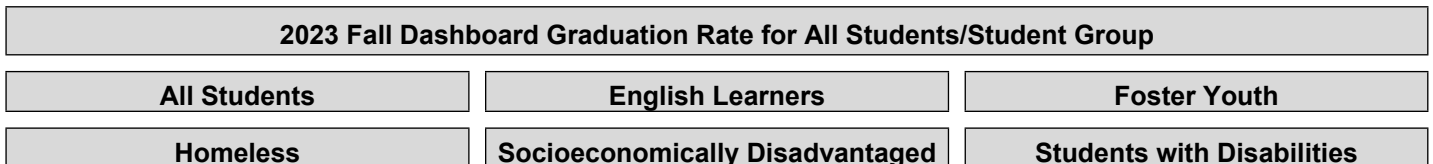
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Conditions & Climate Suspension Rate

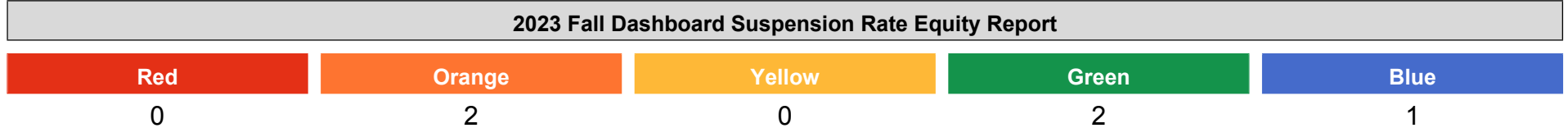
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Green

1.3% suspended at least one day

Declined -0.3
449 Students

English Learners


 Blue

0% suspended at least one day

Declined -1.4
90 Students

Foster Youth


Less than 11 Students
1 Student

Homeless

0% suspended at least one day

Maintained 0
26 Students


Socioeconomically Disadvantaged


 Orange

1.6% suspended at least one day

Increased 0.3
315 Students



Students with Disabilities


 Green

2.2% suspended at least one day

Declined -0.9
91 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -7.7 21 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>0% suspended at least one day</p> <p>15 Students</p>	<p>Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green</p> <p>0.6% suspended at least one day</p> <p>Maintained 0 155 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 28 Students</p>	<p>Less than 11 Students 1 Student</p>	<p> Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 0.3 221 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

1.3% of all students were suspended at least one day which was a decrease from the previous school year. Carriage's socio-economically disadvantaged students experienced a 1.6% increase in suspensions over the previous year.

Last year in 2022-2023, Carriage staff worked to implement alternatives to suspension, employed a recreational aide for recess supervision, and provided incentives for positive behavior. We chose to continue these actions and added community partners, a campus monitor, and a recreational aide. We had hoped to employ a School Community Intervention Assistant (SCIA) to increase family engagement to strengthen school connection and provide a conduit to increase parent leadership. However, we were unable to find a suitable candidate for a full time position. Our MTSS counselors put into place a system for teachers to report students for which they have concerns.

Carriage will continue the actions put in place through district and supplemental materials, curriculum, and supplies (campus monitor, additional rec aide, student behavioral prizes, community partners, and family events). However, we chose to reduce the SCIA position to half time in hopes to find a suitable candidate that will be able to build relationships with families and provide an increase in family leadership opportunities. We also chose to increase the campus monitor's hours to improve supervision and ensure safety. Our MTSS counselors will continue to identify and serve students at risk through SAEBRS and MySAEBRS survey data and teacher referral.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We used iReady, text-level, BPST, Systematic ELD assessments, and other measures to determine progress throughout the year in grade level and whole staff meetings.

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

We noticed that there was an increase in English Learner progress due to our implementation of Systematic ELD. We noticed that our math scores were increasing in the K and 1st grades due to professional development of our K-1 teachers. We saw some increase with students whose teachers were given extra instructional assistant and intervention teacher support. Our students continued to struggle to make adequate progress in math in 2nd-5th grades.

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

We changed our Tier 1 and 2 models to provide services to students who were not making adequate progress.

2023-24

Identified Need

We will need to continue to provide supplemental ELD, ELA, and math curriculum, a reading intervention teacher, instructional assistants, and professional development, especially focusing on math instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	38.4 points below standard
	English Learners	60.6 points below standard
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	50.1 points below standard
	Students with Disabilities	62.4 points below standard
	African American	22.8 points below standard
	American Indian	
	Asian	
	Filipino	
	Hispanic	58.3 points below standard
	Two or More Races	32.3 points below standard
	Pacific Islander	
White	21.9 points below standard	
		+3 scale score points
Math State Assessment: Change in scale score	All Students	65.7 points below standard

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	English Learners 98.6 points below standard Foster Youth Homeless Socioeconomically Disadvantaged 78.9 points below standard Students with Disabilities 87.4 points below standard African American 100.8 points below standard American Indian Asian Filipino Hispanic 70.1 points below standard Two or More Races 79.9 points below standard Pacific Islander White 54.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.558%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	14.44%	+1%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Continue to employ a Reading Intervention Teacher (1.0 FTE) PC 38890	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	121,000 41,322	2024 - 2025 School Year
1.2	Continue to employ a Math Intervention Teacher (1.0 FTE)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024 - 2025 School Year
1.3	Continue to employ three part-time Instructional Assistants to support academic differentiation PC 38898 PC 38899 PC 38900	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	41,158 17,386	2024 - 2025 School Year

1.4	Provide training and support materials for explicit language development beyond designated ELD	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	18,120	2024 - 2025 School Year
1.5	Provide curriculum, materials, supplies, and technology to improve academic achievement	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	20,000	2024 - 2025 School Year
1.6	Provide academic and instructional Professional Development to staff	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Other	26,240 15,000	2024 - 2025 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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We tracked attendance data daily and monitored progress weekly and monthly. We also utilized SAEBRS, MySAEBRS, and surveys to monitor student well being and engagement. We monitored Second Step program implementation monthly.

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

We noticed that our students experiencing great difficulty coming to school continued to be students who had health issues, students whose parents refused or were unable to bring them to school, and students with social-emotional issues. Our attendance clerk, family liaison, school nurse, secretary, counselors, and administrator regularly reached out to families and students to increase attendance. However, we experienced an increase in chronic absenteeism by individual students, especially those who were experiencing behavioral difficulties.

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

We continuously responded to the behavioral and mental health challenges of students as we drilled down into causes. We provided professional development to our teachers and our whole staff to increase social emotional awareness and strategies to address well being.

2023-24

Identified Need

We will need to increase our focus on the arts, supplemental academic experiences, and clubs to improve attendance. We will need to continue to add hours to our attendance clerk to make contact with families and provide incentives for improved attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	32.4% Chronically Absent
	English Learners	34.8% Chronically Absent
	Foster Youth	
	Homeless	72% Chronically Absent
	Socioeconomically Disadvantaged	37.7% Chronically Absent
	Students with Disabilities	31.5% Chronically Absent
	African American	38.1% Chronically Absent
	American Indian	
	Asian	46.7% Chronically Absent
	Filipino	
	Hispanic	33.3% Chronically Absent
	Two or More Races	39.3% Chronically Absent
	Pacific Islander	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	White 29.8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.45%	93%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide Visual and Performing Arts experiences, materials, supplies, and curriculum	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	6,000	2024 - 2025 School Year
2.2	Provide supplemental academic experiences, materials, and supplies for all students, including but not limited to those who have improved attendance	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Homeless & student with disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	7,614	2024 - 2025 School Year
2.3	Provide after school clubs, tutoring, and other experiences to promote attendance and academic achievement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	25,000	2024 - 2025 School Year
2.4	Provide extra attendance clerk support to track/prevent chronic absenteeism	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Homeless & student with disabilities	Other	15,000	2024 - 2025 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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We utilized suspension data, SAEBRS, MySAEBRS, School Climate, Student Concern Forms, and other surveys to monitor progress annually, monthly, and weekly.

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

Our MTSS staff met each week to review students of concern referrals made by teachers which helped identify students who were at risk for suspension due to behavioral and social emotional concerns. They were able to make positive contacts with families, provide individual counseling services and SEL skills lessons to small targeted groups, and support teachers with behavior plans. Our new community partners established relationships with students during recesses. Students reported that they felt supported by the community partners and other staff.

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

Our campus monitor, rec aides, and library ICT implemented a "store" for students who earned and saved positive incentive "cash" (Cougar Paws) when we saw that behavioral difficulties were increasing. We provided training to staff in de-escalation strategies and other SEL to address the increasing need for behavioral interventions.

2023-24

Identified Need

We recognize the need to continue implementing current programs and staff. We need to employ a SCIA to increase connections and develop leadership roles with families, find and provide resources to families, and organize family events. We need to add a half hour to the campus monitor time to increase safety.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.3% suspended at least one day
	English Learners	0% suspended at least one day
	Foster Youth	
	Homeless	0% suspended at least one day
	Socioeconomically Disadvantaged	1.6% suspended at least one day
	Students with Disabilities	2.2% suspended at least one day
	African American	0% suspended at least one day
	American Indian	
	Asian	0% suspended at least one day
	Filipino	
	Hispanic	0.6% suspended at least one day
	Two or More Races	0% suspended at least one day
	Pacific Islander	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	2.3% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	62.5%		65%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	66.7%		70%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0.00%		10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Employee a School Community Intervention Assistant to connect families to school PC 38853- ELO	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Other 2000-2999: Classified Personnel Salaries		2024 - 2025 School Year

3.2	Continue to contract with Community Partners to promote school connectedness for our more marginalized students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	10,000	2024 - 2025 School Year
3.3	Continue to employ recreational aides to provide supervision during recesses and lunch	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933	2024 - 2025 School Year
3.4	Provide funds for family meetings, events, and learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	3,288	2024 - 2025 School Year
3.5	Provide staff, materials, supplies, and curriculum to support positive behavior and well being.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Other	17,000	2024 - 2025 School Year

3.6

All Students
English Learners
Low-Income Students
Foster Youth
Lowest Performing

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
ELD Teacher	8/24-6/25				
Intervention Teacher	8/24-6/25				

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Campus Monitor	8/24-6/25				

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
Recreational Aides	8/24-6/25				
Counselors	8/24-6/25				

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	\$249,888.00
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	\$388,061.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$46,240.00
Other	\$88,000.00
Title I Part A Parent Involvement	\$3,288.00
Title I Part A Site Allocation	\$246,600.00

Subtotal of state or local funds included for this school: \$388,061.00

Total of federal, state, and/or local funds for this school: \$388,061.00

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	46,240	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	246,600	0.00
Title I Part A Parent Involvement	3,288	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	46,240.00
Other	88,000.00
Title I Part A Parent Involvement	3,288.00
Title I Part A Site Allocation	246,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	73,000.00
1000-1999: Certificated Personnel Salaries	121,000.00
2000-2999: Classified Personnel Salaries	45,091.00
3000-3999: Employee Benefits	58,708.00
4000-4999: Books And Supplies	29,022.00
5800: Professional/Consulting Services And Operating Expenditures	46,240.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	46,240.00
	Other	88,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,288.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	121,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	41,158.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	58,708.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	25,734.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	300,226.00
Goal 2	53,614.00
Goal 3	34,221.00

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
Mark Siewert	Classroom Teacher
Lanesia Foster	Other School Staff
Vanessa Mohammed	Parent or Community Member
Alycia Blackstone	Parent or Community Member
Oksana Akishkin	Parent or Community Member
Casey Alfonso	Parent or Community Member
April Green	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 4/15/24.

Attested:

On file

Principal, Beth Holcomb on 04/15/24

Jh file

SSC Chairperson, Vanessa Mohammad on 04/15/24

Budget By Expenditures

Carriage Drive Elementary School

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue to employ recreational aides to provide supervision during recesses and lunch	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation

\$46,240.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide curriculum, materials, supplies, and technology to improve academic achievement	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Connected School Communities	
Provide academic and instructional Professional Development to staff	5800: Professional/Consulting Services And Operating Expenditures	\$26,240.00	Connected School Communities	
LCFF Supplemental Site Allocation Total Expenditures:		\$46,240.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Carriage Drive Elementary School

		\$15,000.00	Connected School Communities
Provide Visual and Performing Arts experiences, materials, supplies, and curriculum		\$6,000.00	Healthy Environments for Social-Emotional Growth
Provide after school clubs, tutoring, and other experiences to promote attendance and academic achievement		\$25,000.00	Healthy Environments for Social-Emotional Growth
Provide extra attendance clerk support to track/prevent chronic absenteeism		\$15,000.00	Healthy Environments for Social-Emotional Growth
Continue to contract with Community Partners to promote school connectedness for our more marginalized students		\$10,000.00	Engaging Academic Programs
Provide staff, materials, supplies, and curriculum to support positive behavior and well being.		\$17,000.00	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

Carriage Drive Elementary School

Other Total Expenditures: \$148,412.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$3,288.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funds for family meetings, events, and learning.	4000-4999: Books And Supplies	\$3,288.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$3,288.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation \$246,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplemental academic experiences, materials, and supplies for all students, including but not limited to those who have improved attendance	4000-4999: Books And Supplies	\$7,614.00	Healthy Environments for Social-Emotional Growth	
Continue to employ a Reading Intervention Teacher (1.0 FTE) PC 38890	1000-1999: Certificated Personnel Salaries	\$121,000.00	Connected School Communities	
Continue to employ three part-time Instructional Assistants to support academic differentiation PC 38898 PC 38899 PC 38900	2000-2999: Classified Personnel Salaries	\$41,158.00	Connected School Communities	
Provide training and support materials for explicit language development beyond designated ELD	4000-4999: Books And Supplies	\$18,120.00	Connected School Communities	

Carriage Drive Elementary School

3000-3999: Employee Benefits	\$41,322.00	Connected School Communities
3000-3999: Employee Benefits	\$17,386.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: \$246,600.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Carriage Drive Elementary School Total Expenditures: \$448,473.00