

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **CARSON ELEMENTARY** SCHOOL

2018-19

37-68338-6039341
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Young, Courtney

Contact Person: Young, Courtney

Position: Principal

Telephone Number: (858) 397-6900

Address: 6905 Kramer St, Carson Elementary, San Diego, CA, 92111-7021,

E-mail Address: cyoung2@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Carson Elementary
SITE CONTACT PERSON: Courtney Young

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

PHONE: (858) 397-6900 FAX: (858) 397-6949 E-MAIL ADDRESS: cyoung2@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
 Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|-------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>4/5/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>4/5/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/5/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Courtney Young
Type/Print Name of School Principal


Signature of School Principal

4/10/18
Date

Kayle Boisclaw
Type/Print Name of SSC Chairperson


Signature of SSC Chairperson

4/10/18
Date

Kimie Loucheur
Type/Print Name of Area Superintendent


Signature of Area Superintendent

4-22-18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The college and career based mission of Kit Carson Elementary STEAM Magnet is to provide all students with quality academic experiences and socio-emotional supports designed to assist each child in attaining their highest academic potential so they become literate, actively participating and responsible 21st century citizens, able to compete in a global society. Kit Carson STEAM Magnet is 63% Hispanic with 21% of Asian students comprising the second largest subgroup. The remaining four subgroups each represent 15% of our population; however they greatly contribute to the rich tapestry of cultures within our student body. The minority subgroups are African American, Two or More Races, White, and Unspecified. The Single Plan for Student Achievement (SPSA) accounts for the academic needs of our diverse student body to ensure a culturally relevant and rigorous curriculum, differentiated to accelerate the performance of all. Carson received a Magnet School Assistance Program grant that will help strengthen instruction in the areas of science, technology, engineering, arts and mathematics (STEAM). As a STEAM Magnet, Carson will develop and implement quality, integrated STEAM-based instruction in every classroom. Carson students will be on a STEAM pathway that provides STEAM instruction from Transitional Kindergarten to 12th grade at Carson, Montgomery Middle School and Kearny High School.

In the spirit of community based decision making, the advisory group, School Governance Team, and the School Site Council at Kit Carson STEAM Magnet Elementary School, along with other key stakeholders from the outer and inner community were invited to provide input and feedback on the site plan. Staff and community members work as a cohesive unit to propel the site's vision which is based on the analysis of performance data from the previous school year.

Carson's greatest area of academic need resides with our English language learners, encompassing 67% of the student population and only 23% meeting or exceeding standards on the CAASPP. We emphasize and create high expectations for all students in every facet of the school day; however our daily, intensively focused English Language Development (ELD) time is driven to promote English language acquisition. In addition, Carson has identified two main foci to fulfill our mission statement; to develop literacy skills and math concepts to support deeper understandings and algorithmic work. Daily intensive Guided Reading sessions are provided for struggling readers coupled with web-based software adjusted to individual students' levels. Web-based software designed to advance students' spatial temporal mathematical capacity is also offered to all students.

Carson's SPSA fulfills the mission through consistent, data based, professional development for all staff, including certificated and classified. The teacher professional development is the greatest area of focus in order to meet the rigorous academic goals. Aligned to district goals, site based professional development specifically addresses areas demanding development. A critical component to Carson's professional development is building teacher capacity. Research supports the development of human capital as the best resource to raise student achievement; therefore teacher maximize Professional Learning Communities (PLC) time to develop instructional practices in English Language Arts and Mathematics. Additionally, every teacher will participate in a professional conference to strengthen their practice and implementation of STEAM instruction.

Contents of the SPSA include approved Categorical budgets, aligned to meet site goals for student achievement. Rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Carson Elementary STEAM Magnet offers quality educational experiences with academic and social/emotional supports, as teachers facilitate the learning of students' engagement in cognitively demanding tasks so they may realize their academic potential in order to participate in college/career as

a literate, positively contributing member of our 21st century society and beyond. Access and Equity is the cornerstone of the positive culture for learning, including individual and group accountability with structures that ensure success for all.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Carson's professional learning focuses on substantive results for their colleagues and students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals.

Professional learning is embedded into our vision, as it is a core function for improvement and an expectation to ensure a successful execution of our federal STEAM grant.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle foci and site goals. Directly reflected in our district and site vision is the following question; "How do we develop students who take an active stance in their own learning and become actively literate, contributing, competing members of a 21st century, global society who make a positive difference in the world?" Site goals support our instructional focus around the integration of the disciplines through STEAM education. Inquiry based instruction through the design process is the major component of teaching and learning at Carson Elementary. Data is gathered and analyzed through rubrics.

Professional Learning Communities (PLCs) devise pacing guides with expected learning goals and analyze student data in order to monitor student progress toward these goals. Comprehensive site-based diagnostic, benchmark, and summative assessments are designed to align to pacing guides and learning goals. Analysis results in responsive instruction. Data and progress is shared with parents and community via conferences/meetings, as well as with advisory and council groups.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

Site council and advisory groups analyze the academic performance of all student groups and consider the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve goals and implement the major strategies/action steps set forth in the plan, the included related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

School Governance Team members, School Site Council, and staff and parents were invited and consulted during the SPSA budgeting process.

LCFF COMMUNITY AND STAFF ENGAGEMENT

LCFF expenditures are determined after consulting community members, governing school site bodies, advisory groups, staff and teachers. Single Plan for Student Achievement Assessment and Evaluation Surveys are distributed to all stakeholder groups for analysis and consideration. The survey distribution and follow up discussion began with the parent group. For those parents unable to be present, the site set up a system for distribution and collection for those interested. Following the parent engagement, the site meets with the leadership team, site councils and advisory members to gather and discuss survey results. To further engage key stakeholders and community members, site leadership presented proposed LCFF expenditures in alignment to site data and the newly gathered survey data. Concluding the process, advisory teams and councils considered the proposed LCFF expenditures in order to approve expenditures. Once approved by the members, the site inputs the expenditures into the budget for district approval.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 60% (approx. 47 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 40 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 100% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100 % (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 60% (approx. 17 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 7 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 60% (approx. 28 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 26 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 75% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Achieve 3000/KidBiz Pre Test Level Set

Monthly progress reports

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze achievement data in their monthly PLCs. Analysis will inform subsequent instruction. Students who are not excelling receive next steps through RTI supports.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 60% (approx. 47 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 60% (approx. 40 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: African American students
 By June 2019, 100% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 100% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: English Learners students
 By June 2019, 60% (approx. 17 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 60% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 60% (approx. 28 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 60% (approx. 26 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 75% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 50% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department to analyze achievement data in their monthly PLCs. Analysis will inform subsequent instruction. Students who are not excelling receive next steps through RTI supports.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):
Achieve 3000/KidBiz Pre Test Level Set

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus. Analysis is also viewed through site based STEAM grant goals, which is to develop students' inquiry, critical thinking, collaboration, and creativity through an integrated design process of teaching and learning.
Monthly Professional Learning Communities (PLCs) and key staff members analyze data obtained from multiple measurements in order to monitor student progress toward these goals. Based on the findings, appropriate interventions are provided if needed. Instructional practices are analyzed and adjusted for efficacy among PLC members. Teachers will meet by grade level/department to analyze achievement data and the analysis will inform subsequent instruction. Students who are not excelling receive next steps through RTI supports. Monthly data analysis results in responsive instruction. Data and progress is shared with parents and community via conferences, as well as with advisory and council groups.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 70% (approx. 55 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 70% (approx. 47 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Kidbiz/Achieve 3000 Lexile Assessment

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 3 times per year. Additionally teachers and Admin review report card data to address the needs of students at risk of retention. Analysis will inform subsequent instruction and RTI.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. all families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 65 % (approx. 255 families) will attend monthly trainings/workshops on parenting for academic/social emotional success, PowerSchool, site and district digital resources to promote achievement of the necessary milestones for promotion.

Targeted Population:

Parents/caregivers of all students

What data did you use to form these goals?

Sign in sheets from Open House, Back to School Night, parent conferences, parent classes, Family Friday, parent classes/workshops, student celebrations/showcases, and other school events.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Administration will identify specific audience and track attendance. Admin and team will meet 3 times a year to analyze community/parent involvement data. The team strategizes to increase parent involvement activities and opportunities. Various workshops, parenting classes, digital literacy forums, and enrichment programs are a few of the events catered to parents and community members offered at various frequencies. Additionally, the team strategizes to increase student enrollment and community awareness through strategic site-based marketing moves. Community members and parents are contacted throughout the year through phone calls, flyers home, morning announcements, website notices, and emails.

BUDGET: Resources Aligned to Area Goals**Core Program:***Universal Access to Strong Core Instructional Program (Tier 1)*

- All teachers will use district and state adopted materials aligned with Common Core State Standards.
- Instruction is designed to meet students' needs and differentiated when needed.
- Every English Learner will receive 30 minutes of ELD instruction five times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students).
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI.
- Teachers will provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and other scaffolds to support student understanding.
- Cluster ELST serves as a resource to support students in need.
- All English learners will be assessed using ELPAC.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, and adjust instruction accordingly.
- Teachers will participate in site and district professional development to strengthen instruction.

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher.
- Educational specialist will provide push in supplemental small group instruction for students in need.
- Cluster ELST will consult with teachers to provide supports for English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teachers.
- Students will engage in strategic web based intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will instruct in small groups to provide additional focused support to strengthen and clarify understanding prior to releasing students to work independently.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Guidance Assistant will provide monthly check in with at risk students.
- Student will be referred to site resource teacher for intensive literacy support.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
 To maximize instructional time, students engage in cognitively demanding activities throughout the day. Key staff are immediately available to offer support social-emotional support to children.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$867.00	\$867.00	0055-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental Materials such as charts, pencils, notepads, etc. to support core programs

How will you monitor these strategies/activities?

- Progress monitoring and data meetings
- Parent conferences
- Structured data analysis days

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
 Continue to strengthen school-wide implementation of research based ELD and QTEL instructional practices through supplemental supports and curriculum. To maximize instructional time, students engage in cognitively demanding activities throughout the day. Key staff are immediately available to offer support social-emotional support to children. School wide intervention systems and after school extended day programs are implemented to offer access to curriculum to students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.5000	\$44,469.00	\$71,573.71	0055-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Inschool resource teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts and Math. There will be a focus on both reading comprehension, writing composition and mathematic strategies
Classroom Asst	0.4250	\$10,677.28	\$13,741.13	0055-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Support Literacy Instruction with Push in Pull out for struggling students in the classroom

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Classroom Asst	0.4250	\$10,677.28	\$13,741.13	0055-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Support Literacy Instruction with Push in Pull out for struggling students in the classroom
Inservice supplies		\$3,502.60	\$3,502.60	0055-30100-00-4304-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Salary set aside for Inschool resource teacher salary in case above SBB salary. Surplus salary for classroom supplies.

How will you monitor these strategies/activities?

- Progress monitoring and data meetings
- Parent conferences
- Site resource teacher support with monitoring and intensive instruction
- ELST support and involvement with monitoring
- Structured data analysis days

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum. To maximize instructional time, students engage in cognitively demanding activities throughout the day. Key staff are immediately available to offer support social-emotional support to children. School wide intervention systems and after school extended day programs are implemented to offer access to curriculum to students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$5,160.00	\$6,212.13	0055-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide visiting teachers to send staff to PDs and PLCs

How will you monitor these strategies/activities?

- Admin progress monitoring meetings will occur throughout the year with teachers, staff and parents
- Parent conferences
- Data reports and analysis

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will assist students in meeting promotion requirements by attending to their health needs and providing social emotional support. Continue to strengthen school-wide implementation of research based instructional practices through supplemental supports. Key staff are immediately available to offer support social-emotional support to children.

Carson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.2788	\$7,939.67	\$17,415.50	0055-30100-00-2404-3110-1110-01000-0000	Title I Basic Program	04, LCFF 1, LCFF 2	Provides for the social and emotional needs of students which will translate into positive outcomes for academic achievement. Works in collaboration with parents of students regarding social, emotional and academic concerns.

How will you monitor these strategies/activities?

- Admin progress monitoring meetings will occur throughout the year with teachers, staff and parents
- Parent conferences
- Data reports and analysis
- Suspension/referral data
- ADA

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Carson offers several opportunities for parents to participate in Principal Coffee Meetings and Wednesday Parent Classes. Translation is also provided, as well as childcare and light refreshments. Our goal is to increase parent knowledge and awareness of their child's academic achievement by sharing parenting strategies to help develop the academic and emotional growth their child.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$533.00	\$533.00	0055-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05	Supplies for Parent Events and Meetings
Other Support Prsnl OTBS Hrly		\$200.00	\$256.82	0055-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05	Translation for Parent Events and Meetings
Other Nonclsrn PARAS Hrly		\$130.00	\$166.94	0055-30103-00-2955-1000-1110-01000-0000	Title I Parent Involvement	05	Childcare for Parent Events and Meetings
Inservice supplies		\$1,288.00	\$1,288.00	0055-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments for Parent Events and Meetings

How will you monitor these strategies/activities?:

- Admin progress monitoring meetings will occur throughout the year with teachers, staff and parents
- Parent conferences
- Sign in sheets to measure participation levels

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: To support students' performing below grade level proficiency in Reading/English Language Arts through small group instruction and push-in/pull-out assistance as an additional learning opportunity.</p> <p>Identified Need:: Support for students performing below grade level proficiency in Reading/English Language Arts.</p> <p>Target Group:: Grade K-5 students performing below grade level proficiency in Reading/English Language Arts.</p> <p>Monitoring:: Monthly progress monitoring with Literacy Support Teacher to determine need and refine support, accordingly.</p> <p>Personnel Responsible:: Classroom Teachers and support staff</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Library Assistant: To support students' proficiency in English Language Arts, the Library Assistant provides access/support to books and Internet that supports language development. Health Tech: To support students' academic and social development through health screenings to ensure optimal student health and consistent daily attendance.</p> <p>Identified Need:: Library Assistant: Support an increase in schoolwide proficiency in English Language Arts. Health Tech: Students' ongoing need for monitoring of health and welfare to support consistent attendance and academic and social development. Communicates information and referrals regarding students' health and welfare to Spanish speaking parents/families.</p> <p>Target Group:: Schoolwide population of students.</p> <p>Monitoring:: Regularly scheduled monitoring meetings with Principal and Library Assistant/Health Tech related to student needs, plans of action, and outcomes.</p> <p>Personnel Responsible:: Library Assistant Health Technician</p>

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Emphasizing inquiry based instruction under our STEAM focus, professional development occurs on and off site. Teachers engage in monthly PLCs with grade level colleagues along with Admin and site based Resource Teachers. Importantly, teachers will use this PLC time, coupled with the support of Admin and site resource teachers, to work collaboratively to identify grade level proficiency using assessment results to plan instruction, monitor student progress, adjust instruction accordingly. Teachers focus instruction on inquiry based practices and study together as they develop strategies to shift instruction to integrate disciplines under STEAM approaches.

District Resource Teachers also meet with PLCs on a monthly basis to support curriculum writing; STEAM Units. Additionally, the district Resource Teachers lead PDs along with teachers from other STEAM schools. During the cross school PDs, teachers study pedagogy, lesson plan, and learn strategies to shift instructional practices to meet 21st century goals under a STEAM focus. Furthermore, teachers travel to conferences to network and collaborate with other educational leaders across the country around STEAM related topics. Teachers return to site and share their learning with colleagues during full Staff Meetings.

Identified Need::

This year we will focus on bringing each student to grade level in reading. We will also focus on structuring student math talk so they may justify their mathematical understanding with models and visual representations. Students will be involved in the focus so they can participate in the work and celebrate in the achievement.

Target Group::

All students not meeting grade level standards.

Monitoring::

Classroom teachers, resource teachers, and admin will monitor student progress. PLCs will meet monthly to analyze data and adjust instruction. Students not meeting goals will receive supports as described in RTI. Site based assessments will be used to monitor progress and drive action steps.

Personnel Responsible::

Principal, resource teachers, teachers, and students.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.4250	\$10,602.05	\$23,935.17	0055-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	LCFF 1	Library Asst to provide additional support for struggling students in the library to work with small group.

Carson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Health Technician	0.6000	\$20,470.80	\$36,877.90	0055-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	Health Tech to provide health and emotional support for struggling students in the and work with family to increase student attendance
Noon Duty Assistant	0.3313	\$7,234.27	\$9,310.14	0055-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	Supervision of students
Software License		\$6,750.00	\$6,750.00	0055-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Software programs provide English Language Arts supplemental instruction to aid in increasing Lexile levels. Learning A-Z provides reading resources.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Carson
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	236	36.9	214	45.8	197	41.1	4.2	-4.7	241	34.4	221	43.9	200	41.0	6.6	-2.9
Female	122	42.6	105	51.4	96	44.8	2.2	-6.6	125	33.6	110	44.5	96	42.7	9.1	-1.8
Male	114	30.7	109	40.4	101	37.6	6.9	-2.8	116	35.3	111	43.2	104	39.4	4.1	-3.8
African American	7	-	4	-	9	-	-	-	7	-	4	-	8	-	-	-
Asian	4	-	8	-	6	-	-	-	4	-	11	63.6	6	-	-	-
Filipino	6	-	8	-	7	-	-	-	6	-	8	-	7	-	-	-
Hispanic	166	31.3	148	39.9	132	38.6	7.3	-1.3	168	28.0	149	35.6	136	37.5	9.5	1.9
Indochinese	30	53.3	22	63.6	23	43.5	-9.8	-20.1	30	63.3	23	69.6	23	52.2	-11.1	-17.4
Native American	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	13	46.2	14	42.9	7	-	-	-	15	26.7	14	64.3	7	-	-	-
Multiracial	8	-	9	-	12	75.0	-	-	9	-	11	36.4	12	58.3	-	21.9
English Learner	119	24.4	93	23.7	74	14.9	-9.5	-8.8	123	22.0	100	34.0	78	21.8	-0.2	-12.2
English-Speaking	117	49.6	121	62.8	122	57.4	7.8	-5.4	118	47.5	121	52.1	121	53.7	6.2	1.6
Reclassified†	72	54.2	66	71.2	73	63.0	8.8	-8.2	72	55.6	66	51.5	73	60.3	4.7	8.8
Initially Eng. Speaking	45	42.2	55	52.7	49	49.0	6.8	-3.7	46	34.8	55	52.7	48	43.8	9.0	-8.9
Econ. Disadv.*	236	36.9	198	44.4	183	41.5	4.6	-2.9	241	34.4	202	44.6	185	41.1	6.7	-3.5
Non-Econ. Disadv.	0	-	16	62.5	14	35.7	-	-26.8	0	-	19	36.8	15	40.0	-	3.2
Gifted	65	60.0	55	61.8	46	69.6	9.6	7.8	65	60.0	55	69.1	46	73.9	13.9	4.8
Not Gifted	171	28.1	159	40.3	151	32.5	4.4	-7.8	176	25.0	166	35.5	154	31.2	6.2	-4.3
With Disabilities	39	2.6	27	7.4	27	3.7	1.1	-3.7	39	10.3	27	3.7	27	7.4	-2.9	3.7
WO Disabilities	197	43.7	187	51.3	170	47.1	3.4	-4.2	202	39.1	194	49.5	173	46.2	7.1	-3.3
Homeless	42	40.5	41	43.9	37	40.5	0.0	-3.4	45	33.3	41	39.0	37	35.1	1.8	-3.9
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	3	-	4	-	6	-	-	-	3	-	4	-	7	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Carson
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	74	39.2	64	56.3	61	44.3	5.1	-12.0	77	44.2	68	60.3	62	46.8	2.6	-13.5
Female	37	45.9	29	58.6	31	48.4	2.5	-10.2	39	41.0	32	59.4	31	45.2	4.2	-14.2
Male	37	32.4	35	54.3	30	40.0	7.6	-14.3	38	47.4	36	61.1	31	48.4	1.0	-12.7
African American	3	-	2	-	2	-	-	-	3	-	2	-	1	-	-	-
Asian	2	-	3	-	1	-	-	-	2	-	4	-	1	-	-	-
Filipino	2	-	3	-	3	-	-	-	2	-	3	-	3	-	-	-
Hispanic	52	32.7	42	45.2	41	48.8	16.1	3.6	53	37.7	43	51.2	43	46.5	8.8	-4.7
Indochinese	6	-	6	-	11	18.2	-	-	6	-	7	-	11	36.4	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	4	-	7	-	0	-	-	-	5	-	7	-	0	-	-	-
Multiracial	5	-	1	-	3	-	-	-	6	-	2	-	3	-	-	-
English Learner	53	28.3	32	46.9	36	25.0	-3.3	-21.9	55	32.7	36	58.3	38	34.2	1.5	-24.1
English-Speaking	21	66.7	32	65.6	25	72.0	5.3	6.4	22	72.7	32	62.5	24	66.7	-6.0	4.2
Reclassified†	8	-	7	-	13	84.6	-	-	8	-	7	-	13	76.9	-	-
Initially Eng. Speaking	13	53.8	25	60.0	12	58.3	4.5	-1.7	14	57.1	25	60.0	11	54.5	-2.6	-5.5
Econ. Disadv.*	74	39.2	60	56.7	56	46.4	7.2	-10.3	77	44.2	63	60.3	56	48.2	4.0	-12.1
Non-Econ. Disadv.	0	-	4	-	5	-	-	-	0	-	5	-	6	-	-	-
Gifted	19	63.2	16	68.8	13	76.9	13.7	8.1	19	73.7	16	68.8	13	84.6	10.9	15.8
Not Gifted	55	30.9	48	52.1	48	35.4	4.5	-16.7	58	34.5	52	57.7	49	36.7	2.2	-21.0
With Disabilities	10	0.0	27	7.4	10	10.0	10.0	2.6	10	10.0	27	3.7	10	10.0	0.0	6.3
WO Disabilities	64	45.3	61	59.0	51	51.0	5.7	-8.0	67	49.3	65	63.1	52	53.8	4.5	-9.3
Homeless	11	36.4	15	46.7	16	50.0	13.6	3.3	13	30.8	16	43.8	16	43.8	13.0	0.0
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	1	-	-	-	2	-	1	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Carson
Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	78	37.2	76	28.9	59	47.5	10.3	18.6	78	35.9	78	37.2	60	36.7	0.8	-0.5
Female	39	46.2	38	34.2	25	52.0	5.8	17.8	39	41.0	40	45.0	25	40.0	-1.0	-5.0
Male	39	28.2	38	23.7	34	44.1	15.9	20.4	39	30.8	38	28.9	35	34.3	3.5	5.4
African American	3	-	1	-	4	-	-	-	3	-	1	-	4	-	-	-
Asian	1	-	3	-	3	-	-	-	1	-	5	-	3	-	-	-
Filipino	3	-	2	-	2	-	-	-	3	-	2	-	2	-	-	-
Hispanic	51	29.4	52	25.0	38	39.5	10.1	14.5	51	31.4	52	28.8	39	33.3	1.9	4.5
Indochinese	12	58.3	6	-	6	-	-	-	12	66.7	6	-	6	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	5	-	4	-	3	-	-	-	5	-	4	-	3	-	-	-
Multiracial	2	-	8	-	3	-	-	-	2	-	8	-	3	-	-	-
English Learner	44	29.5	45	8.9	16	6.3	-23.2	-2.6	44	20.5	47	23.4	17	0.0	-20.5	-23.4
English-Speaking	34	47.1	31	58.1	42	64.3	17.2	6.2	34	55.9	31	58.1	42	52.4	-3.5	-5.7
Reclassified†	18	61.1	15	80.0	21	81.0	19.9	1.0	18	83.3	15	66.7	21	71.4	-11.9	4.7
Initially Eng. Speaking	16	31.3	16	37.5	21	47.6	16.3	10.1	16	25.0	16	50.0	21	33.3	8.3	-16.7
Econ. Disadv.*	78	37.2	70	25.7	58	48.3	11.1	22.6	78	35.9	70	40.0	59	37.3	1.4	-2.7
Non-Econ. Disadv.	0	-	6	-	14	35.7	-	-	0	-	8	-	15	40.0	-	-
Gifted	17	64.7	20	50.0	14	71.4	6.7	21.4	17	70.6	20	75.0	14	64.3	-6.3	-10.7
Not Gifted	61	29.5	56	21.4	45	40.0	10.5	18.6	61	26.2	58	24.1	46	28.3	2.1	4.2
With Disabilities	13	7.7	27	7.4	27	3.7	-4.0	-3.7	13	15.4	27	3.7	27	7.4	-8.0	3.7
WO Disabilities	65	43.1	65	33.8	54	51.9	8.8	18.1	65	40.0	67	43.3	55	40.0	0.0	-3.3
Homeless	17	41.2	11	27.3	13	53.8	12.6	26.5	17	29.4	11	18.2	13	30.8	1.4	12.6
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Carson
Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	84	34.5	74	54.1	77	33.8	-0.7	-20.3	86	24.4	75	36.0	78	39.7	15.3	3.7
Female	46	37.0	38	63.2	40	37.5	0.5	-25.7	47	21.3	38	31.6	40	42.5	21.2	10.9
Male	38	31.6	36	44.4	37	29.7	-1.9	-14.7	39	28.2	37	40.5	38	36.8	8.6	-3.7
African American	1	-	1	-	3	-	-	-	1	-	1	-	3	-	-	-
Asian	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-
Filipino	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-
Hispanic	63	31.7	54	50.0	53	30.2	-1.5	-19.8	64	17.2	54	29.6	54	33.3	16.1	3.7
Indochinese	12	41.7	10	60.0	6	-	-	-	12	58.3	10	60.0	6	-	-	-
Native American	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	4	-	3	-	4	-	-	-	5	-	3	-	4	-	-	-
Multiracial	1	-	0	-	6	-	-	-	1	-	1	-	6	-	-	-
English Learner	22	4.5	16	18.8	22	4.5	0.0	-14.3	24	0.0	17	11.8	23	17.4	17.4	5.6
English-Speaking	62	45.2	58	63.8	55	45.5	0.3	-18.3	62	33.9	58	43.1	55	49.1	15.2	6.0
Reclassified†	46	45.7	44	65.9	39	46.2	0.5	-19.7	46	37.0	44	43.2	39	48.7	11.7	5.5
Initially Eng. Speaking	16	43.8	14	57.1	16	43.8	0.0	-13.3	16	25.0	14	42.9	16	50.0	25.0	7.1
Econ. Disadv.*	84	34.5	68	52.9	69	31.9	-2.6	-21.0	86	24.4	69	34.8	70	38.6	14.2	3.8
Non-Econ. Disadv.	0	-	6	-	8	-	-	-	0	-	6	-	8	-	-	-
Gifted	29	55.2	19	68.4	19	63.2	8.0	-5.2	29	44.8	19	63.2	19	73.7	28.9	10.5
Not Gifted	55	23.6	55	49.1	58	24.1	0.5	-25.0	57	14.0	56	26.8	59	28.8	14.8	2.0
With Disabilities	16	0.0	13	15.4	27	3.7	3.7	-11.7	16	6.3	13	7.7	12	8.3	2.0	0.6
WO Disabilities	68	42.6	61	62.3	65	40.0	-2.6	-22.3	70	28.6	62	41.9	66	45.5	16.9	3.6
Homeless	14	42.9	15	53.3	37	40.5	-2.4	-12.8	15	40.0	14	50.0	8	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	1	-	1	-	0	-	-	-	1	-	1	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B**TITLE I PARENT INVOLVEMENT POLICY**



Carson Elementary STEAM Magnet School
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

- Carson Elementary STEAM Magnet School has developed a written Title I parental involvement policy with input from Title I parents, through stakeholder information gathering meetings and School Site Council and Site Governance Team meetings.

It has distributed the policy to parents of Title I students on the first day of each school year in the packet of forms sent home for parent signature and information.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Carson Elementary STEAM Magnet School, the following practices have been established:

- The school convenes an annual meeting on the first Friday of October or November during Family Friday from 1:15 – 1:45 pm, to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- The school offers a flexible number of meetings for Title I parents, such as Family Friday parent meeting and a weekly parent class each Wednesday providing practices for student improvement.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy through stakeholder information gathering meetings and School Site Council and Site Governance Team meetings.
- The school provides parents of Title I students with timely information about Title I programs, through stakeholder information gathering meetings, including monthly Family Friday, weekly parent classes and School Messenger.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at Back to School night and during parent/teacher conferences.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children, through stakeholder information gathering meetings and School Site Council and Site Governance Team meetings.

School-Parent Compact

Carson Elementary STEAM Magnet School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Carson Elementary STEAM Magnet provides opportunities for regular meetings that allow the parents to develop the policy and participate in decisions relating to the education of their children, through stakeholder information gathering meetings and School Site Council and Site Governance Team meetings. Carson has distributed the policy to parents of Title I students on the first day of each school year in the packet of forms sent home with information and for parent signatures.

Building Capacity for Involvement

Carson Elementary STEAM Magnet School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children at Back to School night and during parent/teacher conferences.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement during weekly parent classes and monthly Family Fridays.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners during weekly parent classes and monthly Family Fridays.
- Carson coordinates and integrates the Title I parental involvement program with other programs, and conducts weekly parent meetings to encourage and support parents in more fully participating in the education of their children.
- The school distributes written information related to school and parent programs, meetings, and other activities to Title I parents in both English and Spanish and through School Messenger automated phone calls.
- The school provides support for parental involvement activities requested by Title I parents, through stakeholder information gathering meetings, School Site Council and Site Governance Team meetings.

Accessibility

Carson Elementary STEAM Magnet School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information is shared in English, Spanish and Vietnamese and school reports are provided in a format and language that parents understand.

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO UNIFIED SCHOOL DISTRICT
Carson Elementary STEAM Magnet School
HOME/SCHOOL COMPACT

Carson Elementary STEAM Magnet School and the parents of the students participating in all activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during school year 2018 - 2019.

School Responsibilities

Carson Elementary Steam Magnet School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

Ensuring that all Carson Teachers base daily lesson plans and instruction on the California State Standards and adjust these teaching methods to meet individual student needs to the greatest extent possible.

2. Hold formal parent-teacher conferences at least twice annually during which this compact will be discussed as it relates to the individual child's achievement.

Formal Parent-Teacher conferences are scheduled for November 5 - 9 and March 18 - 22.

3. Provide parents with frequent reports on their child's progress.

Carson teachers will send home written notes or make phone calls to parents on a regular basis so that parents are apprised of their child's successes and areas for improvement.

4. Provide parents reasonable access to staff.

Carson staff members are available to parents and community throughout the day. Office staff can assist parents/community members from 7:15 am to 3:00 pm Monday through Friday. Carson Administration is also available at these times or by appointment. Teachers are available 7:30am-7:45 am and 2:15 – 2:30 pm daily. All parents and community members are invited to make an appointment with Carson teachers if other times are needed.

5. Provide parents opportunities to volunteer and participate in their child's classroom, and to observe classroom activities, as follows:

Carson parents are always welcome to support their child's education by volunteering, chaperoning or assisting the teacher as appropriate. Parents are encouraged to meet with their child's teacher to schedule volunteer opportunities or to observe classroom activities.

Parent Responsibilities

We, as parents, will support our child's learning by:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom whenever possible*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*

Student Responsibilities *(as appropriate to grade level)*

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

1. *Complete my work at school and ask for clarification when I need it.*
2. *Do my homework every day and ask for help when I need it.*
3. *Read at least 30 minutes every day outside of school time.*
4. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from the school.*

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Carson Elementary	09800	2231	Other Support Prsnl PARAS	Library Asst	0.4250	\$ 10,602.05
		2236	Health Prsnl PARAS	Health Technician	0.6000	\$ 20,470.80
		2905	Other Nonclsrn PARAS	Noon Duty Assistant	0.3313	\$ 7,234.27
		3000	Employee Benefits			\$ 31,816.09
		5841	Software License			\$ 6,750.00
	09800 Total				1.3563	\$ 76,873.21
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.5000	\$ 44,469.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 5,160.00
		2101	Classroom PARAS	Classroom Asst	0.8500	\$ 21,354.55
		2404	Guidance/Attendance Asst	Guidance Asst	0.2788	\$ 7,939.67
		3000	Employee Benefits			\$ 43,760.37
		4301	Supplies			\$ 867.00
		4304	Inservice supplies			\$ 3,502.60
	30100 Total				1.6288	\$ 127,053.19
	30103	2282	Other Support Prsnl OTBS Hrly			\$ 200.00
		2955	Other Nonclsrn PARAS Hrly			\$ 130.00
		3000	Employee Benefits			\$ 93.76
		4301	Supplies			\$ 533.00
		4304	Inservice supplies			\$ 1,288.00
	30103 Total					\$ 2,244.76

SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Carson Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	According to the Single Plan for Student Achievement survey, in the Maximize Instructional Time category, 90% of our stakeholders agreed we substantially capitalize our time to offer rigorous instruction with clearly articulated strategies and activities. The stakeholders, SSC and SGT agree the site needs to improve for support in developing students’ mathematical conceptual understanding. As a result, both subgroups are an area of focus in the “School Goals” category of the SPSA. We have also repositioned our site resource teacher to support as a math intervention teacher.
CLOSING THE ACHIEVEMENT GAP	In the Closing the Achievement Gap category, stakeholders, SSC and SGT members noted the need to address English Learners and students receiving Special Education Services. As a result, both subgroups are an area of focus in the “School Goals” category of the SPSA. In this area, clearly articulated, measurable goals for closing the gap in student achievement are detailed. Additionally, the team is looking into creating “power hours” where students at risk of failing will receive intensive, needs-based instruction.
PROFESSIONAL DEVELOPMENT	In the PD category, stakeholders, SSC and SGT members on average marked substantial amounts of PD occurs on site. Teachers receive monthly PDs and parents want the same. The survey revealed parents desire to receive continuous PD experiences that mirrors some of those the teachers experience: ie: the integration of the disciplines through STEAM.
GRADUATION/PROMOTION	The Promotion category noted stakeholders, SSC and SGT members recognize 5 th graders promote to 6 th grade with necessary skills and a sense of agency to access the curriculum to meet or exceed standards. The survey revealed parents are interested in the following up with supporting 5 th graders in their pursuit of the seal of biliteracy for

	<p>middle and high school years. Parents want additional information so they can support their students in the dual language programs.</p>
<p>PARENT ENGAGEMENT</p>	<p>In the Parent Engagement category members revealed the site offers volunteer opportunities and parent classes, however they have an interest in learning more about STEAM and fundraising to sustain the STEAM programs. The survey has driven us to continue workshops, classes and events around STEAM. Additionally, the results of the survey have brought us to create a tighter Carson/Parent Organization (CPO) for fundraising and program sustainability.</p>