



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 28, 2025	June 24, 2025

Purpose and Plan Summary

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

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

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

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

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

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

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

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Root Cause Analysis.....	4
Resource Inequities	4
Input from Educational Partners	4
School and Student Performance Data	5
Student Enrollment.....	5
Student Population.....	7
Overall Performance	8
Academic Performance.....	9
Academic Engagement.....	19
Conditions & Climate.....	23
Goals, Strategies, & Proposed Expenditures.....	26
SPSA/Goal 1	26
SPSA/Goal 2.....	32
SPSA/Goal 3.....	37
Centralized Services for Planned Improvements in Student Performance	42
Budget Summary	44
Budget Summary	44
Other Federal, State, and Local Funds	44
Budgeted Funds and Expenditures in this Plan	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source	45
Expenditures by Budget Reference	45
Expenditures by Budget Reference and Funding Source	45
Expenditures by Goal.....	46
School Site Council Membership	47
Recommendations and Assurances	48

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: 9/23/24, 10/28/24, 1/27/25, 2/24/25, and 3/17/25. SSC reviewed data continuously throughout the year and made adjustments to 24-25 SPSA as needed. Additionally, SSC reviewed data to identify needs and inform decisions on Actions and Services for 25-26 SPSA. SSC approved SPSA on 4/28/25 pending any changes if there was disagreement or additions needed after review by staff or ELAC. Recommendations and Assurances page signed.

Carriage's ELAC met on the following dates: 9/16/24, 11/5/24, and 2/4/25. 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: 8/29/24, 9/19/24, 10/17/24, 12/12/24, 1/23/25, 2/13/25, and 3/27/25 as well as in monthly grade-level meetings. In March and April, the principal met with each grade level team where, Carriage staff analyzed data, identified needs, and created plans to address needs.

Principal met with families on the following dates: 9/10/24, 10/8/24, 12/10/24, 1/14/25, 2/11/25, and 4/8/25 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)			18	3.4%		17.82%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
425	59.1%	19.3%	1.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	19.3%
Foster Youth	5	1.2%
Homeless	21	4.9%
Socioeconomically Disadvantaged	251	59.1%
Students with Disabilities	77	18.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3.3%
American Indian	2	0.5%
Asian	19	4.5%
Filipino	3	0.7%
Hispanic	157	36.9%
Two or More Races	32	7.5%
Pacific Islander	0	0.0%
White	198	46.6%

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Blue

School and Student Performance Data

Academic Performance English Language Arts

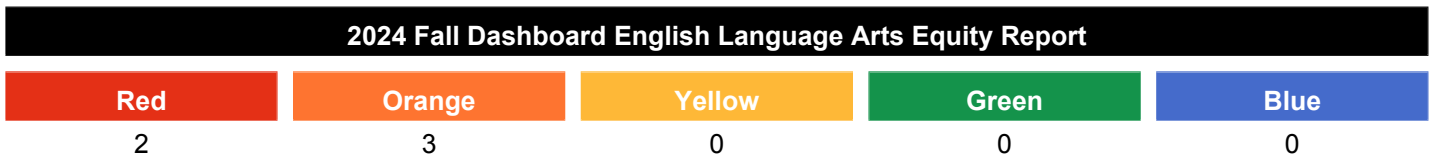
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>51.0 points below standard</p> <p>Declined 12.6 points</p> <p>223 Students</p>	<p>English Learners</p> <p>Red</p> <p>71.5 points below standard</p> <p>Declined 11.0 points</p> <p>54 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>131.5 points below standard</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>59.0 points below standard</p> <p>Declined 9.0 points</p> <p>141 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>86.3 points below standard</p> <p>Declined 23.9 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>59.3 points below standard</p> <p>Maintained 1.0 points</p> <p>93 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>60.5 points below standard</p> <p>Declined 28.2 points</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>51.5 points below standard</p> <p>Declined 29.6 points</p> <p>101 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.

While all students are underperforming in ELA, our English Learners and Students with Disabilities are the least proficient.

English Learners performed 71.5 below standard and declined 11 points.

Students with Disabilities as a group were 86.3 points below standard and declined 23.9 points.

Potential causes:

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

There were great gains in overall English Learner progress, but CAASPP results in ELA showed a particular and significant area for improvement. In considering the reasons and analyzing relevant assessments, we became more aware that our significantly underperforming EL students are newcomers. There were limited resources to address the reading needs of this population in the upper grades. Concurrently, we are aware that some of our Students with Disabilities had difficulty accessing instruction due to behavioral issues and the need for greater behavioral and academic support. Additionally, teachers report that there isn't enough time in the day due to their increased preps or time to plan with colleagues since there are fewer "collaboration Thursdays". There is also concern that there aren't common assessments or curriculum across the grade level or across the school. We also notice that our students in general are underperforming in vocabulary and comprehension. This could be due to a lack of outside of school enrichment experiences, such as spending time in nature, at museums, and historical sites. This lack of experience has shown to be a contributing factor in a child's reading comprehension.

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

We will need to provide differentiated instruction with additional instructional assistants' support to our students, especially our upper grade EL students and our Student with Disabilities. Additionally, we will need to provide training and collaboration time (release time and compensation for extra hours) and supplemental support curriculum, materials, and supplies for reading and writing. We will need to provide experiences outside of school to boost academic language/vocabulary.

School and Student Performance Data

Academic Performance Mathematics

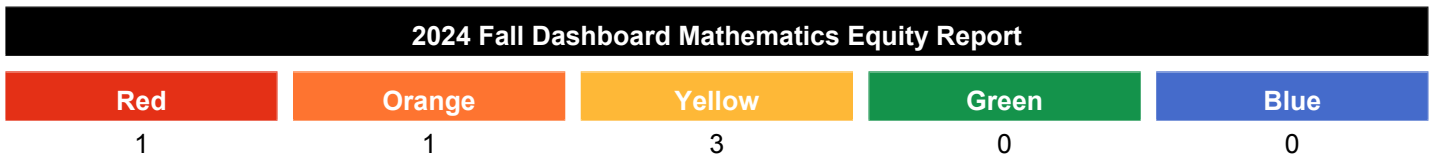
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>66.6 points below standard</td> </tr> <tr> <td>Maintained 0.9 points</td> </tr> <tr> <td>229 Students</td> </tr> </tbody> </table>	All Students	 Orange	66.6 points below standard	Maintained 0.9 points	229 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>76.9 points below standard</td> </tr> <tr> <td>Increased 21.7 points</td> </tr> <tr> <td>57 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	76.9 points below standard	Increased 21.7 points	57 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 No Performance Color	0 Students
All Students															
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<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	Less than 11 Students	3 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr style="background-color: #e6f2ff;"> <td>147.1 points below standard</td> </tr> <tr> <td>11 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color	147.1 points below standard	11 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>75.4 points below standard</td> </tr> <tr> <td>Increased 3.5 points</td> </tr> <tr> <td>146 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	75.4 points below standard	Increased 3.5 points	146 Students
Foster Youth															
 No Performance Color															
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11 Students															
Socioeconomically Disadvantaged															
 Yellow															
75.4 points below standard															
Increased 3.5 points															
146 Students															

<p>Students with Disabilities</p>  <p>Red</p> <p>109.1 points below standard</p> <p>Declined 21.7 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>63.7 points below standard</p> <p>Increased 6.4 points</p> <p>97 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>90.4 points below standard</p> <p>Declined 10.5 points</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>69.8 points below standard</p> <p>Declined 15.4 points</p> <p>102 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.

While most of our students are not proficient in math, our Students with Disabilities are the lowest performing group. Students with Disabilities performed 109 points below standard and declined 21.7 points. In comparison, all students scored 66.6 points below standard which was similar to the previous year.

Potential causes:

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

With greater attention paid to our previously underperforming groups (EL and SED), there was an increase in performance in 2024. We focused attention and professional development on engagement and instruction specifically number talks, visualizing math, and using sentence frames to communicate in math. However, staff report that it was difficult to implement these strategies due to increased behavioral challenges, some from students with disabilities and behavior improvement plans. Additionally, teachers report that there isn't enough time in the day due to their increased preps or time to plan with colleagues since there are fewer "collaboration Thursdays". There is also concern that there aren't common assessments or curriculum across the grade level or across the school.

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

We will need to provide differentiated instruction with additional instructional assistants' support to our students, especially our Students with Disabilities. Additionally, we will need to provide professional development and supplemental support curriculum, materials, and supplies for math.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 72.6% making progress. Number Students: 62 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 6.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 19.4%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 72.6%

Lowest Performing Group:

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

The majority (72%) of multilingual students at Carriage progressed at least one level. We had 6.5% of our multilingual students decrease by one level.

Potential causes:

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

Upon deeper analysis, we found that our students who decreased may have done so due to the writing portion. Our district was part of a study to pilot new test questions which extended the time of the tests. The students who decreased were students who lacked the stamina to write more paragraphs during testing. The far majority thrived under the ELD program we had in place, including strong curriculum, effective instruction by highly trained teachers, and leveling students by proficiency.

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

We need to continue to instruct our English Learners using what is working for the majority of our students- Systematic ELD, and dedicating ample time for the full program. We will also need to address the writing needs by providing materials to further scaffold and support writing, as well as provide support staff for our lowest performing students.

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">All Students</div> <div style="text-align: center; margin-top: 10px;">  Orange </div> <div style="text-align: center; background-color: #e6f2ff; padding: 5px; margin-top: 10px;"> 29.6% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Declined 2.8 </div> <div style="text-align: center; margin-top: 10px;"> 449 Students </div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">English Learners</div> <div style="text-align: center; margin-top: 10px;">  Orange </div> <div style="text-align: center; background-color: #e6f2ff; padding: 5px; margin-top: 10px;"> 34% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Declined 0.8 </div> <div style="text-align: center; margin-top: 10px;"> 100 Students </div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">Long-Term English Learners</div> <div style="text-align: center; margin-top: 10px;">  No Performance Color </div> <div style="text-align: center; margin-top: 10px;"> 0 Students </div>
<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">Foster Youth</div> <div style="text-align: center; margin-top: 10px;">  No Performance Color </div> <div style="text-align: center; margin-top: 10px;"> Fewer than 11 students - data not displayed for privacy </div> <div style="text-align: center; margin-top: 10px;"> 5 Students </div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">Homeless</div> <div style="text-align: center; margin-top: 10px;">  No Performance Color </div> <div style="text-align: center; background-color: #e6f2ff; padding: 5px; margin-top: 10px;"> 62.5% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Declined 9.5 </div> <div style="text-align: center; margin-top: 10px;"> 24 Students </div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">Socioeconomically Disadvantaged</div> <div style="text-align: center; margin-top: 10px;">  Yellow </div> <div style="text-align: center; background-color: #e6f2ff; padding: 5px; margin-top: 10px;"> 32.5% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Declined 5.3 </div> <div style="text-align: center; margin-top: 10px;"> 302 Students </div>

<p>Students with Disabilities</p>  <p>Red</p> <p>37.5% Chronically Absent</p> <p>Increased 6</p> <p>96 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>Declined 4.8</p> <p>15 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>55% Chronically Absent</p> <p>Increased 8.3</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>28.2% Chronically Absent</p> <p>Declined 5.1</p> <p>163 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>48.5% Chronically Absent</p> <p>Increased 9.2</p> <p>33 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>26.2% Chronically Absent</p> <p>Declined 3.6</p> <p>210 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.

Our lowest performing levels are students with disabilities, who account for 37.5% and increased by 6 points. Another area of concern are our homeless students, who are at 62.5% but declined by 9.5 points. In comparison, 29.6% of all students were chronically absent which was a decrease from the previous year.

Potential causes:

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

Students with disabilities have been especially impacted with various illnesses this year. We have seen an increase in illness across all groups, as well. Students' families, especially our students who are unhoused, also struggle with transportation. Our special day class students, in particular, have more issues with attendance than our students with less severe disabilities. According to families and staff in the SDC rooms, there are particular challenges such as being less inclined/able to care for their physical needs in a hygienic way, sensory issues impacting ability to get to school. We have been able to support families by encouraging them to send their children back to school after an illness and provide doctors' notes. We have also been able to give parents RT cards to help with transportation. We have provided attendance rewards and incentives to promote improved attendance and have provided services to families who attend attendance improvement meetings. Additionally, our counselors have worked with targeted students to improve attendance. Students seem to respond well to having a check in, check out person on campus. We noticed a decline in our African-American and Social-Economically Disadvantaged students' chronic absenteeism. This may be due to involvement with our community partners who work specifically with these groups.

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

We need to focus our attention on improving attendance in the early primary grades, with family groups, and with our students with disabilities by making positive family connections (via extra hours for our attendance clerk and hiring a SCIA to reach out to families and provide more students with check in, check out mentoring). We need to continue to provide incentives, assemblies, and special learning opportunities that encourage students to come to school. We will continue to work with community partners.

School and Student Performance Data

Conditions & Climate Suspension Rate

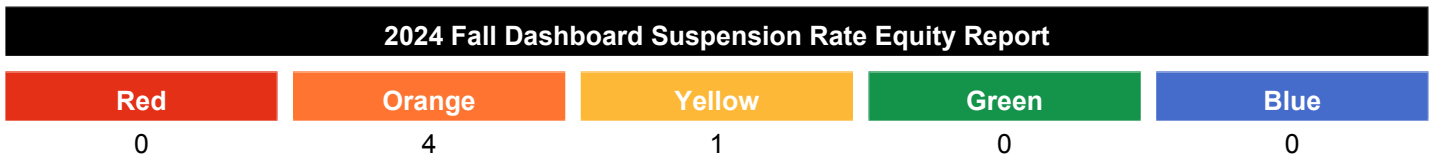
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 1.1%</p> <p>457 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 1%</p> <p>101 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>4.2% suspended at least one day</p> <p>Increased 4.2%</p> <p>24 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.7%</p> <p>305 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 1.9%</p> <p>98 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>5% suspended at least one day</p> <p>Increased 5%</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.2%</p> <p>165 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>33 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1%</p> <p>215 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.

Our lowest performing students, unfortunately, fall into many categories: SED, SWD, Hispanic, and white.

3.3% of our Social-Economic Disadvantage students have been suspended and increased by 1.7%.

4.1% of our Students with Disabilities have been suspended, an increase of 1.9%.

1.8% of our Hispanic students have been suspended, an increase of 1.2%.

3.3% of white students have been suspended, an increase of 1%.

In comparison, 2.4% of all students were suspended at least one day which was an increase from the previous year.

Potential causes:

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

Each of the students who were suspended had received many interventions prior to the suspensions which were for serious behaviors: unprovoked and hard hitting peers and/ or staff, sexual/racial harassment, and bullying. Interventions included removal from peers/alternative recesses, individual and/or group counseling, restorative practices, working with the family, and behavior plans. What has worked with the vast majority of students is our recognition of behaviors conducive to a safe environment, including positive paws, the student store, and personnel to connect with students and maintain a safe environment. Over the past few years, we have implemented Second Step, participated in professional development (for example, restorative practices, co-regulation, positive engagement), and have in place a system to identify and support our students. Staff feels that "tightening up" our behavior systems may have a positive impact on suspensions.

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

We need to continue programs and personnel: campus monitor, rec aides, instructional assistants, and counselors. We need a SCIA to provide mentoring and academic support to underperforming students. Additionally, we need to further train all staff in de-escalation strategies, engagement, and fostering a sense of connectedness. We also see a need to implement PBIS and will need release time for training/collaboration.

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: 2024-25

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, CAASPP, ELPAC, 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 a significant increase in English Learner progress since implementing Systematic ELD. We noticed that our math scores were increasing in the K-2nd grades due to professional development of our teachers at those grade levels. We saw some increase with students whose teachers were given extra instructional assistant and intervention teacher support. However, our students continue to struggle to make adequate progress in ELA and Math.

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, focusing efforts on students in combination classes and those underperforming in 1st and 2nd grade. We implemented professional development in math, specifically targeting our English Learners who were the lowest performing on CAASPP in 23-24.

2025-26

Identified Need

We will need to provide differentiated instruction with additional instructional assistants' support to our students, especially our upper grade EL students and our Student with Disabilities. Additionally, we will need to provide training and collaboration time (release time and compensation for extra hours) and supplemental support curriculum, materials, and supplies for reading and writing. We will need to provide experiences outside of school to boost academic language/vocabulary.

We will need to provide differentiated instruction with additional instructional assistants' support to our students, especially our Students with Disabilities. Additionally, we will need to provide professional development and supplemental support curriculum, materials, and supplies for math.

We will need to provide differentiated instruction with additional instructional assistants' support to our students, especially our upper grade EL students and our Student with Disabilities. Additionally, we will need to provide training and collaboration time (release time and compensation for extra hours) and supplemental support curriculum, materials, and supplies for reading and writing. We will need to provide experiences outside of school to boost academic language/vocabulary.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
Asian		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Filipino Hispanic 59.3 points below standard Two or More Races 60.5 points below standard Pacific Islander White 51.5 points below standard	
Math State Assessment: Change in scale score	All Students 66.6 points below standard English Learners 76.9 points below standard Foster Youth Homeless 147.1 points below standard Socioeconomically Disadvantaged 75.4 points below standard Students with Disabilities 109.1 points below standard African American American Indian Asian Filipino Hispanic 63.7 points below standard Two or More Races 90.4 points below standard Pacific Islander White 69.8 points below standard	+3 scale score points
English Language Learner State Assessment:	72.6%	+2%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	17.82%	+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 an Intervention Teacher (1.0 FTE) with a focus on ELA for English Learners and underperforming students in ELA	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2025 - 2026 School Year
1.2	Continue to employ three part-time Instructional Assistants to support academic differentiation in ELA and Math 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	47,957 20,065	2025 - 2026 School Year

			3000-3999: Employee Benefits		
1.3	Provide support materials and books for explicit language development within designated ELD	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2025-2026 School Year
1.4	Provide curriculum, materials, supplies, and technology to improve academic achievement in ELA and Math	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing students with disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	44,662	2025-2026 School Year
1.5	Provide academic and instructional Professional Development to staff, including guest teachers to cover for training and DIAs, for explicit language development in math and ELA	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	30,000	2025-2026 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: 2024-25

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 and students with disabilities.

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.

2025-26

Identified Need

We will need to increase our focus on the arts, supplemental academic experiences, and clubs to promote engagement and improve attendance. We will need to focus our attention on improving attendance in the early primary grades, with family groups, and with our students with disabilities by making positive family connections (via extra hours for our attendance clerk and hiring a SCIA to reach out to families and provide more students with check in, check out mentoring). We need to continue to provide incentives, assemblies, and special learning opportunities that encourage students to come to school. We will continue to work with community partners.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	29.6% Chronically Absent
	English Learners	34% Chronically Absent
	Foster Youth	
	Homeless	62.5% Chronically Absent
	Socioeconomically Disadvantaged	32.5% Chronically Absent
	Students with Disabilities	37.5% Chronically Absent
	African American	33.3% Chronically Absent
	American Indian	
	Asian	55% Chronically Absent
	Filipino	
Hispanic	28.2% Chronically Absent	
		-0.5%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<p>Two or More Races 48.5% Chronically Absent</p> <p>Pacific Islander</p> <p>White 26.2% Chronically Absent</p>	
Attendance: Percentage of the school year attended for students in TK-12	91.1%	93%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic</p> <p>Two or More Races</p> <p>Pacific Islander</p>	.N/A

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	13,000	2025-2026 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 Students with disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	20,183	2025-2026 School Year
2.3	Provide clubs, tutoring, assemblies, mentoring, and other experiences during and after school to promote attendance and academic achievement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	21,120	2025-2026 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 & students with disabilities	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	9,000	2025-2026 School Year
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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: 2024-25

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 (counselors, school psychologist, principal, and ELD teacher) 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 community partners established relationships with students during recesses and after school. 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. We also increased the number of behavior plans to address individual students with behavioral challenges. Our community partners were effective for those they served. However, we have experienced a funding cut which will make it impossible to continue their services.

2025-26

Identified Need

We recognize the need to continue implementing current programs and staff to promote safety and a sense of belonging. Our Campus Monitor is helpful, but we need to employ a SCIA to address academic readiness, and assist in identifying and providing resources to families to increase attendance and decrease suspensions. We feel that adding a SCIA to address academic readiness will be of great support to students who are not connected to school and students who are having behavioral difficulties which is impacting their ability to access their education. Additionally, we need to further train all staff in de-escalation strategies, engagement, and fostering a sense of connectedness. We also see a need to implement PBIS and will need release time for training/collaboration.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	2.4% suspended at least one day	-0.3%
	English Learners	1% suspended at least one day	
	Foster Youth		
	Homeless	4.2% suspended at least one day	
	Socioeconomically Disadvantaged	3.3% suspended at least one day	
	Students with Disabilities	4.1% suspended at least one day	
	African American	0% suspended at least one day	
	American Indian		
	Asian	5% suspended at least one day	
	Filipino		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Hispanic 1.8% suspended at least one day Two or More Races 0% suspended at least one day Pacific Islander White 3.3% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	63.9%	65%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	65.3%	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).	6%	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	Employ a School Community Intervention Assistant (SCIA) to support academic readiness for underperforming	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	59,795	2025-2026 School Year

	students and to connect families to school PC 38853				
3.2	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	4,130	2025-2026 School Year
3.3	Provide funds for family meetings, events, and learning, including support for parents who are taking on leadership roles.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies Other	3,190	2025-2026 School Year
3.4	Provide staff, materials, supplies, training, and curriculum to support positive behavior and well being	All Students English Learners X Low-Income Students Foster Youth Lowest Performing Students with Disabilities, Hispanic, and White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	18,000	2025-2026 School Year

3.5	Continue to contract with Community Partners to promote school connectedness for our more marginalized students	All Students English Learners X Low-Income Students Foster Youth Lowest Performing Students with Disabilities, Hispanic, White, and African American	Other		2025-2026 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	8/25-6/26				
Intervention Teacher	8/25-6/26				
Bilingual Instructional Aide	8/25-6/26				

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	8/25-6/26				
Recreational Aides	8/25-6/26				
Counselors	8/25-6/26				

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$296,102.00

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	\$4,130.00
LCFF Supplemental Site Allocation	\$53,120.00
Other	\$13,000.00
Title I Part A Parent Involvement	\$3,190.00
Title I Part A Site Allocation	\$222,662.00

Subtotal of state or local funds included for this school: \$296,102.00

Total of federal, state, and/or local funds for this school: \$296,102.00

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	53,120	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	222,662	0.00
Title I Part A Parent Involvement	3,190	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	53,120.00
Other	13,000.00
Title I Part A Parent Involvement	3,190.00
Title I Part A Site Allocation	222,662.00

Expenditures by Budget Reference

Budget Reference	Amount
	13,000.00
1000-1999: Certificated Personnel Salaries	21,120.00
2000-2999: Classified Personnel Salaries	120,882.00
3000-3999: Employee Benefits	20,065.00
4000-4999: Books And Supplies	91,035.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	21,120.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	9,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	23,000.00
	Other	13,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,190.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	107,752.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	20,065.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	64,845.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	30,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	147,684.00
Goal 2	63,303.00
Goal 3	85,115.00

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
Christine Gray-Greene	Other School Staff
Mallory Sayer	Parent or Community Member
Alycia Blackstone	Parent or Community Member
Vanessa Mohammad	Parent or Community Member
Casey Alfonso	Parent or Community Member
Nicole Jones	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 April 28, 2025.

Attested:

on file

Principal, Beth Holcomb on April 28, 2025

on file

SSC Chairperson, Mallory Sayer on April 28, 2025

Budget By Expenditures

Carriage Drive Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 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	\$4,130.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$4,130.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation

\$53,120.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide staff, materials, supplies, training, and curriculum to support positive behavior and well being	4000-4999: Books And Supplies	\$18,000.00	Engaging Academic Programs	
Provide support materials and books for explicit language development within designated ELD	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
Provide clubs, tutoring, assemblies, mentoring, and other experiences during and after school to promote attendance and academic achievement	1000-1999: Certificated Personnel Salaries	\$21,120.00	Healthy Environments for Social-Emotional Growth	
Provide extra attendance clerk support to track/prevent chronic absenteeism	2000-2999: Classified Personnel Salaries	\$9,000.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Site Allocation Total Expenditures:		\$53,120.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

Carriage Drive Elementary School

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Visual and Performing Arts experiences, materials, supplies, and curriculum		\$13,000.00	Healthy Environments for Social-Emotional Growth	
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	
Other Total Expenditures:		\$73,412.00		
Other Allocation Balance:		\$0.00		

Funding Source: Title I Part A Parent Involvement

\$3,190.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funds for family meetings, events, and learning, including support for parents who are taking on leadership roles.	4000-4999: Books And Supplies	\$3,190.00	Engaging Academic Programs	

Carriage Drive Elementary School

Title I Part A Parent Involvement Total Expenditures: \$3,190.00

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

Funding Source: Title I Part A Site Allocation \$222,662.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue to employ three part-time Instructional Assistants to support academic differentiation in ELA and Math PC 38898 PC 38899 PC 38900	2000-2999: Classified Personnel Salaries	\$47,957.00	Connected School Communities	
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	\$20,183.00	Healthy Environments for Social-Emotional Growth	
Employ a School Community Intervention Assistant (SCIA) to support academic readiness for underperforming students and to connect families to school PC 38853	2000-2999: Classified Personnel Salaries	\$59,795.00	Engaging Academic Programs	
Provide curriculum, materials, supplies, and technology to improve academic achievement in ELA and Math	4000-4999: Books And Supplies	\$44,662.00	Connected School Communities	
Provide academic and instructional Professional Development to staff, including guest teachers to cover for training and DIAs, for explicit language development in math and ELA	5800: Professional/Consulting Services And Operating Expenditures	\$30,000.00	Connected School Communities	
	3000-3999: Employee Benefits	\$20,065.00	Connected School Communities	

Carriage Drive Elementary School

Title I Part A Site Allocation Total Expenditures:	\$222,662.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Carriage Drive Elementary School Total Expenditures:	\$356,514.00