

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CARSON ELEMENTARY SCHOOL

2020-21

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: Moreno, Eileen

Contact Person: Moreno, Eileen

Position: Principal

Telephone Number: (619) 344-5401;

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

E-mail Address: emoreno@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Carson Elementary**

DUE: October 5, 2020

SITE CONTACT PERSON: **Eileen Moreno**

PHONE: 858-397-6900

FAX:

E-MAIL ADDRESS: **emoreno@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) CSI School

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>10/6/2020</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>N/A</u> |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u> </u> |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u> </u> |
| <input checked="" type="checkbox"/> Other (list): <u>Family Friday for General Public Input</u> | Date of presentation: <u>10/2/2020</u> |


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: 10/8/2020

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.

<u>Eileen Moreno</u>	 <u>10/8/2020</u>
Type/Print Name of School Principal	Signature of School Principal / Date

<u>Kelly Oakes Brooks</u>	<u>/s/Kelly Oakes Brooks</u> <u>10/8/2020</u>
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date

<u>being established</u>	<u>being established</u>
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date

<u>Christina Casillas</u>	 <u>12/9/20</u>
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2020-21 SPSA Assessment and Evaluation

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title 1 Schoolwide Program and Comprehensive Support and Improvement. Carson Elementary aims to meet the needs of all learners in all environments. Staff work collaboratively to offer 21st-century learning experiences through interdisciplinary STEAM-based lessons. All school programs and curriculum are designed to teach skills in critical thinking, collaboration, creativity, and communication to offer quality educational experiences with academic and social/emotional supports. School programs are strategically designed to engage students and staff in teaching and learning endeavors. Teachers facilitate the learning of students' engagement in cognitively demanding tasks so they may realize their academic potential to participate in college/career as literate, positively contributing members 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. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to create and maintain a safe, collaborative, supportive learning environment so all learners are in optimal learning conditions maximizing success.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

In the spirit of shared decision-making, the development of the SPSA was a collaborative process. To support the school site's success, it is important to incorporate all stakeholders. Several meetings were held to include the voices in the development process. These included SGT, SSC, ELAC, CPO, and staff meetings held throughout the year.

-- February 10, 2020 SSC approved 20-21 budget

-- February 10 2020 SSC met to discuss the evaluation and assessment survey.

-- August 21, 2020 SSC approved the School Parent Compact and Parent Involvement Policy.

-- October 6, 2020 ELAC meeting was held for input on English Learners for SPSA

-- October 2, 2020 Family Friday to inform parents of SPSA goals

-- October 8, 2020 SSC approved 20-21 SPSA

-- October 2, 2020 Annual Title I Parent Meeting was held.

-- October 7 SGT met to review and give input for 20-21 SPSA

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RESOURCE INEQUITIES

Academic Engagement:

Funding was utilized to help improve attendance. Nevertheless, the rate of chronic absenteeism went up from 2018 to 2019 on the Dashboard.

The Chronic Absenteeism on the 2019 Dashboard shows that it is at 12.3%. An increase of 3% from 2018.

Rates on the 2019 dashboard are as follow:

Group	Percent	Color	total # of students in this group (not percent)	Change from 2018 dashboard
Hispanic	13.9%	red	241	4.3%
Socioeconomically Disadvantaged	12.8%	red	360	4.4%
English Learners	8.7%	orange	241	3.2%
Homeless	15.2%	orange	46	7.6%
African American	15.4%	no color assigned	13	-4.6%

Academic performance:

ENGLISH LANGUAGE ARTS

Overall, "all students" performed at an average of 47.2 points below standard, a decline of 19.6 points from 2018 and 167 total students tested.

Group	points below standard	Color	Change from 2018 dashboard	Total number of students tested
English Learners	55.5	Orange	-27.1	128
Hispanic	55.1	Orange	-19.9	107
Homeless	24.5	Orange	-4.3	31
Socioeconomically Disadvantaged	53.2	Orange	-26.7	151
African American	no data	no data	no data	4
Students w Disabilities	120.3	no color	-8.9	25
Asian	41.5	no color	-37.5	32

MATHEMATICS

Overall, "all students" are an average of 42.4 points below standard with a 7.9 point decrease from 2018 and 166 total students tested.

Group	points below standard	color	change from 2018	total number of students tested
English Learners	45.8	Orange	-14.6	127
Hispanic	53.2	Orange	-8.5	106
Homeless	25.5	Orange	-2.8	30
Socioeconomically Disadvantaged	48.6	Orange	-15.6	150
African American	no data	no color	no data	4
Students w Disabilities	128.3	no color	-3.8	25
Asian	21.4	no color	-21.7	32

ENGLISH LEARNER PROGRESS

46.6% making progress toward English language proficiency.

45.8% made at least on ELPI level increase

20.5% decreased at least one ELPI level

Summary

As is apparent, the strategies were less than effective in all areas. However, over the last few years, Carson has experienced many leadership changes, which have made it challenging to implement strategies with integrity/fidelity.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Kenia Rivera	Other School Representative
Susanne Hampton	Classroom Teacher
Eileen Moreno	Principal
Kelly Oakes-brooks	classroom teacher
Ysabel Jaimes	classroom teacher
John Carrasco	Parent
Peter Diaz	Parent
Mary Gurin	Parent
Doreen Hemasay	Parent
Sandee Vargas	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Implementation

The District Counselor works with teachers and students, staff and parents to decrease chronic absenteeism using the Second Steps Program. The DC also works with small groups of students.

Outcomes

Chronic absenteeism rate increased from 17-18 to 18-19 from 9% to 12%. School closure had an impact on attendance in the 19-20 school year. We do not have trustworthy chronic absentee rates for school year 19-20 because of the closure.

*Major Differences

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

A major difference in our ability to implement strategies with fidelity was the school closure which impacted approximately three months or 1/3 of the school year.

*Changes

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

Changes need to be made to this goal taking into account ongoing school closure and online learning. We will continue to monitor attendance first to

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

assure that all students have the necessary technology and, secondly, that they are able to connect to learning platforms/apps. There is a challenge with the fact that students are marked present if they complete independent work but don't necessarily attend the live class sessions. Doing work on their own does not guarantee that they will be able to make academic progress. We will monitor chronic absences and maintain contact with families.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease chronic absenteeism	12.3	9	Chronic Absenteeism	annually

***Identified Need**

Academic Engagement:

Funding was utilized to help improve attendance. Nevertheless, the rate of chronic absenteeism went up from 2018 to 2019 on the Dashboard. The Chronic Absenteeism on the 2019 Dashboard shows that it is at 12.3%. An increase of 3% from 2018. Rates for subgroups on the 2019 dashboard are as follow:

Group	Percent	Color	total # of students in this group (not percent)	Change from 2018 dashboard
Hispanic	13.9%	red	241	4.3%
Socioeconomically Disadvantaged	12.8%	red	360	4.4%
English Learners	8.7%	orange	241	3.2%
Homeless	15.2%	orange	46	7.6%
African American	15.4%	no color assigned	13	-4.6%
Students w Disabilities	16.7%	yellow	54	-6.5%

***Online Learning Implications**

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through phone calls and School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	decrease chronic absenteeism	8.7%	5%	Chronic Absenteeism	annually
June 2021	TK-5	Students with Disabilities	decrease chronic absenteeism	16.7%	8%	Chronic Absenteeism	annually
June 2021	TK-5	Black or African American	decrease chronic absenteeism	15.4%	9%	Chronic Absenteeism	annually
June 2021	TK-5	Homeless/Foster	decrease chronic absenteeism	15.2%	9%	Chronic Absenteeism	annually
June 2021	tk-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	12.8%	7%	Chronic Absenteeism	annually
June 2021	tk-5	Hispanic or Latino	decrease chronic absenteeism	13.9%	8%	Chronic Absenteeism	annually
June 2021	tk-5	Hispanic or Latino	decrease suspension rate	4.5%	0%	Suspension	annually
June 2021	tk-5	Homeless/Foster	decrease suspension rate	10.2	0%	Suspension	annually
June 2021	tk-5	Asian	decrease suspension rate	1.7	0%	Suspension	annually
June 2021	tk-5	English Learner	decrease suspension rate	3.5	0%	Suspension	annually
June 2021	tk-5	Socioeconomically Disadvantaged	decrease suspension rate	4	0%	Suspension	Annually

Monitoring Attendance Team									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
An attendance team made up of the counselor, school clerk, nurse/health tech, and principal will monitor attendance every two weeks to monitor student attendance. Specifically information derived from a chronic absentee report in Hoonuit will be utilized to provide supports to students who are risk of being chronically absent in hopes of having them stay below the 10% absence rate. Depending upon needs, Counselor and/or nurse will communicate and provide families with resources as necessary and appropriate.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00551R	School Counselor	0.30000	\$26,121.60	\$37,663.02	0055-30100-00-1210-3110-0000-01000-3401	Title I Basic Program			Counselor will provide necessary supports/resources to families of students at risk of being chronically absent or those who are already chronically absent as necessary and appropriate. Counselor will be member of attendance team.
F00551S	School Counselor	0.40000	\$34,828.80	\$50,217.38	0055-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income		Counselor will provide necessary supports/resources to families of students at risk of being chronically absent or those who are already chronically absent as necessary and appropriate. Counselor will be member of attendance team.
F00551T	School Counselor	0.10000	\$8,707.20	\$12,554.32	0055-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt			Counselor will provide necessary supports/resources to families of students at risk of being chronically absent or those who are already chronically absent as necessary and appropriate. Counselor will be member of attendance team.
N005517	Nurse/Counslr/Psychologist Sub		\$100.00	\$122.29	0055-30100-00-1262-3110-0000-01000-3401	Title I Basic Program			Substitute for counselor, if necessary.

Attendance Incentives									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Perfect attendance and improved attendance will be recognized and rewarded at regular school awards assemblies. Students will be rewarded with gift certificates or other items that are provided through Carson's partners and/or site resources									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0055-30100-00-1210-3110-0000-01000-3401	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551R	Students will be receive incentives to come to school. Counselor will monitor perfect and improved attendance.
	School Counselor				0055-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551S	Students will be receive incentives to come to school. Counselor will monitor perfect and improved attendance.
	School Counselor				0055-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551T	Students will be receive incentives to come to school. Counselor will monitor perfect and improved attendance.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Implementation

- Resource teacher was to facilitate professional development in all grade levels and work directly with parents and ELAC.
- Resource Teacher to support classroom teachers with English learners by working with ELs in small groups. The plan had been for the resource teacher to support Tier 1 and Tier 2 instruction but due to lack of time and school closure, this did not occur to the degree we had hoped for.
- The District Counselor supported the social/emotional development of students in order to help students make strong academic progress.
- Visiting teachers released classroom teachers for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.
- STEAM units
- Scholastic curriculum

Outcomes

Analysis of ELA data using school based assessments and state assessments shows persistently low achievement. Due to the school closure in the Spring of 2020, we do not have state assessment data for 19-20 but data for previous few years shows low achievement. School based assessment of reading (teachers used DRA or Fountas and Pinnell) for 19-20 also shows low reading achievement. The implementation of some of the actions/strategies listed below were interrupted by the closure, which likely had a negative impact on learning.

***Major Differences**

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

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to subs not being requested in a timely manner or visiting teachers not accepting assignments in a timely manner, or visiting teachers canceling the assignment on the morning of the professional development. This affected the actual time that teachers could participate in the PLCs.
 School closure due to COVID19 in Spring of 2020 created myriad changes in the way instruction was conducted, professional learning, and grade level collaborations (PLC).. Overall, these changes had a negative effect on teaching and learning.
 Resource teacher unable to provide as many supports as we had hoped due to lack of time and school closure. Unrealistic expectations given the amount of FTE and work that needs to be done.

***Changes**

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

Changes need to be made due to ongoing school closure for an indefinite amount of time. Student access has become the number one priority. Teaching students how to use online learning technology (e.g... learning management systems, apps) is the next priority. Similarly, teacher professional development around the effective use of technology and how to effectively teach online (new strategies) are of utmost importance. Finally, the school must come to consensus on common assessments that will allow us to monitor student progress and adjust instruction accordingly
 Benchmark Advanced has become the district's adopted ELA curriculum.
 Resource teacher will focus more on providing Tier 2 supports for ELs rather than both T1 and T2.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	ELA meets or exceeds	30.16%	39%	CAASPP ELA	annually
June 2021	K-2	Increase the percentage of students meeting and exceeding grade level standards.	18%	30%	Site Developed Common Assessments	at least 2x per year

***Identified Need**

The following data served as the basis for our goals:

- TK-2 data shows that 18% of students were reading at or above grade level based on either DRA or F&P scores.
 - Gr 3-5 data shows that 30.16% of students were meeting or exceeding standard on the SBAC 18-19
 - Students with disabilities data shows that 10.53% in grades 3-5 met standard on the SBAC 18-19
 - Black/African American data shows that 20% of students who took the ELA CAASPP met or exceeded standard.
- Dashboard data shows that 46.6% of English learners made expected growth of one ELPI level or maintained level 4.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Increase by one level on ELPAC (XOPL)	46.6%	60%	Other (Describe in Objective)	annually
June 2021	3-5	Students with Disabilities	ELA meet or exceed	10.5%	20%	CAASPP ELA	annually
June 2021	3-5	Black or African American	ELA meet or Exceed	20%	30%	CAASPP ELA	annually
June 2021	3-5	Homeless/Foster	ELA meet or Exceed	30.2%	40%	CAASPP ELA	annually
June 2021	3-5	Socioeconomically Disadvantaged	ELA meet or Exceed	27.6%	37%	CAASPP ELA	annually
June 2021	3-5	Hispanic or Latino	ELA meet or Exceed	28.8%	38%	CAASPP ELA	Annually

Benchmark ELA/SLA (Tier 1)									
*Students to be served by this Strategy/Activity									
All students at Carson will benefit from this strategy/activity in the area of English Language Arts									
*Strategy/Activity - Description									
Teachers will attend professional development and utilize the newly adopted language arts curriculum.									
Small Group Instruction (Tier 2/3)									
*Students to be served by this Strategy/Activity									
English Learners, Students with Disabilities, Struggling Readers, Black/African American students.									
*Strategy/Activity - Description									
Utilizing formative and summative assessment data, teachers will implement small group instruction. Resource teacher will work with small groups of English Learners									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00551U	Inschool Resource Tchr	0.10000	\$9,508.70	\$14,003.32	0055-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Will work with small groups of English Learners
F00551V	Inschool Resource Tchr	0.50000	\$47,543.50	\$70,016.58	0055-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Will work with small groups of English Learners
F00551W	Inschool Resource Tchr	0.20000	\$19,017.40	\$28,006.64	0055-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Will work with small groups of English Learners
Grade level Collaborations (PLC)									
*Students to be served by this Strategy/Activity									
All students will benefit from this strategy/activity in the area of English Language Arts									
*Strategy/Activity - Description									
Visiting teachers are funded so that teachers can meet in daylong grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.									

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0055P	Prof&Curriclm Dev Vist Tchr		\$3,739.00	\$4,572.43	0055-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Visiting teachers used to release teachers for collaborations (PLC) with goal of improved teaching and learning.
N0055D0	Prof&Curriclm Dev Vist Tchr		\$1,800.00	\$2,201.22	0055-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers used to release teachers for collaborations (PLC) with goal of improved teaching and learning.

Professional Development

***Students to be served by this Strategy/Activity**

All students will benefit.

***Strategy/Activity - Description**

Teachers will attend professional development activities around online learning, Benchmark ELA/SLA program, and assessment and data practices.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0055-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N0055P	Visiting teachers may be required in order for a teacher to attend a professional development meeting.
	Prof&Curriclm Dev Vist Tchr				0055-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0055D0	Visiting teachers may be required in order for a teacher to attend a professional development meeting.

Counselor Services (Tier 3)

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Social Emotional learning is addressed in three ways:

1. Social emotional core curriculum (IMTSS Tier 1 strategy—all students) The curriculum used is Second Step, which teaches students to identify emotions in themselves and others, empathy, compassion, emotional regulation including steps and strategies for calming down, and problem solving. Students are active participants in the lessons through role-play, partner and group work. These lessons are taught in every classroom, every week. There are 22 lessons at each grade level.

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

2. Small groups (Tier 2 strategy—focused instruction for some students) These groups can be educational or supportive in nature, or both. Students with common concerns (such as anger management, forming and maintaining friendships, anxiety, etc.) come together to learn strategies for improvement and discuss commonalities. During distance learning, the focus of small groups will be more instructional than discussion based in order to maintain confidentiality. Groups will meet 20-30 minutes once per week for usually a duration of 8 weeks. Some groups may last longer.

3. Individual counseling/mediation (Tier 3 strategy for those that need extra help). Some students may benefit from individual counseling or mediation. For individual counseling, counselor utilizes motivational interviewing to focus on changes the student may want to make, goal setting, etc. If student could benefit from therapy, student is referred to Mental Health Services, an outside provider that partners with Carson to provide weekly therapy to those students who qualify/could benefit.

Mediation is also a useful tool in addressing social emotional learning at the elementary level. When conflicts arise between students and their peers, counselor facilitates mediation, teaching active listening, “I statements” and problem solving (using what students have learned about problem solving in Second Step)

Academic success is also addressed in 3 ways:

1. Study skills lessons (Tier 1--all students) Study skills lessons cover topics such as different learning styles and how best to study for each learning style, note taking, preparing for a test, asking for help when you need it, how to create a home environment conducive to learning and more. These lessons are written and presented by the counselor.

2. Periodic academic check ins for students who need help staying on track (Tier 2--some students) Counselor meets with students individually as often as every week in order to check in with them on progress, if they are using their planner to stay organized, if they are understanding the material (and if not are they asking questions), etc. Meetings are usually not longer than 10 minutes in duration.

3. SSTs to address serious academic concerns (Tier 3--few students). Counselor gathers Student Study teams and facilitates meetings to address academic progress or lack thereof in students who may be at risk of falling behind. Team decides on plan of action which may involve other tier 2 and 3 interventions on the part of the counselor, such as academic check ins, individual counseling, etc.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0055-30100-00-1210-3110-0000-01000-3401	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551R	Counselor will give classroom lessons using Second Step as well as work with small groups of students on specific topics to address social emotional growth and academic success/study skills
	School Counselor				0055-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551S	Counselor will give classroom lessons using Second Step as well as work with small groups of students on specific topics to address social emotional growth and academic success/study skills

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

School Counselor				0055-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551T	Counselor will give classroom lessons using Second Step as well as work with small groups of students on specific topics to address social emotional growth and academic success/study skills
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Access to Library Services

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

Library assistant will give lessons to students on how to conduct research, use of library resources, and promote a love of reading.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00551X	Library Asst	0.22500	\$6,504.30	\$14,432.00	0055-30106-00-2231-2420-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Library Asst. will give lessons to students on research, as well as lessons to encourage a love of reading.

VAPA/INSTRUCTIONAL SUPPLIES

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Last year, the school had planned to use these funds for VAPA services but due to COVID19 now we will be utilizing these funds for instructional supplies in order to provide essential materials to support core instruction.

Instructional supplies such as writing utensils, notebooks, art supplies, etc. are an integral part of the instructional program.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0055CV	Interprogram Svcs/VAPA		\$17,668.00	\$17,668.00	0055-30100-00-5738-1000-1110-01000-1313	Title I Basic Program			Last year, the school had planned to use these funds for VAPA services but due to COVID19 now we will be utilizing these funds for instructional supplies in order to provide essential materials to support core instruction.
N0055D1	Software License		\$5,506.00	\$5,506.00	0055-30100-00-5841-1000-1110-01000-0000	Title I Basic Program			Supplemental online programs to support reading.

ASSESSMENT***Students to be served by this Strategy/Activity**

All students but especially students who are not at grade level (esp. EL, Black/AA, Students with Disabilities, Homeless, Low Socioeconomic, and Hispanic)

***Strategy/Activity - Description**

Carson will identify school-based common assessments (summative and formative). These assessments will serve as the basis for understanding the needs of students and adjusting instruction accordingly as well as monitor student progress.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Implementation:

- Envision math curriculum
- Resource Teacher to support classroom teachers with English learners by working with them in small groups. The plan had been for the resource teacher to support Tier 1 and Tier 2 instruction but due to lack of time and school closure, this did not occur to the degree we had hoped for. The resource teacher was only half time which did not allow sufficient time to give all of the necessary supports.
- Funding for supplemental instructional supplies (e.g.. writing utensils, notebooks, etc.)
- Visiting teachers to release classroom teachers for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies. School closures in March prevented the school from continuing PLCs as planned for the last three months of school.

Outcomes:

Analysis of math data using school based assessments and state assessments shows persistently low achievement. Due to the school closure in the Spring of 2020, we do not have state assessment data for 19-20 but data for previous few years shows low achievement. School based assessment of math for 19-20 (grades) also shows low math achievement. The implementation of some of the actions/strategies listed below were interrupted by the closure, which likely had a negative impact on learning.

*Major Differences

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

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to subs not being requested in a

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

timely manner or visiting teachers not accepting assignments in a timely manner, or visiting teachers canceling the assignment on the morning of the professional development. This affected the actual time that teachers could participate in the PLCs. School closure due to COVID-19 in Spring of 2020 created myriad changes in the way instruction was conducted, professional learning, and grade level collaborations (PLC).. Overall, these changes had a negative effect on teaching and learning.

*Changes

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

Changes need to be made due to ongoing school closure for an indefinite amount of time. Student access has become the number one priority. Teaching students how to use online learning technology (e.g.. learning management systems, apps) is the next priority. Similarly, teacher professional development around the effective use of technology, and how to effectively teach online (new strategies) are of utmost importance. Finally, the school must come to consensus on common assessments that will allow us to monitor student progress and adjust instruction accordingly. Resource teacher unable to provide as many supports as we had hoped due to lack of time and school closure. Unrealistic expectations given the amount of FTE and work that needs to be done. Resource teacher will focus more on language needs of ELs, which will assist with understanding math word problems.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	31.5%	40.0%	CAASPP Math	Annually
June 2021	TK-2	Increase the percentage of students meeting and exceeding grade level standards	47%	56%	Site Developed Common Assessments	At least 2x per year

*Identified Need

Carson's overall data indicates that for the 2018-2019 academic year, 31.5% of students in grades 3-5 met or exceeded standards in Math. This shows a steady decline in Math scores since 2016, when 43.9% of students in grades 3-5 met or exceeded standards in Math. Based on this data, Carson needs to continue to focus on improving student achievement in Math, and closing the achievement gap especially with English Learners and students with disabilities.

We do not currently have a common assessment for TK-2. We will work on identifying a common assessment in 20-21 and establish a baseline and goal. The baseline for TK was taken from calculating the trimester 3 math grades for 19-20 due to lack of assessment as a result of the closure.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	17%	26%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	5.2%	14%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	80%	90%	CAASPP Math	Annually
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards	26.9%	36%	CAASPP Math	annually
June 2021	3-5	Homeless/Foster	Increase the percentage of students meeting and exceeding grade level standards	31.5%	41%	CAASPP Math	annually
June 2021	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards	27.9%	37%	CAASPP Math	Annually

Instructional Supplies/VAPA

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

Last year, the school had planned to use these funds for VAPA services but due to COVID-19 now, we will be utilizing these funds for instructional supplies in order to provide essential materials to support core instruction.

Instructional supplies such as writing utensils, math tools, notebooks, etc. are essential for mathematics instruction.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0055-30100-00-5738-1000-1110-01000-1313	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N0055CV	Last year, the school had planned to use these funds for VAPA services but due to COVID19 now we will be utilizing these funds for instructional supplies in order to provide essential materials to support core instruction.

GRADE LEVEL COLLABORATION (PLC)

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Visiting teachers are funded so that teachers can meet in daylong grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0055-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N0055P	Visiting teachers used to release teachers for collaborations (PLC) with goal of improved teaching and learning.
	Prof&Curriclm Dev Vist Tchr				0055-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0055D0	Visiting teachers used to release teachers for collaborations (PLC) with goal of improved teaching and learning.

ASSESSMENT

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Carson will identify school based common assessments (summative and formative). These assessments will serve as the basis for understanding the needs of students and adjusting instruction accordingly as well as monitor student progress.

SMALL GROUP INSTRUCTION (Tier 2/3)

***Students to be served by this Strategy/Activity**

All Students, but especially those who are not performing at grade level (EL, Black/AA, Students with Disabilities)

***Strategy/Activity - Description**

Utilizing formative and summative assessment data, teachers will implement small group instruction.
Resource teacher will work with small groups of English Learners on language needs which will assists students with understanding word problems.

ENVISION GVC (Tier 1)

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

The Envision math curriculum will be utilized by teachers with adaptations as necessary during online learning (e.g. newly created district units)

COUNSELING SERVICES (Tier 2/3)

***Students to be served by this Strategy/Activity**

Underperforming groups (English Learners, Students with Disabilities, Black/AA)

***Strategy/Activity - Description**

Academic success is addressed in 3 ways:

1. Study skills lessons (Tier 1--all students) Study skills lessons cover topics such as different learning styles and how best to study for each learning style, note taking, preparing for a test, asking for help when you need it, how to create a home environment conducive to learning and more. These lessons are written and presented by the counselor.
2. Periodic academic check ins for students who need help staying on track (Tier 2--some students) Counselor meets with students individually as often as every week in order to check in with them on progress, if they are using their planner to stay organized, if they are understanding the material (and if not are they asking questions), etc. Meetings are usually not longer than 10 minutes in duration.
3. SSTs to address serious academic concerns (Tier 3--few students). Counselor gathers Student Study teams and facilitates meetings to address academic progress or lack thereof in students who may be at risk of falling behind. Team decides on plan of action which may involve other tier 2 and 3 interventions on the part of the counselor, such as academic check ins, individual counseling, etc.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0055-30100-00-1210-3110-0000-01000-3401	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551R	Counselor will monitor and work with students who need support with Academic success/Study Skills
	School Counselor				0055-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551S	Counselor will monitor and work with students who need support with Academic success/Study Skills
	School Counselor				0055-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551T	Counselor will monitor and work with students who need support with Academic success/Study Skills

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated for an In-School Resource Teacher (IRT) to support classroom teachers with Tier 1 instruction and support struggling students with Tier 2 interventions.

*Major Differences

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

The IRT supported struggling students from K-5 with Tier 2 interventions. Tier 1 support was not provided.

*Changes

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

Our goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other extenuating circumstances; we would like to see all students making annual expected growth. Data from 18-19 will serve as baseline.

The resource teacher will continue to work with at-risk LTELs and newcomers in small groups.

*Integrated English Language Development							
<ul style="list-style-type: none"> - The Benchmark program includes strategies for teacher to use as necessary and appropriate for integrated ELD. - English Learners will be closely monitored for growth on assessments. - During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD. 							
*Designated English Language Development							
<ul style="list-style-type: none"> - The Benchmark program contains a comprehensive designated ELD component, which meets the State Standards as well as ELD standards. - Designated ELD will be on the daily schedule. - During grade level collaborations, the agenda will include discussion about and planning for designated ELD. - English Learners will be closely monitored for growth on assessments. 							
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Increase by one level on ELPAC (XOPL)	46.6%	60%	Summative ELPAC	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	17.2%	27.2%	CAASPP Math	Annually
*Identified Need							
<p>According to the 18-19 Dashboard: 46.6% of English Learners made progress toward English language proficiency (grew one ELPI level or maintained at 4).</p>							
*Online Learning Implications							
<ul style="list-style-type: none"> -District will provide students with targeted small group support through a push-in integrated model. -The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. -Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner. - Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses. -Online professional development modules with iELD (integrated English Language) -Formative assessment data will be collected, analyzed and feedback given to students. -Professional development will also be offered to teachers across the district serving this English Learner group -The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families. -This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise 							

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	English Learner	reclassify	Being established	90%	Summative ELPAC	Annually

RESOURCE TEACHER SUPPORT (Tier 2/3)

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

The resource teacher will work with small groups of English learners on designated ELD. The resource teacher will also assist and facilitate EL compliance issues such as ELPAC administration and working with the ELAC.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0055-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F00551U	Resource teacher will work with small groups of English Learners on designated ELD. She will also facilitate EL compliance issues such as ELPAC administration and ELAC.
	Inschool Resource Tchr				0055-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F00551V	Resource teacher will work with small groups of English Learners on designated ELD. She will also facilitate EL compliance issues such as ELPAC administration and ELAC.
	Inschool Resource Tchr				0055-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : F00551W	Resource teacher will work with small groups of English Learners on designated ELD. She will also facilitate EL compliance issues such as ELPAC administration and ELAC.

ELPAC ADMINISTRATION

***Students to be served by this Strategy/Activity**

English Learners.

***Strategy/Activity - Description**

Retired teachers will assist with ELPAC administrations, which helps us to know English levels of students and plan instruction accordingly.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0055CZ	Retired NonClstrm Tchr Hrly		\$3,000.00	\$3,668.70	0055-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Retired teachers conduct ELPAC administration

COLLABORATION (PLC)

***Students to be served by this Strategy/Activity**

All students at Carson will benefit from this strategy/activity, specifically English Learners.

***Strategy/Activity - Description**

To have collaborations (PLCs), visiting teachers are funded so that teachers can review and analyze data. This data review will include disaggregation of EL data and planning for ELD/integrated ELD/interventions.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0055-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N0055P	Visiting teachers provide release time for teachers to review and analyze data followed by lesson planning which will include language development.
	Prof&Curriclm Dev Vist Tchr				0055-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N0055D0	Visiting teachers provide release time for teachers to review and analyze data followed by lesson planning which will include language development.

BENCHMARK ELD (Tier 1)***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

This year SDUSD has purchased the Benchmark ELA curriculum, which includes an ELD component. Teachers will start utilizing this program.

ASSESSMENT***Students to be served by this Strategy/Activity**

All students but data for EL's will be disaggregated

***Strategy/Activity - Description**

Carson will identify school-based common assessments (summative and formative). These assessments will serve as the basis for understanding the needs of students and adjusting instruction accordingly as well as monitor student progress.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Implementation

Education specialist and paraprofessionals pushed in to classrooms and worked with individual or small group of students.

Outcome

Students with disabilities were underperforming in ELA and Math on the 18-19 CAASPP with 10.5% meeting or exceeding standard in ELA, and 5.2% in Math.

*Major Differences

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

Co-teaching model was not implemented with fidelity. School closure affected a third of the school year in 19-20.

*Changes

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

Establish systems and procedures to ensure that all IEPs are monitored and in compliance. Services will be implemented with fidelity.

A supportive co-teaching model will be utilized as well as parallel co-teaching as necessary and appropriate. Participate in PLCs and co-planning.

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	TK-5	Students will make one year's growth in reading based on IEP goals with evidence	TBD	100%	Progress Reports on IEP Goals	annual	
*Identified Need							
<p>According to the CAASPP, Carson students with disabilities are performing significantly below grade level. Carson will identify school-based common assessments (summative and formative). These assessments will serve as a the basis for understanding the needs of students and adjusting instruction accordingly as well as monitor student progress.</p>							
*Online Learning Implications							
<p>-Implementation of IEP Services in Online Learning Setting -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). -All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes -The integrated team will consist of general education teachers, educational specialists, related services providers and para educators. -All staff will be working as a team to support all students to accelerate their learning</p>							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	English Learner	Students will make one year's progress in reading based on IEP goals with evidence	TBD	100%	Progress Reports on IEP Goals	Annually
CO-TEACHING							
*Students to be served by this Strategy/Activity							
Students with Disabilities							
*Strategy/Activity - Description							
Co-teaching models (supportive and parallel) between general education teacher and special education staff will be utilized to provide additional supports and interventions for students with disabilities.							

SUPPLEMENTAL ONLINE PROGRAMS

***Students to be served by this Strategy/Activity**

Students with Disabilities

***Strategy/Activity - Description**

Students with disabilities will utilize online math programs such as ST Math and Raz Kids to improve in math and reading.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0055-30100-00-5841-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N0055D1	Supplemental online programs will be one form of intervention for students with disabilities.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black/African American Youth	Improve academic Performance ELA	15%	50% at or above grade level	Grades	3 x per year
June 2021	TK-5	Black/African American Youth	Improve academic Performance Math	34%	50% at or above grade level	Grades	3 x per year

***Goal 6 Supporting Black Youth - Additional Goals**

- ✓ 1. Beginning in the Fall of 2020, Carson site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Carson will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Carson will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Carson will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
- ✓ 5. In the 2020-21 school year, Carson will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Carson is to maintain or increase the percentage of diverse educators from the current year to the following school year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Data is based on teacher reported grades for 21 Black/African American students currently in grades 1 - 5 (source: 19-20 T3 report card Math practices, algebra, Base 10, and Reading)

Of 50 reported grades combined in math, 66% were a 1 or 2, while 34% were a 3 or 4.

Of 40 reported grades combined in reading, 85% were a 1 or 2, while 15% were a 3 or 4

The data shows a very low percentage of Black/AA students receiving a grade of meets or exceeds standard on report card.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

COUNSELING SERVICES

***Students to be served by this Strategy/Activity**

Black/African American students

***Strategy/Activity - Description**

Counselor will track attendance rates and offer assistance if a pattern of absences arises.

Counselor will track referrals and academic performance of Black/AA students and offer interventions as necessary and appropriate by working with teacher and/or child and/or family.

Social Emotional learning is addressed in three ways:

1. Social emotional core curriculum (IMTSS Tier 1 strategy—all students) The curriculum used is Second Step, which teaches students to identify emotions in themselves and others, empathy, compassion, emotional regulation including steps and strategies for calming down, and problem solving. Students are active participants in the lessons through role-play, partner and group work. These lessons are taught in every classroom, every week. There are 22 lessons at each grade level.

2. Small groups (Tier 2 strategy—focused instruction for some students) These groups can be educational or supportive in nature, or both. Students with common concerns (such as anger management, forming and maintaining friendships, anxiety, etc.) come together to learn strategies for improvement and discuss commonalities. During distance learning, the focus of small groups will be more instructional than discussion based in order to maintain confidentiality. Groups will meet 20-30 minutes once per week for usually a duration of 8 weeks. Some groups may last longer.

3. Individual counseling/mediation (Tier 3 strategy for those that need extra help). Some students may benefit from individual counseling or mediation. For individual counseling, counselor utilizes motivational interviewing to focus on changes the student may want to make, goal setting, etc. If student could benefit from therapy, student is referred to Mental Health Services, an outside provider that partners with Carson to provide weekly therapy to those students who qualify/could benefit.

Mediation is also a useful tool in addressing social emotional learning at the elementary level. When conflicts arise between students and their peers, counselor facilitates mediation, teaching active listening, “I statements” and problem solving (using what students have learned about problem solving in Second Step).

Academic success is also addressed in 3 ways:

1. Study skills lessons (Tier 1--all students) Study skills lessons cover topics such as different learning styles and how best to study for each learning style, note taking, preparing for a test, asking for help when you need it, how to create a home environment conducive to learning and more. These lessons are written and presented by the counselor.
2. Periodic academic check ins for students who need help staying on track (Tier 2--some students) Counselor meets with students individually as often as every week in order to check in with them on progress, if they are using their planner to stay organized, if they are understanding the material (and if not are they asking questions), etc. Meetings are usually not longer than 10 minutes in duration.
3. SSTs to address serious academic concerns (Tier 3--few students). Counselor gathers Student Study teams and facilitates meetings to address academic progress or lack there of in students who may be at risk of falling behind. Team decides on plan of action which may involve other tier 2 and 3 interventions on the part of the counselor, such as academic check ins, individual counseling, etc.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0055-30100-00-1210-3110-0000-01000-3401	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551R	Counselor will monitor attendance, grades, and referrals for Black/AA students. Will offer interventions as necessary and appropriate.
	School Counselor				0055-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551S	Counselor will monitor attendance, grades, and referrals for Black/AA students. Will offer interventions as necessary and appropriate.
	School Counselor				0055-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551T	Counselor will monitor attendance, grades, and referrals for Black/AA students. Will offer interventions as necessary and appropriate.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Implementation

In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school. Funds were set aside specifically for childcare in 19-20.

Outcome:

According to the SPSA evaluation, parents were not utilizing childcare services.

***Major Differences**

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

School closure affected our ability to have parent training sessions for three months. This is another reason the funds were not fully utilized.

***Changes**

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

During school closure, we will continue to offer opportunities for parent engagement such as Family Friday Principal Information Sessions, STEAM night, etc. but it will be via Zoom. Once we return to school, we will continue to provide childcare for parent trainings/meetings. All staff will work collaboratively to increase parent awareness on the importance and effect of parent involvement and academic achievement.

Due to school closures, we will emphasize our focus on keeping parents well informed.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent response, "School staff are helpful to parents"	31%	50%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase parent response, "School keeps me well-informed about school activities"	36%	50%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase parent response, "School promptly responds to my phone calls, messages, or e-mails"	36%	50%	CAL - SCHLS (CSPS)

***Identified Need**

Results from the 18-19 CalSchools Parent Survey

Parent Involvement (indicators)

Statement	% Agree	% Strongly Agree	% Total
School staff are helpful to parents	52	31	83
School keeps me well-informed about school activities	49	36	85
School promptly responds to my phone calls, messages, or e-mails	53	36	89

***Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
 - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
 - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a

'special delivery' process.
 -This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
 Training for parents and other caregivers
 Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	fully functioning SSC	50%	50%	Committee Attendance

CAPACITY BUILDING THROUGH PARENT WORKSHOPS

***Families to be served by this Strategy/Activity**
 All families and students at Carson will benefit from this strategy/activity.

***Strategy/Activity - Description**
 We are funding child care costs, supplies, and light refreshments in order to facilitate the following activities:
 - The school will seek out opportunities for parent workshops through the district and community.
 - School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources
 - The school has a dedicated parent room

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00558U	Inservice supplies		\$1,000.00	\$1,000.00	0055-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Supplies and light refreshments to be provided at parent workshops
N0055D2	Other Support Prsnl PARAS Hrly		\$320.00	\$424.93	0055-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement			Childcare for parents during workshops.

FAMILY COMMUNICATION

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

The school will encourage participation through effective communication strategies:

- all site developed communications will occur in Spanish and English
- Monthly school calendar
- Automated phone calls
- Class Dojo
- Flyers
- Announcements at Family Fridays
- Verbal communication by teachers both formal and informal

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0055D3	Interprogram Svcs/Duplicating		\$450.00	\$450.00	0055-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement			Flyers, parent handbook, etc. Centralized duplicating services.
N0055D4	Interprogram Svcs/Paper		\$451.00	\$451.00	0055-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement			Paper to make copies of parent communications

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Implementation

Resources were allocated to fund the following:

- In-school Resource Teacher to support Tier 1 and Tier 2 students.
- Visiting teachers released classroom teachers for work in PLC's in order to increase academic achievement.
- District counselor

Outcomes

Gr. 3 - 18-19 CAASPP shows 25.4% met or exceeded standard

Gr. 5 - 18-19 CAASPP shows 31.7% met or exceeded standard

Overall end of year 19-20 grades in reading also showed underperformance (see spreadsheet)

*Major Differences

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

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to subs not being requested in a timely manner or visiting teachers not accepting assignments in a timely manner, or visiting teachers canceling the assignment on the morning of the professional development. This affected the actual time that teachers could participate in the PLCs.

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

School closure due to COVID-19 in Spring of 2020 created myriad changes in the way instruction was conducted, professional learning, and grade level collaborations (PLC). Overall, these changes had a negative effect on teaching and learning.

Resource teacher unable to provide as many supports as we had hoped due to lack of time and school closure. Unrealistic expectations given the amount of FTE and work that needs to be done.

***Changes**

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

Changes need to be made due to ongoing school closure for an indefinite amount of time. Student access has become the number one priority. Teaching students how to use online learning technology (e.g. learning management systems, apps) is the next priority. Similarly, teacher professional development around the effective use of technology and how to effectively teach online (new strategies) are of utmost importance. Finally, the school must come to consensus on common assessments that will allow us to monitor student progress and adjust instruction accordingly

Benchmark Advanced has become the district's adopted ELA curriculum.

Resource teacher will focus more on providing Tier 2 supports for ELs rather than both T1 and T2.

Carson will identify school-based common assessments (summative and formative). These assessments will serve as the basis for understanding the needs of students and adjusting instruction accordingly as well as monitor student progress.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting or exceeding standard	25%	35%	Grade 3 ELA Reading	annually
June 2021	5	Increase the percentage of students meeting or exceeding standard	33%	43%	Grade 5 ELA Reading	annually

***Identified Need**

As indicated by state assessment data as well as school-based assessments/grades. Students in grades 3 and 5 are underperforming in reading.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level	2.7	12	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level	TBD	TBD	CAASPP ELA	Annually
June 2021	3	Black or African American	Increase the percentage of students reading at or above grade level	TBD	TBD	CAASPP ELA	annually
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level	8	18	CAASPP ELA	annually
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level	TBD	TBD	CAASPP ELA	annually
June 2021	5	Black or African American	Increase the percentage of students reading at or above grade level	TBD	TBD	CAASPP ELA	Annually

BENCHMARK ELA/SLA (Tier 1)									
*Students to be served by this Strategy/Activity									
Students in grades 3 and 5.									
*Strategy/Activity - Description									
Teachers will attend professional development and utilize the newly adopted language arts curriculum.									
SMALL GROUP INSTRUCTION (Tier 2/3)									
*Students to be served by this Strategy/Activity									
Students in grades 3 and 5									
*Strategy/Activity - Description									
Utilizing formative and summative assessment data, teachers will implement small group instruction. Resource teacher will work with small groups of English Learners									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0055-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F00551U	Will work with small groups of students
	Inschool Resource Tchr				0055-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F00551V	Will work with small groups of students
	Inschool Resource Tchr				0055-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : F00551W	Will work with small groups of students

GRADE LEVEL COLLABORATIONS (PLC)

***Students to be served by this Strategy/Activity**

Students in grades 3 and 5

***Strategy/Activity - Description**

Visiting teachers are funded so that teachers can meet in daylong grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0055-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N0055P	Visiting teachers used to release teachers for collaborations (PLC) with goal of improved teaching and learning.
	Prof&Curriclm Dev Vist Tchr				0055-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0055D0	Visiting teachers used to release teachers for collaborations (PLC) with goal of improved teaching and learning.

PROFESSIONAL DEVELOPMENT

***Students to be served by this Strategy/Activity**

Students in grades 3 and 5

***Strategy/Activity - Description**

Teachers will attend professional development activities around online learning, Benchmark ELA/SLA program, and assessment and data practices.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0055-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N0055P	Visiting teachers may be required in order for a teacher to attend a professional development meeting.
	Prof&Curriclm Dev Vist Tchr				0055-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0055D0	Visiting teachers may be required in order for a teacher to attend a professional development meeting.

COUNSELING SERVICES (Tier 2/3)

***Students to be served by this Strategy/Activity**

Students in grades 3 and 5

***Strategy/Activity - Description**

Social Emotional learning is addressed in three ways:

1. Social emotional core curriculum (IMTSS Tier 1 strategy—all students) The curriculum used is Second Step, which teaches students to identify emotions in themselves and others, empathy, compassion, emotional regulation including steps and strategies for calming down, and problem solving. Students are active participants in the lessons through role-play, partner and group work. These lessons are taught in every classroom, every week. There are 22 lessons at each grade level.
2. Small groups (Tier 2 strategy—focused instruction for some students) These groups can be educational or supportive in nature, or both. Students with common concerns (such as anger management, forming and maintaining friendships, anxiety, etc.) come together to learn strategies for improvement and discuss commonalities. During distance learning, the focus of small groups will be more instructional than discussion based in order to maintain confidentiality. Groups will meet 20-30 minutes once per week for usually a duration of 8 weeks. Some groups may last longer.
3. Individual counseling/mediation (Tier 3 strategy for those that need extra help). Some students may benefit from individual counseling or mediation. For individual counseling, counselor utilizes motivational interviewing to focus on changes the student may want to make, goal setting, etc. If student could benefit from therapy, student is referred to Mental Health Services, an outside provider that collaborates with Carson to provide weekly therapy to those students who qualify/could benefit. Mediation is also a useful tool in addressing social emotional learning at the elementary level. When conflicts arise between students and their peers, counselor facilitates mediation, teaching active listening, “I statements” and problem solving (using what students have learned about problem solving in Second Step)

Academic success is also addressed in 3 ways:

1. Study skills lessons (Tier 1--all students) Study skills lessons cover topics such as different learning styles and how best to study for each learning style, note taking, preparing for a test, asking for help when you need it, how to create a home environment conducive to learning and more. These lessons are written and presented by the counselor.
2. Periodic academic check ins for students who need help staying on track (Tier 2--some students) Counselor meets with students individually as often as every week in order to check in with them on progress, if they are using their planner to stay organized, if they are understanding the material (and if not are they asking questions), etc. Meetings are usually not longer than 10 minutes in duration.
3. SSTs to address serious academic concerns (Tier 3--few students). Counselor gathers Student Study teams and facilitates meetings to address academic progress or lack thereof in students who may be at risk of falling behind. Team decides on plan of action which may involve other tier 2 and 3 interventions on the part of the counselor, such as academic check ins, individual counseling, etc.

Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0055-30100-00-1210-3110-0000-01000-3401	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551R	Counselor will give classroom lessons using Second Step as well as work with small groups of students on specific topics to address social emotional growth and academic success/study skills
	School Counselor				0055-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551S	Counselor will give classroom lessons using Second Step as well as work with small groups of students on specific topics to address social emotional growth and academic success/study skills
	School Counselor				0055-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00551T	Counselor will give classroom lessons using Second Step as well as work with small groups of students on specific topics to address social emotional growth and academic success/study skills

ASSESSMENT

*Students to be served by this Strategy/Activity

Students in grades 3 and 5

*Strategy/Activity - Description

Carson will identify school-based common assessments (summative and formative). These assessments will serve as the basis for understanding the needs of students and adjusting instruction accordingly as well as monitor student progress.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

Through inquiry and dialogue, STEAM becomes an interdisciplinary approach to learning where students engage in identifying real world problems as they ask questions and consider multiple perspectives.

Students use the disciplines as a tool to problem-see and problem-solve.

Students empathize, inquire, develop innovative solutions through design thinking, and draw on their creativity to communicate their ideas and effect change.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. To foster a culture of STEAM, the Carson staff will: use common language as adults to model for students including empathy-driven, human-centered, interdisciplinary, inquiring, phenomena, design thinking; students will be provided with physical spaces that allow students to be creative and innovative within the school; students will be provided with materials that spark their imaginations and encourage inquiry. In addition, teachers engage in professional development and preparation of STEAM. Our teachers have all participated in workshops or conferences around technology, science, math and inquiry. We have worked closely with COTA to help integrate art in our STEAM units and we use and teach the design cycle. We also have living, working maker spaces and design spaces where students come with their teacher or Professional in Residence and are given the opportunity to create or to work on engineering projects, garden, computer programming, and art, which includes video production, sewing and graphic design. Each grade level has created STEAM units that integrate NGSS content with engineering and art integration. We teach these units as a regular part of our curriculum. It is not something aside, extra or what we do when we have time.

2. To build capacity, the Carson staff will collaborate to share their learning, experiences and knowledge. Materials will be available in the Instructional Resource Room to provide teachers with resources. Time will be allotted at PLC meetings to share information. Teachers continually refine STEAM units in grade levels to develop units that sustain the STEAM empathy focus. Regular staff check ins with successes and challenges to share ideas and enhance student learning and engagement.

3. Teachers will enter a minimum of four hours of STEAM lessons into their weekly plans. Lessons will be discussed at PLC meeting to support teachers and to allow them to expand their ideas. Periodic STEAM PD, maintenance/organization/supplies of STEAM rooms. Consult with other STEAM schools to see how they have maintained STEAM once their grants ran out.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. *How will you integrate the priorities and strategies you outlined in your SPSA?*

At the moment, my first priority is still getting to know my staff since I am new to the school. Doing so in, the virtual environment will take more time. My initial gut feeling is that in order to integrate the priorities and strategies we must work on establishing sound, school-wide data and assessment practices followed by appropriate instructional planning and teaching practices.

2. *What specific leadership actions will you take to meet or exceed your SPSA goals?*

We will conduct an assessment inventory and use that to assist us in putting together an assessment plan.

3. -----ONLINE LEARNING: -----

Equitable learning conditions particularly during online learning are dependent up on good communication, consistency, and awareness.

GOOD COMMUNICATION:

The most important factor regardless of circumstances is having good communication with families. During the pandemic, we quickly moved to having ALL parents on Class Dojo because this app provides us with the opportunity to communicate with families very quickly and easily. Families are able to message us privately and we make it a point to answer them within 24 hours although in reality, we always answer much more quickly. Office staff are present at school during the day answering phones, emails, and walk-ins. We are calling parents of students who are absent on a daily basis. Teachers communicate with families consistently and ask for assistance when necessary. Depending upon the situation, assistance is provided by either the counselor, nurse or principal. In general, the issues have been technology related and we are able to assist quickly when parents reach out to us.

CONSISTENCY:

Another important factor in setting up our families for success is consistency. Teachers have agreed on a school wide lunchtime as well as school wide flex time. Additionally, teachers have established consistent routines and schedules to facilitate student participation. All attempts will be made to have daily schedules with minimal interruptions or changes. The use of Clever as a single sign on is extremely useful as well as limiting the learning platforms to Google Classroom and Seesaw. Teachers are reminded to keep the platform simple and clean in order to minimize confusion.

AWARENESS:

Given that students are not physically present each day, makes it very important to be especially observant of our students learning environment and any barriers that may be impeding progress. Teachers must be aware and communicate with principal, counselor, nurse as necessary in order for the school to offer support quickly and efficiently.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Carson Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 133,301.82

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 262,957.83

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$59,565.39
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$59,565.39

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$70,090.62
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 70,090.62

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$262,957.83

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Carson Elementary	09800 LCFF Intervention Support	Health Technician	2236	Health Prsnl PARAS		\$ -		
		Health Technician	3000			\$ -		
		Inschool Resource Tchr	1109	Pull/Out Push In	0.1000	\$ 9,508.70		
		Inschool Resource Tchr	3000			\$ 4,494.62		
		School Counselor	1210	Counselor	0.4000	\$ 34,828.80		
		School Counselor	3000			\$ 15,388.58		
			1162	Short Term Leave Visiting Tchr		\$ -		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 1,800.00		
			1262	Nurse/Counslr/Psychologist Sub		\$ -		
			1986	Retired NonClstrm Tchr Hrly		\$ 3,000.00		
			2451	Clerical OTBS Hrly		\$ -		
			3000			\$ 1,069.92		
			4301	Supplies		\$ -		
			5733	Interprogram Svcs/Paper		\$ -		
		09800 LCFF Intervention Support Total					0.5000	\$ 70,090.62
		30100 Title I Basic Program	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	0.5000	\$ 47,543.50
				Inschool Resource Tchr	3000			\$ 22,473.08
				School Counselor	1210	Counselor	0.3000	\$ 26,121.60
				School Counselor	3000			\$ 11,541.42
					1262	Nurse/Counslr/Psychologist Sub		\$ 100.00
	3000					\$ 22.29		
	4301			Supplies		\$ -		
	4304			Inservice supplies		\$ -		
	5738			Interprogram Svcs/VAPA		\$ 17,668.00		
	5841			Software License		\$ 5,506.00		
30100 Title I Basic Program Total					0.8000	\$ 130,975.89		
30103 Title I Parent Involvement	30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		\$ 320.00		
			2282	Other Support Prsnl OTBS Hrly		\$ -		
			2955	Other Nonclstrm PARAS Hrly		\$ -		
			3000			\$ 104.93		
			4301	Supplies		\$ -		
			4304	Inservice supplies		\$ 1,000.00		
			5721	Interprogram Svcs/Duplicating		\$ 450.00		
	5733	Interprogram Svcs/Paper		\$ 451.00				
30103 Title I Parent Involvement Total						\$ 2,325.93		
30106 Title I Supplmnt Prog Imprvmnt	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109	Pull/Out Push In	0.2000	\$ 19,017.40		
		Inschool Resource Tchr	3000			\$ 8,989.24		
		Library Asst	2231	Other Support Prsnl PARAS	0.2250	\$ 6,504.30		
		Library Asst	3000			\$ 7,927.70		
		School Counselor	1210	Counselor	0.1000	\$ 8,707.20		
		School Counselor	3000			\$ 3,847.12		
			1162	Short Term Leave Visiting Tchr		\$ -		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 3,739.00		
			1262	Nurse/Counslr/Psychologist Sub		\$ -		
			3000			\$ 833.43		
	4304	Inservice supplies		\$ -				
30106 Title I Supplmnt Prog Imprvmnt Total					0.5250	\$ 59,565.39		
Grand Total					1.8250	\$ 262,957.83		

APPENDIX B

PARENT & FAMILY ENGAGEMENT 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

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

CARSON ELEMENTARY
SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Carson Elementary distributes to parents and family members a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

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

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- Teachers and staff improve their practice, assessment, and instructional techniques by engaging in regular professional development in the content areas.
- Teachers formally collaborate by grade level on a regular basis to examine student progress and plan instruction based on student needs.
- Standards Based Report Cards - November 2020, March 2021 and July 2021.
- Back To School Night – October
- Spring Open House – May
- Parent Notification of child's SBAC (Gr. 3-5) and ELPAC (English Learners Gr. K-5) scores
- Parents have access to teachers each school day before and after school.

- Teachers share emails with parents, send home a welcome letter at onset of school year and when children newly enroll.
- Volunteer Opportunities for Parents
- Monthly Family Fridays
- Academic recognition events (monthly, trimester, end of year)
- IEP/SST meetings
- Principal meets with families of new enrollees
- 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.
- Formal Parent-Teacher conferences are scheduled for November 16-20 and March 29-April 2.
- 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.
- Carson staff members are available to parents and community throughout the day. Office staff can assist parents/community members from 7:15am to 3:00 pm Monday through Friday. Carson Administration is also available at these times or by appointment. Teachers are available 7:30am-7:45am and 2:15 –2:30pm daily. All parents and community members are invited to make an appointment with Carson teachers if other times are needed.
- 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.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- During Back to School Night and at Parent Conferences
- Principal addresses standards and state assessments at least once per year at Family Friday
- Parent Class focused on understanding standards and state assessments (ELPAC and SBAC) at least once per year
- ELAC meetings
- School Site Council

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- Principal addresses standards and state assessments at least once per year at Family Friday
- Parent Class focused on understanding standards and state assessments at least once per year
- ELAC meetings
- School Site Council
- Monthly newsletters focused on strategies for parents to help children succeed in school.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- Professional development on the topic of maintaining good communication and relationships with families as well as understanding the specific needs of our community.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- School Site Council
- ELAC meetings
- Family Fridays
- Academic recognition assemblies
- Family Nights (e.g. Arts or Science Night)

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- Informational flyers and phone calls are sent home in English and Spanish
- All office personnel speak English and Spanish as well as many of other certificated personnel.
- Monthly newsletter and calendar are in English and Spanish.
- Translators are brought in for Family Friday, School Site Council, ELAC meetings, IEP's, and any other times as necessary and appropriate.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- Yearly ELAC parent survey
- School Site Council

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- Informational flyers and phone calls are sent home in English and Spanish
- All office personnel speak English and Spanish as well as the majority of other certificated personnel.
- Monthly newsletter and calendar are in English and Spanish.
- Translators are brought in for Family Friday, School Site Council, ELAC meetings, IEP's, and any other times as necessary and appropriate.

This Compact was adopted by Carson Elementary on August 21, 2020, and will be in effect for the period of 2020-2021

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1, 2020.

Eileen Moreno



August 21, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

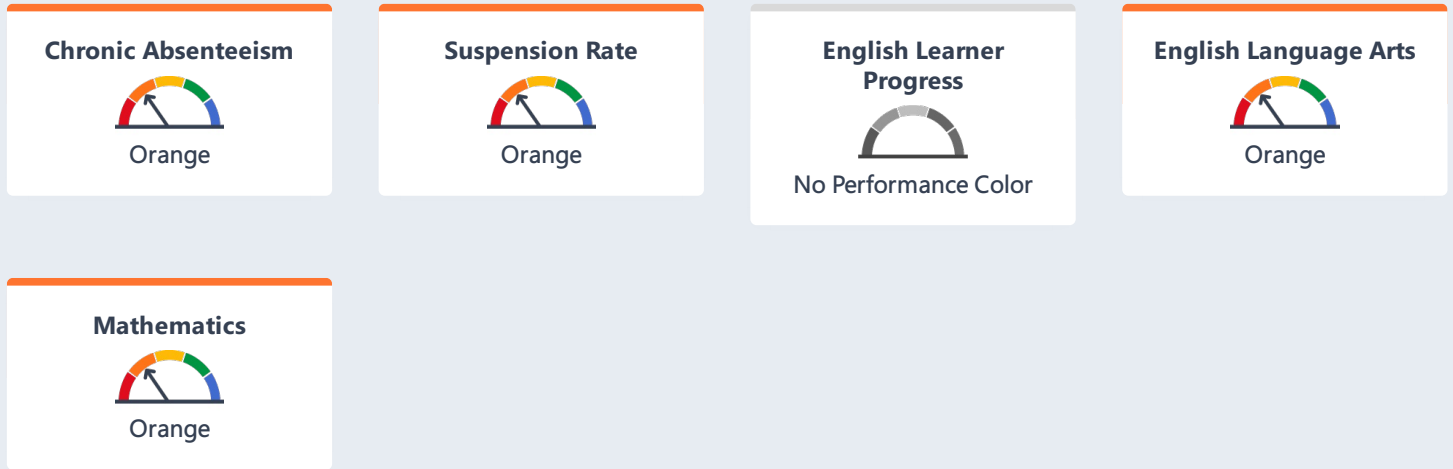
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Carson Elementary

Explore the performance of Carson Elementary under California's Accountability System.

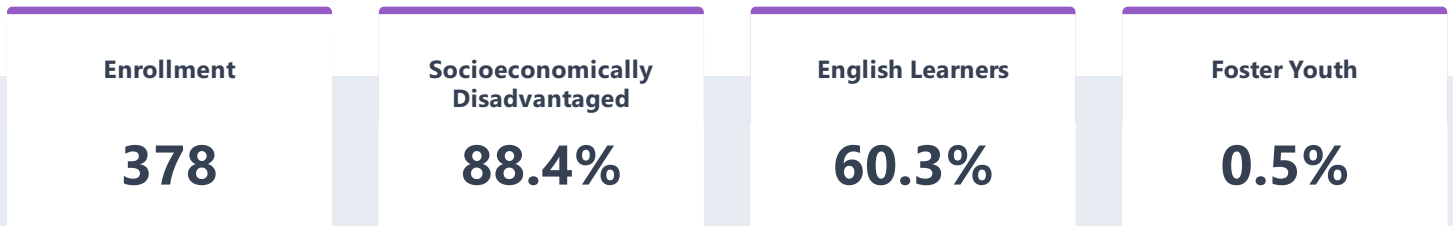


School Details

NAME Carson Elementary	ADDRESS 6905 Kramer Street San Diego, CA 92111-7021	WEBSITE N/A	GRADES SERVED K-5
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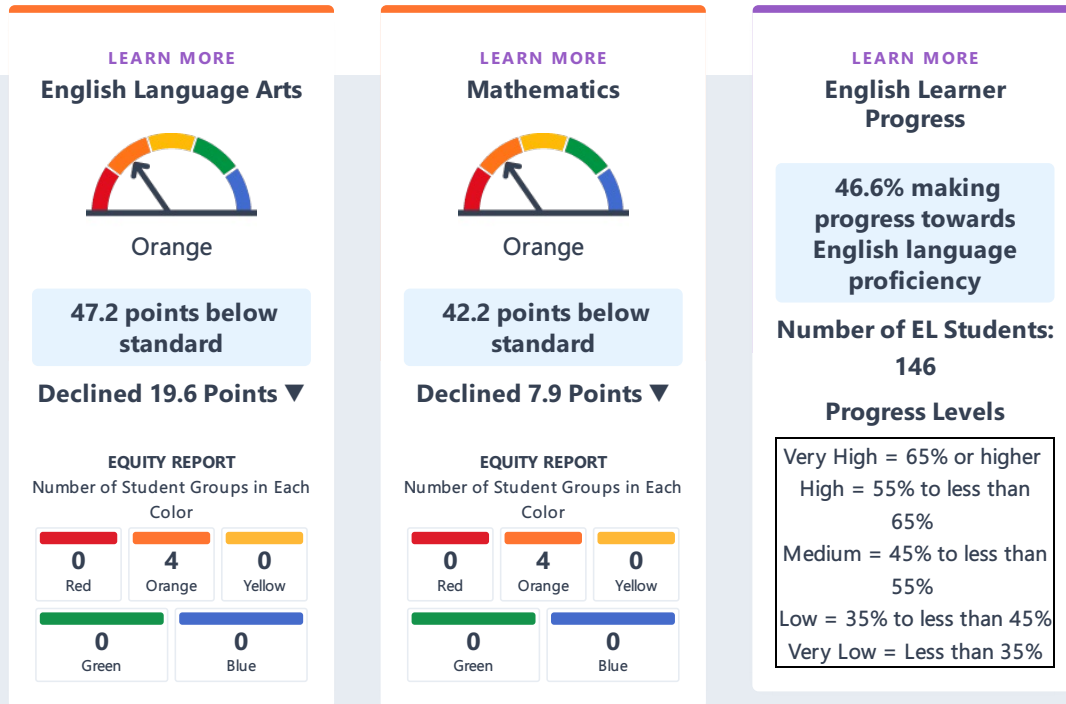
Student Population

Explore information about this school's student population.



Academic Performance

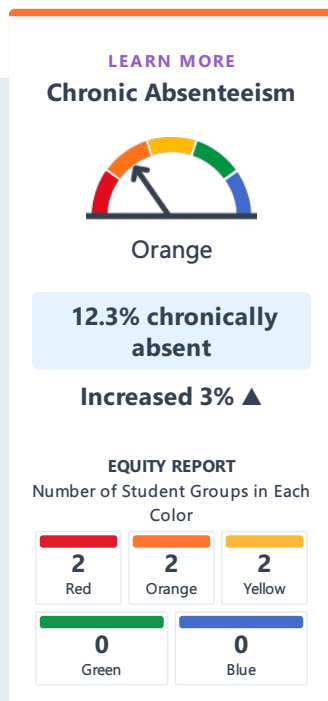
View Student Assessment Results and other aspects of school performance.



CARSON ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Orange

3.5% suspended at least once

Increased 1% ▲

EQUITY REPORT
Number of Student Groups in Each Color

2 Red	3 Orange	1 Yellow
1 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students



Orange

47.2 points below standard

Dedined 19.6 Points ▼

Number of Students: 167

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Foster Youth

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

41.5 points below standard

Declined 37.5 Points ▼

Number of Students: 32

Filipino



No Performance Color

32.3 points below standard

No Data

Number of Students: 13

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

120.3 points below standard

Declined 8.9 Points ▼

Number of Students: 25

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



Orange

55.5 points below standard

Declined 27.1 Points ▼

Number of Students: 128

Hispanic



Orange

55.1 points below standard

Declined 19.9 Points ▼

Number of Students: 107

Homeless



Orange

24.5 points below standard

Declined 4.3 Points ▼

Number of Students: 31

Socioeconomically Disadvantaged



Orange

53.2 points below standard

Declined 26.7 Points ▼

Number of Students: 151

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 23.7 points below standard

27.6 points below standard

47.2 points below standard

English Language Arts Data Comparisons: English Learners

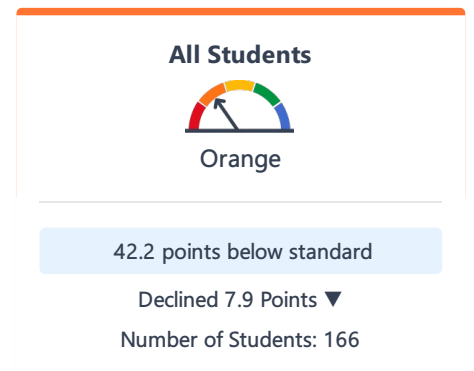
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
88.6 points below standard	7.8 points above standard	23.9 points below standard
Declined 16.3 Points ▼	Declined 13.4 Points ▼	Maintained 0.8 Points
Number of Students: 84	Number of Students: 44	Number of Students: 36

Mathematics

All Students







Explore 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.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>English Learners</p> <p>Hispanic</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>No Students</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p>



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

21.4 points below standard

Declined 21.7 Points ▼

Number of Students: 32

Filipino



No Performance Color

28.4 points below standard

No Data

Number of Students: 13

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

128.3 points below standard

Declined 3.8 Points ▼

Number of Students: 25

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



Orange

45.8 points below standard

Declined 14.6 Points ▼

Number of Students: 127

Hispanic



Orange

53.2 points below standard

Declined 8.5 Points ▼

Number of Students: 106

Homeless



Orange

25.5 points below standard

Maintained -2.8 Points

Number of Students: 30

Socioeconomically Disadvantaged



Orange

48.6 points below standard

Declined 15.6 Points ▼

Number of Students: 150

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	19.5 points below standard	34.3 points below standard	42.2 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
71.2 points below standard	2.1 points above standard	34.7 points below standard
Declined 4.8 Points ▼	Declined 3.2 Points ▼	Increased 5.3 Points ▲
Number of Students: 83	Number of Students: 44	Number of Students: 36

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

46.6% making progress towards English language proficiency

Number of EL Students: 146

Performance Level
Medium

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

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.

ELs Who Decreased at Least One ELPI Level	20.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	32.8%
ELs who Maintained ELPI Level 4	0.6%
ELs Who Progressed at Least One ELPI Level	45.8%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students



Orange

12.3% chronically absent

Increased 3% ▲

Number of Students: 405

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Hispanic

Socioeconomically Disadvantaged



Orange

English Learners

Homeless



Yellow

Asian

Students with Disabilities



Green

No Students



Blue

No Students



No Performance Color

American Indian

African American

Filipino

Foster Youth

Pacific Islander

Two or More Races

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American



No Performance Color

15.4% chronically absent

Declined 4.6% ▼

Number of Students: 13

Filipino



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 26

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

10.3% chronically absent

Declined 0.9% ▼

Number of Students: 39

White



No Performance Color

24.2% chronically absent

Declined 6.2% ▼

Number of Students: 33

Hispanic



Red

13.9% chronically absent

Increased 4.3% ▲

Number of Students: 237

Socioeconomically Disadvantaged



Red

12.8% chronically absent

Increased 4.4% ▲

Number of Students: 360

English Learners



Orange

8.7% chronically absent

Increased 3.2% ▲

Number of Students: 241

Homeless



Orange

15.2% chronically absent

Increased 7.6% ▲

Number of Students: 46

Asian



Yellow

3.6% chronically absent

Increased 2.1% ▲

Number of Students: 56

Students with Disabilities



Yellow

16.7% chronically absent

Declined 6.4% ▼

Number of Students: 54

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students



Orange

3.5% suspended at least once

Increased 1% ▲

Number of Students: 426

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

Hispanic
Homeless



Orange

Asian
English Learners
Socioeconomically Disadvantaged



Yellow

Students with Disabilities



Green

White



Blue

No Students



No Performance Color

African American
Filipino
Foster Youth
Two or More Races
Pacific Islander



African American



No Performance Color

0% suspended at least once

Declined 12.5% ▼

Number of Students: 14

Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 27

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

4.4% suspended at least once

Increased 1% ▲

Number of Students: 45

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



Red

4.5% suspended at least once

Increased 2.6% ▲

Number of Students: 247

Homeless



Red

10.2% suspended at least once

Increased 7.3% ▲

Number of Students: 49

Asian



Orange

1.7% suspended at least once

Increased 0.3% ▲

Number of Students: 58

English Learners



Orange

3.5% suspended at least once

Increased 2% ▲

Number of Students: 254

Socioeconomically Disadvantaged



Orange

4% suspended at least once

Increased 1.9% ▲

Number of Students: 376

Students with Disabilities



Yellow

5.5% suspended at least once

Declined 3.8% ▼

Number of Students: 55

White



Green

2.9% suspended at least once

Declined 3.7% ▼

Number of Students: 34



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	236	36.9	214	45.8	197	41.1	168	38.1	179	30.2	-6.7	-7.9	241	34.4	221	43.9	200	41.0	169	33.1	181	31.5	-2.9	-1.6
Female	122	42.6	105	51.4	96	44.8	77	40.3	88	35.2	-7.4	-5.1	125	33.6	110	44.5	96	42.7	78	30.8	89	25.8	-7.8	-5.0
Male	114	30.7	109	40.4	101	37.6	91	36.3	91	25.3	-5.4	-11.0	116	35.3	111	43.2	104	39.4	91	35.2	92	37.0	1.7	1.8
African American	7	-	4	-	9	-	8	-	5	-	-	-	7	-	4	-	8	-	8	-	5	-	-	-
Asian**	4	-	8	-	6	-	4	-	30	30.0	-	-	4	-	11	63.6	6	-	4	-	30	43.3	-	-
Filipino	6	-	8	-	7	-	8	-	13	30.8	-	-	6	-	8	-	7	-	9	-	13	38.5	-	-
Hispanic	166	31.3	148	39.9	132	38.6	115	33.0	120	29.2	-2.1	-3.8	168	28.0	149	35.6	136	37.5	112	28.6	121	27.3	-0.7	-1.3
Indochinese**	30	53.3	22	63.6	23	43.5	22	54.5	-	-	-	-	30	63.3	23	69.6	23	52.2	23	52.2	-	-	-	-
Native American	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	13	46.2	14	42.9	7	-	7	-	7	-	-	-	15	26.7	14	64.3	7	-	8	-	7	-	-	-
Multiracial	8	-	9	-	12	75.0	4	-	4	-	-	-	9	-	11	36.4	12	58.3	5	-	5	-	-	-
English Learner	119	24.4	93	23.7	74	14.9	64	14.1	91	11.0	-13.4	-3.1	123	22.0	100	34.0	78	21.8	65	20.0	93	17.2	-4.8	-2.8
English-Speaking	117	49.6	121	62.8	122	57.4	102	53.9	88	50.0	0.4	-3.9	118	47.5	121	52.1	121	53.7	102	42.2	88	46.6	-0.9	4.4
Reclassified†	72	54.2	66	71.2	73	63.0	55	61.8	46	56.5	2.3	-5.3	72	55.6	66	51.5	73	60.3	55	52.7	46	50.0	-5.6	-2.7
Initially Eng. Speaking	45	42.2	55	52.7	49	49.0	47	44.7	42	42.9	0.7	-1.8	46	34.8	55	52.7	48	43.8	47	29.8	42	42.9	8.1	13.1
Econ. Disadv.*	236	36.9	198	44.4	183	41.5	156	36.5	162	27.8	-9.1	-8.7	241	34.4	202	44.6	185	41.1	156	33.3	163	28.2	-6.2	-5.1
Non-Econ. Disadv.	0	-	16	62.5	14	35.7	12	58.3	17	52.9	-	-5.4	0	-	19	36.8	15	40.0	13	30.8	18	61.1	-	30.3
Gifted	65	60.0	55	61.8	46	69.6	28	67.9	23	73.9	13.9	6.0	65	60.0	55	69.1	46	73.9	28	64.3	23	69.6	9.6	5.3
Not Gifted	171	28.1	159	40.3	151	32.5	140	32.1	156	23.7	-4.4	-8.4	176	25.0	166	35.5	154	31.2	141	27.0	158	25.9	0.9	-1.1
With Disabilities	39	2.6	27	7.4	27	3.7	17	5.9	24	8.3	5.7	2.4	39	10.3	27	3.7	27	7.4	16	6.3	24	8.3	-2.0	2.0
WO Disabilities	197	43.7	187	51.3	170	47.1	151	41.7	155	33.5	-10.2	-8.2	202	39.1	194	49.5	173	46.2	153	35.9	157	35.0	-4.1	-0.9
Homeless	42	40.5	41	43.9	37	40.5	43	32.6	33	36.4	-4.1	3.8	45	33.3	41	39.0	37	35.1	41	34.1	34	35.3	2.0	1.2
Foster	1	-	0	-	0	-	3	-	1	-	-	-	1	-	0	-	0	-	2	-	1	-	-	-
Military	3	-	4	-	6	-	5	-	9	-	-	-	3	-	4	-	7	-	5	-	9	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	74	39.2	64	56.3	61	44.3	47	27.7	67	25.4	-13.8	-2.3	77	44.2	68	60.3	62	46.8	45	40.0	68	36.8	-7.4	-3.2
Female	37	45.9	29	58.6	31	48.4	17	29.4	31	22.6	-23.3	-6.8	39	41.0	32	59.4	31	45.2	16	31.3	31	32.3	-8.7	1.0
Male	37	32.4	35	54.3	30	40.0	30	26.7	36	27.8	-4.6	1.1	38	47.4	36	61.1	31	48.4	29	44.8	37	40.5	-6.9	-4.3
African American	3	-	2	-	2	-	2	-	2	-	-	-	3	-	2	-	1	-	2	-	2	-	-	-
Asian**	2	-	3	-	1	-	1	-	11	9.1	-	-	2	-	4	-	1	-	1	-	11	45.5	-	-
Filipino	2	-	3	-	3	-	3	-	5	-	-	-	2	-	3	-	3	-	3	-	5	-	-	-
Hispanic	52	32.7	42	45.2	41	48.8	33	15.2	46	30.4	-2.3	15.2	53	37.7	43	51.2	43	46.5	29	27.6	47	31.9	-5.8	4.3
Indochinese**	6	-	6	-	11	18.2	5	-	-	-	-	-	6	-	7	-	11	36.4	6	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	4	-	7	-	0	-	2	-	2	-	-	-	5	-	7	-	0	-	3	-	2	-	-	-
Multiracial	5	-	1	-	3	-	1	-	1	-	-	-	6	-	2	-	3	-	1	-	1	-	-	-
English Learner	53	28.3	32	46.9	36	25.0	29	13.8	37	2.7	-25.6	-11.1	55	32.7	36	58.3	38	34.2	27	29.6	38	18.4	-14.3	-11.2
English-Speaking	21	66.7	32	65.6	25	72.0	17	52.9	30	53.3	-13.4	0.4	22	72.7	32	62.5	24	66.7	17	58.8	30	60.0	-12.7	1.2
Reclassified†	8	-	7	-	13	84.6	7	-	13	53.8	-	-	8	-	7	-	13	76.9	7	-	13	61.5	-	-
Initially Eng. Speaking	13	53.8	25	60.0	12	58.3	10	40.0	17	52.9	-0.9	12.9	14	57.1	25	60.0	11	54.5	10	50.0	17	58.8	1.7	8.8
Econ. Disadv.*	74	39.2	60	56.7	56	46.4	44	25.0	60	23.3	-15.9	-1.7	77	44.2	63	60.3	56	48.2	42	38.1	61	31.1	-13.1	-7.0
Non-Econ. Disadv.	0	-	4	-	5	-	3	-	7	-	-	-	0	-	5	-	6	-	3	-	7	-	-	-
Gifted	19	63.2	16	68.8	13	76.9	2	-	8	-	-	-	19	73.7	16	68.8	13	84.6	2	-	8	-	-	-
Not Gifted	55	30.9	48	52.1	48	35.4	45	26.7	59	20.3	-10.6	-6.4	58	34.5	52	57.7	49	36.7	43	39.5	60	30.0	-4.5	-9.5
With Disabilities	10	0.0	27	7.4	10	10.0	6	-	8	-	-	-	10	10.0	3	-	10	10.0	5	-	8	-	-	-
WO Disabilities	64	45.3	61	59.0	51	51.0	41	29.3	59	27.1	-18.2	-2.2	67	49.3	65	63.1	52	53.8	40	42.5	60	40.0	-9.3	-2.5
Homeless	11	36.4	15	46.7	16	50.0	12	25.0	8	-	-	-	13	30.8	16	43.8	16	43.8	10	40.0	9	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	1	-	2	-	5	-	-	-	2	-	1	-	2	-	2	-	5	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	78	37.2	76	28.9	59	47.5	61	36.1	51	33.3	-3.9	-2.8	78	35.9	78	37.2	60	36.7	64	26.6	50	36.0	0.1	9.4
Female	39	46.2	38	34.2	25	52.0	32	37.5	22	50.0	3.8	12.5	39	41.0	40	45.0	25	40.0	33	24.2	22	31.8	-9.2	7.6
Male	39	28.2	38	23.7	34	44.1	29	34.5	29	20.7	-7.5	-13.8	39	30.8	38	28.9	35	34.3	31	29.0	28	39.3	8.5	10.3
African American	3	-	1	-	4	-	1	-	2	-	-	-	3	-	1	-	4	-	1	-	2	-	-	-
Asian**	1	-	3	-	3	-	1	-	7	-	-	-	1	-	5	-	3	-	1	-	7	-	-	-
Filipino	3	-	2	-	2	-	3	-	3	-	-	-	3	-	2	-	2	-	4	-	3	-	-	-
Hispanic	51	29.4	52	25.0	38	39.5	43	37.2	34	20.6	-8.8	-16.6	51	31.4	52	28.8	39	33.3	44	27.3	33	18.2	-13.2	-9.1
Indochinese**	12	58.3	6	-	6	-	11	36.4	-	-	-	-	12	66.7	6	-	6	-	11	27.3	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	5	-	4	-	3	-	1	-	4	-	-	-	5	-	4	-	3	-	1	-	4	-	-	-
Multiracial	2	-	8	-	3	-	1	-	1	-	-	-	2	-	8	-	3	-	2	-	1	-	-	-
English Learner	44	29.5	45	8.9	16	6.3	26	19.2	29	24.1	-5.4	4.9	44	20.5	47	23.4	17	0.0	28	17.9	28	28.6	8.1	10.7
English-Speaking	34	47.1	31	58.1	42	64.3	35	48.6	22	45.5	-1.6	-3.1	34	55.9	31	58.1	42	52.4	36	33.3	22	45.5	-10.4	12.2
Reclassified†	18	61.1	15	80.0	21	81.0	21	52.4	9	-	-	-	18	83.3	15	66.7	21	71.4	21	47.6	9	-	-	-
Initially Eng. Speaking	16	31.3	16	37.5	21	47.6	14	42.9	13	46.2	14.9	3.3	16	25.0	16	50.0	21	33.3	15	13.3	13	46.2	21.2	32.9
Econ. Disadv.*	78	37.2	70	25.7	58	48.3	56	37.5	45	26.7	-10.5	-10.8	78	35.9	70	40.0	59	37.3	58	27.6	44	31.8	-4.1	4.2
Non-Econ. Disadv.	0	-	6	-	14	35.7	5	-	6	-	-	-	0	-	8	-	15	40.0	6	-	6	-	-	-
Gifted	17	64.7	20	50.0	14	71.4	11	72.7	3	-	-	-	17	70.6	20	75.0	14	64.3	11	72.7	3	-	-	-
Not Gifted	61	29.5	56	21.4	45	40.0	50	28.0	48	29.2	-0.3	1.2	61	26.2	58	24.1	46	28.3	53	17.0	47	34.0	7.8	17.0
With Disabilities	13	7.7	27	7.4	27	3.7	7	-	6	-	-	-	13	15.4	11	0.0	27	7.4	8	-	6	-	-	-
WO Disabilities	65	43.1	65	33.8	54	51.9	54	40.7	45	35.6	-7.5	-5.1	65	40.0	67	43.3	55	40.0	56	30.4	44	38.6	-1.4	8.2
Homeless	17	41.2	11	27.3	13	53.8	14	35.7	11	18.2	-23.0	-17.5	17	29.4	11	18.2	13	30.8	14	35.7	10	30.0	0.6	-5.7
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	1	-	3	-	-	-	0	-	2	-	2	-	1	-	3	-	-	-

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

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2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	84	34.5	74	54.1	77	33.8	60	48.3	61	32.8	-1.7	-15.5	86	24.4	75	36.0	78	39.7	60	35.0	63	22.2	-2.2	-12.8
Female	46	37.0	38	63.2	40	37.5	28	50.0	35	37.1	0.1	-12.9	47	21.3	38	31.6	40	42.5	29	37.9	36	16.7	-4.6	-21.2
Male	38	31.6	36	44.4	37	29.7	32	46.9	26	26.9	-4.7	-20.0	39	28.2	37	40.5	38	36.8	31	32.3	27	29.6	1.4	-2.7
African American	1	-	1	-	3	-	5	-	1	-	-	-	1	-	1	-	3	-	5	-	1	-	-	-
Asian**	1	-	2	-	2	-	2	-	12	25.0	-	-	1	-	2	-	2	-	2	-	12	8.3	-	-
Filipino	1	-	3	-	2	-	2	-	5	-	-	-	1	-	3	-	2	-	2	-	5	-	-	-
Hispanic	63	31.7	54	50.0	53	30.2	39	43.6	40	35.0	3.3	-8.6	64	17.2	54	29.6	54	33.3	39	30.8	41	29.3	12.1	-1.5
Indochinese**	12	41.7	10	60.0	6	-	6	-	-	-	-	-	12	58.3	10	60.0	6	-	6	-	-	-	-	-
Native American	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	4	-	3	-	4	-	4	-	1	-	-	-	5	-	3	-	4	-	4	-	1	-	-	-
Multiracial	1	-	0	-	6	-	2	-	2	-	-	-	1	-	1	-	6	-	2	-	3	-	-	-
English Learner	22	4.5	16	18.8	22	4.5	9	-	25	8.0	3.5	-	24	0.0	17	11.8	23	17.4	10	0.0	27	3.7	3.7	3.7
English-Speaking	62	45.2	58	63.8	55	45.5	50	58.0	36	50.0	4.8	-8.0	62	33.9	58	43.1	55	49.1	49	42.9	36	36.1	2.2	-6.8
Reclassified†	46	45.7	44	65.9	39	46.2	27	66.7	24	62.5	16.8	-4.2	46	37.0	44	43.2	39	48.7	27	51.9	24	45.8	8.8	-6.1
Initially Eng. Speaking	16	43.8	14	57.1	16	43.8	23	47.8	12	25.0	-18.8	-22.8	16	25.0	14	42.9	16	50.0	22	31.8	12	16.7	-8.3	-15.1
Econ. Disadv.*	84	34.5	68	52.9	69	31.9	56	44.6	57	33.3	-1.2	-11.3	86	24.4	69	34.8	70	38.6	56	35.7	58	22.4	-2.0	-13.3
Non-Econ. Disadv.	0	-	6	-	8	-	4	-	4	-	-	-	0	-	6	-	8	-	4	-	5	-	-	-
Gifted	29	55.2	19	68.4	19	63.2	15	66.7	12	75.0	19.8	8.3	29	44.8	19	63.2	19	73.7	15	60.0	12	58.3	13.5	-1.7
Not Gifted	55	23.6	55	49.1	58	24.1	45	42.2	49	22.4	-1.2	-19.8	57	14.0	56	26.8	59	28.8	45	26.7	51	13.7	-0.3	-13.0
With Disabilities	16	0.0	13	15.4	27	3.7	4	-	10	0.0	0.0	-	16	6.3	13	7.7	12	8.3	3	-	10	0.0	-6.3	-
WO Disabilities	68	42.6	61	62.3	65	40.0	56	51.8	51	39.2	-3.4	-12.6	70	28.6	62	41.9	66	45.5	57	36.8	53	26.4	-2.2	-10.4
Homeless	14	42.9	15	53.3	37	40.5	17	35.3	14	50.0	7.1	14.7	15	40.0	14	50.0	8	-	17	29.4	15	26.7	-13.3	-2.7
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	0	-	2	-	1	-	-	-	1	-	1	-	3	-	2	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
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 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

The District Counselor is working with teachers and students, staff and parents to decrease chronic absenteeism and suspension rates using the Second Steps

Program. The DC also works with small groups of students. The DC **SCHOOL NAME: CARSON ELEMENTARY**

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

Carson has a full-time district counselor who supports the social and emotional well-being of the students. This will allow students to maximize their learning time and academic progress in class. The counselor will work collaboratively with students, parents and staff to implement strategies that will decrease chronic absenteeism and suspension rates.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512323	0.30000	\$35,835.12	30100-1210	[no data]	The District Counselor is working with teachers and students, staff and parents to decrease chronic absenteeism and suspension rates using the Second Steps Program. The DC also works with		Continue full-time counselor

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					small groups of students. The DC		
School Counselor - NEW POSN, SBB2512323	0.10000	\$11,945.03	30106-1210	[no data]			

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

The In-School Resource Teacher (IRT) will continue to support and collaborate with classroom teachers to affect teacher effectiveness. The IRT will assist classroom teachers in planning and implementing differentiated instruction and with supports for struggling students in Tier 1 instruction. The IRT will continue to support professional development (plan, organize and facilitate) in both ELA and Math. The IRT will work directly with community partners, students and families to enhance the school program to increase family engagement which will positively affect attendance, school culture and academic progress.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
In-school Resource Teacher – Cristina Cordova	0.40000	\$60,030.62	30100-1109	Support closing the achievement gap.	The IRT has been supporting and collaborating with classroom teachers.	The IRT has not provided professional development. IRT position needs to be more than half time to provide the supports needed, as well as professional development.	Add days to IRT position

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Funds are allocated to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time help close the achievement gap and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies		\$4,835.00	30106-4304	[no data]			
Supplies	--	--	30100-4301	Funds are allocated to purchase instructional supplies.	Students have adequate supplies.		Continue providing adequate supplies.

Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

All students will have access to the library at least once each week with support from the library technician. Books will be available for check-out to all students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Estes, Gayle	0.22500	\$13,497.82	30106-2231	Support closing the achievement gap.	Students have weekly support from the library tech.		Continue library position.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

The In-School Resource Teacher (IRT) will support and collaborate with classroom teachers to impact effectiveness. The IRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction), and will write and revise curriculum that integrates ELD supports for English Learners.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
In-school Resource Teacher – Cristina Cordova	0.07500	\$11,255.74	30106-1109	The IRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction), and will write and revise curriculum that integrates ELD supports for English Learners.	The IRT has been supporting and collaborating with classroom teachers.	The IRT has not provided professional development. IRT position needs to be more than half time to provide the supports needed, as well as professional development.	Add days to IRT position

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

The In-School Resource Teacher (IRT) will support classroom teachers by ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically English Learners, students with disabilities, students who are considered Economically Disadvantaged, and students who are homeless.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$24,971.00	30100-4301	Support closing the achievement gap.			
In-service supplies		\$3,165.00	30100-4304	Support closing the achievement gap.			

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: data analysis, lesson design, lesson studies, cross classroom visits.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$19,767.24	30106-1192	Professional Development/closi ng the achievement gap.	The PLC meetings have been helpful.	Too often, teachers do not call in for their subs in a timely manner, or a sub cancels.	Make sure that teachers get their subs and find dependable sub.
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Note/Reminders (optional):

Goal 4- English Learners							
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>The In-School Resource Teacher (IRT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. IRT will assist classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction). IRT will also support professional development (plan, organize and facilitate) in both ELA and Math. IRT will work with the ELAC committee to enhance the school's magnet program and to increase family engagement which will positively affect attendance, school culture and academic progress.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Support Prsnl OTBS Hrly		\$261.58	30103-2282	Hourly time will be used to foster parent communication and promote Parent involvement.	The IRT supporting teachers and worked with the ELAC.		Continue communication with parents through the ELAC
Other Nonclsrn PARAS Hrly		\$170.04	30103-2955	PARA hourly will be used to provide childcare and translation at parent meetings and school events.		Child care was not used.	Let parents know that child care is available.
Supplies		\$533.00	30103-4301	Supplies will be purchased for flyers and other materials to	Supplies and flyers were purchased and used.		Continue purchasing supplies and sending flyers.

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				promote parent involvement.			
In-service supplies		\$1,226.00	30103-4304	In-service supplies will be purchased for parent meetings and in-service/training		In-service supplies have been provided by staff.	Interim principal has asked the STEAM resource teacher to use the P-card to purchase in-service supplies.
In-school Resource Teacher – Cristina Cordova	--	--	30106-1109	Support closing the achievement gap in ELA and Math; English Learner graduation.	The IRT has been supporting teachers and students with Tier 1 and Tier 2 instruction to support closing the achievement gap.	Not enough time for the IRT to provide the support needed by the site	Add time to the IRT position

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

The IRT will continue to support classroom teachers with Tier 1 instruction and specific instructional practices based on needs. The IRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically English Learners.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Rey, Maegan	--	--	30106-1109	The IRT will continue to support classroom teachers with Tier	The IRT has been supporting and collaborating with classroom teachers.	The IRT has not provided professional development.	Add days to IRT position

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				1 instruction and specific instructional practices based on needs. The IRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically English Learners.		IRT position needs to be more than half time to provide the supports needed, as well as professional development.	
Supplies	--	--	30100-4301	Instructional supplies to support interventions.			

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from their classrooms to participate in professional development with support staff to work on data analysis, lesson design, lesson studies, cross classroom visits.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
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Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						(ineffective) & why?	evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	release time for teachers to participate in professional development	The PLC meetings have been helpful.	Too often, teachers do not call in for their subs in a timely manner, or a sub cancels.	Make sure that teachers get their subs and find dependable sub.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Childcare will be provided for parent trainings/meetings. Members of various committees (SSC, SGT, CPO, etc.) will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Support Prsnl OTBS Hrly	--	--	30103-2282	Childcare will be provided for parent training/meetings.		Parents have not been using funds for child care.	Make sure that parents know that child care is available for parent meetings.

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Allocate funds for In-service supplies for parent meetings and workshops.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
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Carson Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						(ineffective) & why?	evaluation results.
In-service supplies	--	--	30103-4304	Support closing the achievement gap.		In-service supplies have been provided by staff.	Interim principal has asked the STEAM resource teacher to use the P-card to purchase in-service supplies.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

The In-School Resource Teacher (IRT) will continue to support and collaborate with classroom teachers to affect teacher effectiveness. IRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling student (Tier 1 instruction). IRT will support professional development (plan, organize and facilitate) in both ELA and Math.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Rey, Maegan	--	--	30100-1109	The In-School Resource Teacher (IRT) will continue to support and collaborate with classroom teachers to affect teacher effectiveness. IRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling student	The IRT has been supporting and collaborating with classroom teachers.	The IRT has not provided professional development. IRT position needs to be more than half time to provide the supports needed, as well as professional development.	Add days to IRT position

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				(Tier 1 instruction). IRT will support professional development (plan, organize and facilitate) in both ELA and Math.				
In-school Resource Teacher – Cristina Cordova	--	--	30106-1109	The In-School Resource Teacher (IRT) will continue to support and collaborate with classroom teachers to affect teacher effectiveness. IRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling student (Tier 1 instruction). IRT will support professional development (plan, organize and facilitate) in	The IRT has been supporting and collaborating with classroom teachers.	The IRT has not provided professional development. IRT position needs to be more than half time to provide the supports needed, as well as professional development.	Add days to IRT position	

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				both ELA and Math.			
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Note/Reminders (optional):

Strategy/Activity 2

*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and to provide for quality professional development.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Continue to allocate funds to purchase instructional supplies	Instructional supplies have been provided.		Continue providing supplies.

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers to be released from their classrooms to participate in professional development with support staff to work on the following to improve instructional practices: analyzer student data, lesson studies, cross classroom visits.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers to provide release time for teachers to participate in professional development	The PLC meetings have been helpful.	Too often, teachers do not call in for their subs in a timely manner, or a sub cancels.	Make sure that teachers get their subs and find dependable sub.

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

The In-School Resource Teacher will support classroom teachers with Tier 1 instruction and specific instructional practices based on needs. The IRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically EL's and students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
In-school Resource Teacher – Cristina Cordova	--	--	30100-1109	The In-School Resource Teacher will support classroom teachers with Tier 1 instruction and specific instructional practices based on	The IRT has been supporting and collaborating with classroom teachers.	The IRT has not provided professional development. IRT position needs to be more than half time to provide the supports needed, as well as	Add days to IRT position

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				needs. The IRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically EL's and students with disabilities.		professional development.	
In-school Resource Teacher – Cristina Cordova	--	--	30106-1109	The In-School Resource Teacher will support classroom teachers with Tier 1 instruction and specific instructional practices based on needs. The IRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with Tier	The IRT has been supporting and collaborating with classroom teachers.		Add days to IRT position

Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				2 interventions, specifically EL's and students with disabilities.			
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Note/Reminders (optional):
What are my leadership strategies in service of the goals?

SCHOOL NAME: CARSON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

Carson has a full-time district counselor who supports the social and emotional well-being of the students. This will allow students to maximize their learning time and academic progress in class. The counselor will work collaboratively with students, parents and staff to implement strategies that will decrease chronic absenteeism and suspension rates.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective)he & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512323	--	--	09800-1210	The counselor will work collaboratively with students, parents and staff to implement strategies that will decrease chronic absenteeism and suspension rates.	The District Counselor is working with teachers and students, staff and parents to decrease chronic absenteeism and suspension rates using the Second Steps Program. The DC also works with small groups of students. The DC		Continue full-time counselor

Carson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					works with the administrator and other staff members to individualize student and parent needs.		
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 2

***Strategy/Activity - Description**

Funds are allocated to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time help close the achievement gap and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper		\$35.00	09800-5733	[no data]			
Supplies	--	--	09800-4301	Funds are allocated to purchase instructional supplies.	Students have adequate supplies.		Continue providing supplies.

Note/Reminders (optional):

Strategy/Activity 6

***Strategy/Activity - Description**

The District Counselor (DC) will provide instruction in the Second Steps Program to all classes.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Carson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512323	0.40000	\$47,780.18	09800-1210	Support closing the achievement gap.	The DC has been providing Second Steps lessons to all students.	The effectiveness of the program is seen more in classrooms where the teachers participate in the lessons and use the lesson objectives in the classroom during the week.	Have teachers participate in all lessons and follow up with the lesson objectives during the week.

Note/Reminders (optional):

Strategy/Activity 7

***Strategy/Activity - Description**

The District Counselor will conduct Student Study Team (SST) meetings to identify student learning and emotional needs.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512323	--	--	09800-1210	Support closing the achievement gap	Student Study Team meetings are going well. Student needs are being addressed and met.		Continue SST meetings.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

The In-School Resource Teacher (IRT) will support and collaborate with classroom teachers to impact effectiveness. The IRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction), and will write and revise curriculum that integrates ELD supports for English Learners.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Rey, Maegan	0.02500	\$3,751.91	09800-1109	The IRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction), and will write and revise curriculum that integrates ELD supports for English Learners.	THE IRT has been assisting teachers with Tier 1 support and working with students, especially with support for English Learners.	The IRT does not have enough time with meet the many needs of our students.	Add time to the IRT position.

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Carson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

The In-School Resource Teacher (IRT) will support classroom teachers by ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically English Learners, students with disabilities, students who are considered Economically Disadvantaged, and students who are homeless.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$20,784.00	09800-4301	Support closing the achievement gap.	Adequate supplies have been available.		Continue providing adequate supplies.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

The In-School Resource Teacher (IRT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. IRT will assist classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction). IRT will also support professional development (plan, organize and facilitate) in both ELA and Math. IRT will work with the ELAC committee to enhance the school's magnet program and to increase family engagement which will positively affect attendance, school culture and academic progress.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Rey, Maegan	--	--	09800-1109	Support closing the achievement gap in ELA and Math; English Learner graduation.	The IRT is supporting and collaborating with classroom teachers. The IRT works with the ELAC committee.	As a half-time position, the IRT does not have the time needed to meet the needs at this site.	Add time to the IRT position.

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

The IRT will continue to support classroom teachers with Tier 1 instruction and specific instructional practices based on needs. The IRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically English Learners.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Carson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Rey, Maegan	--	--	09800-1109	The IRT will continue to support classroom teachers with Tier 1 instruction and specific instructional practices based on needs. The IRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically English Learners.	The IRT has been working with teachers on Tier 1 instruction and with students.	Not enough time to meet all needs	Increase number of days the IRT is at the site
Supplies	--	--	09800-4301	instructional supplies to support interventions.			

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 3

***Strategy/Activity - Description**

The district counselor will provide additional student supports in the area of social and emotional well-being using the Second Steps Program. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, office staff, nurse and health tech, and classroom teachers to implement strategies that will decrease chronic absenteeism and suspension rates.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512323	--	--	09800-1210	The district counselor will provide additional student supports in the area of social and emotional well-being using the Second Steps Program.	The District Counselor has been providing supports to students with the Second Steps Program. The counselor also has been working with the principal, staff members and parents		Continue full-time District Counselor position.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate							
Strategy/Activity 1							
*Strategy/Activity - Description							
The In-School Resource Teacher (IRT) will continue to support and collaborate with classroom teachers to affect teacher effectiveness. IRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling student (Tier 1 instruction). IRT will support professional development (plan, organize and facilitate) in both ELA and Math.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr – Cristina Cordova	--	--	09800-1109	The In-School Resource Teacher (IRT) will continue to support and collaborate with classroom teachers to affect teacher effectiveness. IRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling student	IRT has been supporting and collaborating with teachers to help students be more successful.	The IRT has not been able to provide as much professional development as we would like.	Add days to the IRT position to enable the IRT to provide more professional development.

Carson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				(Tier 1 instruction). IRT will support professional development (plan, organize and facilitate) in both ELA and Math.		
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Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and to provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Continue to allocate funds to purchase instructional supplies	Adequate instructional supplies are available.		Continue providing supplies.

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

The In-School Resource Teacher will support classroom teachers with Tier 1 instruction and specific instructional practices based on needs. The IRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically EL's and students with disabilities.

Carson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Rey, Maegan	--	--	09800-1109	The In-School Resource Teacher will support classroom teachers with Tier 1 instruction and specific instructional practices based on needs. The IRT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with Tier 2 interventions, specifically EL's and students with disabilities.	The IRT has been supporting Tier 1 instruction as well as Tier 2 instruction. Adequate instructional materials are available.	More time is needed to provide the needed assistance to teachers and students.	Add time to the IRT position

Note/Reminders (optional):

What are my leadership strategies in service of the goals?