THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CARVER ELEMENTARY SCHOOL

2020-21

37-68338-6039358
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: Vera, Maria
Contact Person: Vera, Maria
Position: Principal
Telephone Number: (619) 344-6600
Address: 3251 Juanita St, Carver Elementary, San Diego, CA, 92105-3807
E-mail Address: mvera@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ Evaluation of LCFF and Title I Funded Actions and Activities
- ☒ 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.

San Diego Unified
SCHOOL DISTRICT

Attachment 3 – R/A
Modification of SPSA 2020-21

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Carver Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Elba Vera

PHONE: 619-344-6600 **FAX:** 619-344-6648 **E-MAIL ADDRESS:** mvera@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:

☒ English Learner Advisory Committee (ELAC)	Date of presentation: 10-1-20
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: ____
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: ____
☐ Site Governance Team (SGT)	Date of presentation: ____
☐ Other (list): ____________	Date of presentation: ____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10-1-20

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.

Elba Vera	Elba Vera 10-2-20
Type/Print Name of School Principal	Signature of School Principal / Date
Michelle Tran	/ Michelle Tran / 10-2-20
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Guadalupe Miranda	/ Guadalupe Miranda / 10-2-20
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Monika Hazel	Monika Hazel 10/15/20
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**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title 1 School-wide Program.

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)

At Carver, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These include staff meetings, SSC, ELAC, and Family Fridays held throughout the school year.

-September 19, 2019 - the Annual Title 1 Parent Meeting was held.
-October 17, 2019 – SSC Revised and approved the Title 1 School Parent Compact and Title 1 Parent & Family Engagement Policy.
-January 24, 2020 – SSC met to discuss the Evaluation and Assessment Survey.
-January 29, 2020 – ELAC provided input on funding that would support English Language Learners.
-January 30, 2020 – SSC Reviewed recommendations for the 20-21 school budget.
-February 3, 2020 – Staff met to analyze data and provided budget recommendations and feedback.
-February 7, 2020 – Family Friday Discussed, brainstorm and shared ideas on how best to support our students
-February 6, 2020 – SSC Reviewed and approved the 20-21 budget.
-September 25, 2020 - ILT Meeting provided input and feedback regarding SPSA goals via Zoom meeting.
-October 1, 2020 – ELAC provided input regarding goals for English Language Learners and the rest of the SPSA goals via Zoom meeting.
-October 1, 2020 – SSC developed and approved 2020-2021 SPSA via Zoom meeting.

RESOURCE INEQUITIES

Student Performance Data

Carver's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2017-18 SPSA and 2018-2019 SPSA. Analysis of the student groups (3rd-5th) CAASPP results indicates growth in the area of ELA and Math for three consecutive years and then a marginal decrease in both ELA and Math. The 2018-19 SPSA was focused on ELA and Math and funding supported ELA development and Perry & Associates grant supported Math. Based on the data we need to continue to focus on improving student achievement and closing the achievement gap especially with our English Learners, African-Americas, Hispanics, and students with disabilities subgroups.

ELA Analysis:

- 2015 school year indicates 20.2% of 3rd-5th grade students met or exceeded grade level standards in ELA.
- 2016 school year indicates 33.6% of 3rd-5th grade students met or exceeded grade level standards in ELA.
- 2017 school year indicates 36.7% of 3rd-5th grade students met or exceeded grade level standards in ELA.
- 2018 school year indicates 41.5% of 3rd-5th grade students met or exceeded grade level standards in ELA.
- 2019 school year indicates 37.2% of 3rd-5th grade students met or exceeded grade level standards in ELA.

3rd Grade:

- 3rd grade has shown an increase of 13.9% over the past 5 years from 24.3% to 38.2%.

4th Grade:

- 4th grade has shown an increase of 30.3% from 2015 to 2017 and a decrease of 7.8% from 2017 to 2019.
- The 2018 3rd grades decrease in 4th grade by 1.3%.

5th Grade:

- 5th grade has shown an increase and decrease in the last 5 years. 5th grade has shown an increase of 10.3% from 2015 to 2016, then a decrease of 5% from 2016 to 2017, an increase of 12.9% from 2017 to 2018 and lastly a decrease of 10.9% in 2019. 5th grade has shown a volatile performance levels in the past 5 years.
- The 2018 4th grades increased in 5th grade by .6%.
- The 2017 3th grade cohort increased by 2.4% from 3rd to 5th grade.

English Language Arts: subgroups

ELLs: Our ELL have shown an increase and decrease in the last 5 years. Our English Learners had an increase of 2.2% from 2015 to 2016, a decrease of 11.1% from 2016 to 2017, an increase of 23.8% from 2017 to 2018, and a decrease of 3.8% from 2018 to 2019.

SWD: Our Students With Disabilities have an increase of .0% over the 3 years.
Hispanic: Three years in a row Hispanic student population (our largest subgroup) had an increase of 25.3% from 2015 to 2018, and a decrease of 3% from 2018 to 2019.
African American: A.A. Student population had an increase of 32.1% two years in a row from 2015 to 2017. Then a decrease of 14.2% from 2017 to 2018. Lastly, an increase of 9.2% from 2018 to 2019.
Econ. Disadv.: This student population shown an increase of 21.2% in 3 consecutive years from 2015 to 2018. Then a decrease of 2.5% from 2018 to 2019.
Homeless: Our Homeless student population is a very small population it did not show in the CAASPP results.

MATH Analysis:

- 2015 school year indicates 19.6% of 3rd-5th grade students met or exceeded grade level standards in MATH.
- 2016 school year indicates 26.1% of 3rd-5th grade students met or exceeded grade level standards in MATH.
- 2017 school year indicates 30.0% of 3rd-5th grade students met or exceeded grade level standards in MATH.
- 2018 school year indicates 34.5% of 3rd-5th grade students met or exceeded grade level standards in MATH.
- 2019 school year indicates 33.3% of 3rd-5th grade students met or exceeded grade level standards in MATH.

3rd Grade:

- 3rd grade has shown an increase of 22% from 2015 to 2016. Then a decrease of 7.2% from 2016 to 2017 and no change from 2017 to 2018. Lastly a marginal decrease of .3% from 2018 to 2019.

4th Grade:

- 4th grade shown an increase of 19.7 % two years in a row from 2015 to 2017. A decrease of 10.7% from 2017 to 2019.
- The 2018 3rd grades decreased in 4th grade by 9.9%.

5th Grade:

- 5th grade shown a decrease of .2% from 2015 to 2016. An increase of 3.9% from 2016 to 2017. A significant increase of 18.8% from 2017 to 2018. Then, a decrease of 5.1% from 2018 to 2019
- The 2018 4th grades increased in 5th grade by .8%.
- The 2017 3th grade cohort decreased by 8.1% from 3rd to 5th grade.

MATH: subgroups

ELLs: Our English Learners have shown increases and decreases over the past 4 years. An increase of 7% from 2015 to 2016. A decrease of 16.3% from 2016 to 2017. An increase of 16.4% from 2017 to 2018. Then, a decrease of 1.7% from 2018 to 2019.

SWD: Our Students with Disabilities have an increase of 16.7% over the 4 years.
Hispanic: Hispanic student population (our larges subgroup) has shown an increase of 21.2% from 2015 to 2018. Then, a decrease of 9.6% from 2018 to 2019.
African American: A.A. Student population has shown an increase of 18.7% from 2015 to 2017. Then, a decrease of 21.6% from 2017 to 2019.
Econ. Disadv.: This student population have shown 15.6% from 2015 to 2018. Then, a decrease of 1.9% from 2018 to 2019.
Homeless: Our Homeless student population is a very small population it did not show in the CAASPP results.

Root Cause Analysis

Student performance data was analyzed and stakeholders reflected on the 2018-19 and 2019-2020 school year to identify the following possible root causes for student under performance.

Correcting Mismatches Between Learner and Classroom Demands

- Lesson plans do not take into account the individual support needs of individual learners
- Using a deficit model when discussing/problem solving underperforming students
- Increased number of students being referred for SST/IEPs
- Teachers struggle with articulating how to move students forward, intervention strategies have little variance

Reading Comprehension

- Students getting stuck in one F&P level; teachers need support to articulate HOW to move them forward
- Majority of lessons aren't purposefully planned to include instructional steps when students don't 'get it' the first time as well as anticipating individual student needs
- Teachers aren't embracing and utilizing the Critical Concepts at the desired level
- Teachers tend to use the same and broad sweeping, interventions for all students
- Many vulnerable readers do not receive multiple GR/small group instruction on a weekly basis
- Students are struggling with the language/comprehending math word problems

Safe, Collaborative and Inclusive Culture

- Chronic Absenteeism is preventing students from receiving daily instruction and unstable family dynamics decrease student engagement
- Some students have behaviors that are getting in the way of learning
- SWD, Hispanics, EL's and African-American subgroups are underperforming
- Teachers tend to think of EL's and students with IEPs as a special ed problem to solve; lack ownership
- ELD not taught every day on a consistent basis
- Guided Reading not taught every day on a consistent basis
- Deficit thinking when discussing underperforming students
- Instruction is not differentiated to the degree that ensures all students supports as needed

- Student empowerment and natural peer supports needs to increase
- Para-educators have varied degrees of expertise and effectiveness with SWD (they need to participate in the staff PD)

As a result of this data analysis and reflection, the SPSA will focus on the inequities found in the areas of both ELA and Math with regards the four subgroups: African-American, Hispanics, Economically Disadvantaged students, ELs and our students with disabilities. Resources last year were primarily focused on supporting the development differentiated PD's and collaborative PLCs as well as establishing a culture of data by using multiple measures. This plan addresses the inequities by focusing on professional development in the areas of building core instructional practices, common core standards/priority standards, critical concepts, analyzing and monitoring data, implementation of coaching cycles in ELD and ELLA. Administration, teachers, and support staff will monitor student achievement within these sub-groups through focused PD's, walk-throughs, PLCs, ILT, and a revised RTI process.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates (Red and orange Indicators in CA Dashboard). The school community has done extensive work in building a positive, safe, inclusive, supportive school environment through Restorative Practices, Trauma informed care strategies, and district LGTBQ PD's. Carver will continue to learn more to put systems and structures in place to address and decrease chronic absenteeism and suspension rates.

- The office staff will work collaboratively and closely with the principal, school counselor, and certificated staff to monitor attendance and social emotional needs.
- There will be targeted home visits, scheduled SART meetings and stronger communication with families to ensure that students are in school.
- Increase parent engagement and communication and strengthen the home-school relationships with families.
- In addition, the counselor will work directly with staff and families to provide professional development and strategies to support students in class and at home.

The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement Restorative Practices, Second Step, Trauma Informed strategies, and NO PLACE for Hate activities school wide to cultivate a positive school culture for all stakeholders.

Data Analysis: Instructional Leadership Team (ILT): Our ILT meets monthly to analyze real time data from our SMART goals, reading levels, IAB's assessments.
--Professional Learning Communities (PLC) and PD's

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Kimberly Maddox	Classroom Teacher
Kevin Warner	Parent
Emilia Somee	Parent
Maria Juarez	Parent
Elba Vera	Principal
Rhonda Quinlan	Parent
Marcus Grenne	Classroom Teacher
Anatti Hueso	Other
Michelle Tran	Classroom Teacher
Dorcas Maldonado	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.

The school counselor:
- Did facilitate Second Step lessons in classrooms
- Coordinated the student Peer Mediator (students helping their peers solve problems on the playground peacefully)
- Met with individual and small groups of students to promote a safe and inclusive environment for all students (Social/Emotional Small Groups and Friendship Groups)
- Provided Resource to Families with the collaboration of Say San Diego and Family Engagement Office
- Monitored and collaborated on the Attendance/SART and SARB student-family meetings
- Conducted Home Visits
- Ran Individual student counseling supports

The Site:
- Did not implement Play works because it was more expensive than anticipated
- Did partnered with Chollas Lake Park and offered Fieldtrips with Chollas Lake in order to increase student engagement and attendance
- Did award Monthly Perfect Attendance Certificate to individual classroom in recognition of attendance efforts
- Did not offered Quarterly Perfect Attendance Pizza Celebration
- Annual Perfect Attendance Award Ceremony at Sea World sponsored by Assemblywoman Weber

- Did engage in bi-weekly Attendance Meetings: Principal, School Counselor, Resource Teacher, and School Clerk met regularly to review attendance data. Each attendance team member were assigned students/families (families that participated in the SART meeting) to follow up to promote positive attendance.
- Did not communicate/included in a consistent basis the school-to-home importance of everyday and bell-to-bell attendance.

***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 counselor and the site implemented the plan as much as possible. However there were two major circumstances identified that had significant impact on strategy implementation: Carver experienced a maternity leave in the counseling department for various months that was difficult to find a strong retired counselor. The site was not able to coordinate with a stable retired counselor for a few months and was not able to implement and coordinate the goal as planned from the beginning of the school year.

- The large number of absent students/Chronic absent students, required a more intense strategy (expertise) and additional 'attendance' staff to assist with calls especially when the school switched to online learning due to COVD 19 and school closure. The new online learning environment placed a greater challenge to the site to implement the strategies outlined in the plan.

***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.

This year the team (Counselor, resource teacher, and principal) will meet weekly to:
- Continue to plan an active role in the Chronic Absenteeism plan and implementation team.
- Carver will continue to collaborate with United Way to focus in reducing Chronic Absenteeism in schools and support families.
- Carver will explore the possibility to collaborate with "Mending Maters." This program focuses in reducing Chronic Absenteeism in schools. If offers expert guidance to the site, staff trainings, parent trainings, student/family support and counseling. This program can support the school in our efforts to reduce Chronic Absenteeism.
- Carver will continue to support the school in the implementations of "Restorative Practices,' to include teacher trainings, student voice, school/family relations. School participation will help ensure a 'Safe, Collaborative and Inclusive Culture' at school, and improve student attendance.
- Additional funding will be used to pay clerical/paraprofessionals "hourly rate" to help monitor attendance, call families, and provide clerical organization to identify students/families in need of Tier 2 and Tier 3 interventions.
- This year, we are working in adapting all of our Second Step/Social Emotional Learning/ No Place for Hate/Social Justice lessons to online learning.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	All	Increase Attendance	94	96	Attendance	Monthly
June 2021	All	Decrease % of chronically absent students	34.8	24	Chronic Absenteeism	Monthly
June 2021	All	Decrease Suspension Rate	1.9	1	Suspension	Monthly

*Identified Need

On the California Dashboard (2019), Carver is in the orange/red in the following indicators: Chronic Absenteeism and Suspension Rates. The overall school chronic absenteeism rate is 34.8%.

- **Chronic Absenteeism Rates (subgroups):**
- African American students=41.9%
- English Learners=35.6%
- Hispanic students= 40.4%
- Students with disabilities=26.5%
- Econ. Disadv. = 35.1

According to the California Dashboard (2018), Carver's suspension rate is at 1.9% (students were suspended at least one time).
- **Suspension Rates (subgroups):**
- African American=2.2%
- English Learners=1%
- Hispanic students=1.5%
- Asian students=2%
- Students with Disabilities=2.3%
- Homeless students=0%
- Socioeconomically Disadvantaged students= 1.6%

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 48% (with the response of "strongly agree" each of the indicators (see below).
- Parent Involvement (indicators):
- School allows input and welcomes parents' contributions=52%
- School encourages me to be an active partner with the school in educating my child=46%

- School actively seeks the input of parents before making important decisions=41%
- School staff takes parent concerns seriously=44%

***Online Learning Implications**

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-Emotional Learning and Restorative Justice Practices
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Schools will continue wellness efforts via school wellness coordinators.
- 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.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through 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.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*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	35.6	25	Chronic Absenteeism	Monthly
June 2021	TK -5	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism	35.1	25	Chronic Absenteeism	Monthly
June 2021	TK -5	Black or African American	Decrease Chronic Absenteeism	41.9	31	Chronic Absenteeism	Monthly
June 2021	TK -5	Hispanic or Latino	Decrease Chronic Absenteeism	40.4	30	Chronic Absenteeism	Monthly
June 2021	TK -5	Students with Disabilities	Decrease Chronic Absenteeism	26.5	16	Chronic Absenteeism	Monthly
June 2021	TK -5	Asian	Decrease Chronic Absenteeism	15.4	5	Chronic Absenteeism	Monthly
June 2021	TK -5	Black or African American	Decrease Suspension Rate	2.2	1	Suspension	Monthly
June 2021	TK - 5	Hispanic or Latino	Decrease Suspension Rate	1.5	.5	Suspension	Monthly

Support School Wide Programs

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

All students will be served by this strategy including the English Learners, Socioeconomically Disadvantaged, African American, Students with Disabilities, and Hispanics.

***Strategy/Activity - Description**

The Counselor, Resource Teacher, and Principal:

Suspension Rate:

The counselor, resource teacher, and principal will work collaboratively with students, parents, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease Suspension Rates. Counselor, resource teacher and principal will collaborate with outside agency "Douglas Young," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Carver. This will allow students to maximize their learning time and academic progress in class. Counselor, resource teacher and principal will collaborate with district office and county office regarding restorative practices, trauma informed care, No Place for Hate, and LGTBQ to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Carver. This will allow students to maximize their learning time and academic progress in class.

The Resource Teacher and Principal will support to reduce Suspension Rates by:
- Collaborating with school counselor.
- Conducting home visits to ensure families receive the supports they need.
- Active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
- Counselor and principal will conduct small group work on: positive play; positive problem solving; conflict resolution'
- They will support classrooms with Restorative Practices through Community Circles and Restorative Circles when harm occurs
- They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes

To support this goal, the counselor, resource teacher, and administrator will coordinate and collaborate in the following activities:
- Second Step lessons in classrooms
- Coordinates the student Peer Mediator (students helping their peers solve problems on the playground peacefully)
- Meets with individual and small groups of students to promote a safe and inclusive environment for all students (Social/Emotional Small Groups and Friendship Groups)
-Resource to Families (Say San Diego and Family Engagement Office)
-Monitor Attendance/SART and SARB students
-Home Visits
-Individual student counseling support
-Carver will implement alternative recess play/activities during recess to promote engaging, inclusive, collaborative & safe play. It will promote and create a safe environment.
-Fieldtrips with Chollas Lake will increase in order to increase student engagement in the classroom
-Monthly Perfect Attendance Certificate classroom recognition
-Quarterly Perfect Attendance Pizza Celebration
-Annual Perfect Attendance Award Ceremony at Sea World sponsored by Assemblywoman Weber
-Bi-weekly Attendance Meeting: Principal, School Counselor, Resource Teacher, and School Clerk meet regularly to review attendance data. Each member is assigned students/families to follow up to promote positive attendance. The importance of every day and bell-to-bell attendance will also be included in school-to-home communication.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F005719	Inschool Resource Tchr	0.38000	$36,133.06	$51,448.27	0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		RT to help develop attendance school plan, communicate with families in regards to attendance.
N005715	Classroom PARAS Hrly		$382.00	$507.25	0057-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support Attendance Monitoring and family outreach.
N00578N	Prof&Curriclm Dev Vist Tchr		$1,335.00	$1,632.58	0057-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional Development for teacher teachers to participate in school-wide programs.

Strategy/Activity 1-Professional Development

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

All students will be served by this strategy including the English Learners, Socioeconomically Disadvantaged, African American, Students with Disabilities, and Hispanics.

***Strategy/Activity - Description**

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development in service of reducing 'Chronic Absenteeism" and "Reducing Suspension Rate. Resource Teacher, restorative practices district resource teachers, and community partners will collaborate to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap.
- PD - from outside agency "Mending Matters."

Hourly pay for Para educators to support the attendance monitoring.
- Attendance Tracking
- Clerical work
- Report Creation
- Calling families by phone.
- Collaboration with Principal, Resource Teacher, Counselor, and Attendance Clerk

Create a Safe, Collaborative and Inclusive Culture
- Continue to Strengthen Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
- Continue to plan for Intentional SEL instruction
- Continue to monitor implementation for Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment to ensure students feel safe and confident throughout the instructional day

- Broaden teachers’ intervention toolbox to support vulnerable learners
- Engage in Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed are equally responsible; integrated delivery of related services; para-educators training and site PD
- Continue to have Ed Specialists to participate in collaborative planning, PD, etc.
- Co-teaching (students/staff); student empowerment/agency
- Promote student agency and goal setting
- Continue to provide a safe and positive Social emotional learning environment to promote sense of belonging; positive behavioral supports
- Continue school wide Character Ed program and classroom presentations during morning opening
- Continue morning opening presentations for character trait of the month, recognizing students, etc.
- Continue positive parent communication
- Use Social Media to highlight positive happenings at school to promote our safe, collaborative and inclusive culture
- Report attendance during Teacher-Parent Conferences - teachers give an update on students' attendance

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00574I	Prof&Curriclm Dev Vist Tchr		$2,786.00	$3,407.00	0057-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Professional Learning
N00579T	Clerical OTBS Hrly		$277.00	$367.83	0057-30106-00-2451-2495-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Attendance Supports
N00579U	Counselor Hrly		$577.00	$705.62	0057-30106-00-1260-2495-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Safe, Collaborative and Inclusive School Culture. Reduce Chronic Absenteeism/Suspension Rates. Support School-Wide Programs
N00579X	Travel Conference		$500.00	$500.00	0057-30106-00-5207-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Safe, Collaborative and Inclusive School Culture. Reduce Chronic Absenteeism/Suspension Rates
	Inschool Resource Tchr -				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F005719	Support School-Wide Programs. Safe, Collaborative, and Inclusive School Culture. Reduce Chronic Absenteeism/Suspension Rates
	Prof&Curriclm Dev Vist Tchr				0057-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : N00578N	Professional Learning

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.

To support ELA during the 2019-20 school year, resources were used for visiting teachers to release classroom teachers from the classroom for PLCs (Professional Learning Communities) for professional learning. Teachers worked in collaboration to analyze number talks class set, interim assessments, DRA data, designed lessons, develop formative assessments to strengthen Tier 1 instruction and to support struggling students with Tier 2 interventions and English Learners. Professional learning also included strengthening guided reading/small group instruction, linking lessons to standards and intervention strategies. Resources were also used to purchase instructional materials.

Professional learning supported by 9 half days of PLCs per teacher due to limited funds. However, due to the COVID 19 sudden school closures teachers did not complete the total 9 half days of PLC and had a limited collaborative time for monthly professional learning time. We completed one of the three student monitoring meetings planned with the principal for the year due to sudden COVID 19 school closures.

To strengthen ELA, professional learning in the 2019-20 school year, the site:
- Strengthened Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation by working with district ELLA coach in the lower grades (TK - 1st grade)
- Attempted Designated and Integrated ELD with district OLA coach in the 3 selected classroom: 2nd, 4th, and 5th grade using the Benchmark curriculum

-Aligned Learning Targets to critical standards, lessons, and assessments
- Did attempt to some degree Intentional Planning: planning questions, supports, and assessments
- Did create Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment in some classrooms
- Began to shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Broadened teachers' intervention toolbox with online learning at the end of the year and at the beginning of the year with district resource teacher coaches in ELLA and OLA.
- Explored the restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; Para educator training (also participating in site PD). Did not have enough time to implement the co-teaching (students/staff); for both teacher and student learning and student empowerment/agency. We were hoping to try out after returning from Easter break in May, June, and July. Unfortunately, the school closure prevented the continued plan for these two interventions.

- Ed Specialists to participate in collaborative planning, professional learning
- Did not implement the promotion student agency through goal setting
- Continued working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students needed as their next step to propelled them forward
- Consistently tied lessons to standards/Critical Concepts and interim assessment (Aligned teaching and assessments to SBAC format)
- Used guided reading/small group instruction to support vulnerable learners on a daily basis.
- Explored the language of mathematics-how can we support students in comprehending word problems through number talks
- Carver did partnered with SDSU and UCSD where college tutors were assigned to each classroom teacher and provided more one on one support and small group intervention support at no cost for the site.

***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.

Reading Grant - Grant funds will allow:
- Each classroom teacher to have a Digital Scholastic Reading Library
- Student classroom dedicated for reading enjoyment full with hard copy reading books

We did not have any major differences. I would have liked to have the 9 half days total for PLCs for teacher collaboration and professional learning but this was not possible due to the COVID 19 school closures.
The activities listed were implemented as much as possible as planned until school switched to online learning. There is no CAASPP data for 2020 so the CAASPP goals are being moved forward.

***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.

- Implement and promote student agency through goal setting.
- Commit to monitoring ELD and Guided Reading groups on a more consistent basis: Every time that I visit a classroom.

Due to online learning teachers will meet for two hours a month for their PLCs instead of meeting 1/2 day a month. We have added a FAST goal so that we can track student achievement while the CAASPP is on hold.

*Goal 2 - English Language Arts

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.	37.2	48	CAASPP ELA	Annually
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	38.2	48	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	33.3	43	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	39.1	49	CAASPP ELA	Annually
June 2021	2-5	Percentage of students meeting and exceeding grade level standards.	*BASELINE	48	FAST aReading	Three times a year

*Identified Need

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards has decreased from last year. To support underperforming students we will focus on ELD and Guided Reading during professional development in a variety of ways including teachers' professional learning. During professional learning, we will focus on lessons that are aligned with standards, integrating grade level reading behaviors, strengthening Tier 1 instruction and Tier 2 interventions.

Grades 3rd - 5th: Percentage of students meeting/exceeding grade level expectations at the end of the 2018-19 school year:

- CAASPP, ELA: Overall (all students) 37.2%; scores decreased from previous year by 4.3 percentage points
- CAASPP, ELA, Hispanic subgroup: 35.6%; scores decreased from previous year by 3.0 percentage points
- CAASPP, ELA, African-American subgroup: 40% increase from previous year by 9.2 percentage points
- CAASPP, ELA, Socioeconomically Disadvantaged:38.9%; decreased from previous year by 2.5 percentage points
- CAASPP, ELA, English Learners: 20%; scores decreased from previous year by 3.8 percentage points
- CAASPP, ELA, Students with Disabilities: Scores remain the same for the last two years with 0% meeting standards

*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	3rd -5th Grade	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	36	45	CAASPP ELA	Annually
June 2021	3rd -5th Grade	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	20	35	CAASPP ELA	Annually
June 2021	3rd -5th Grade	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	40	50	CAASPP ELA	Annually
June 2021	3rd-5th Grade	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0	15	CAASPP ELA	Annually
June 2021	3rd-5th Grade	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards.	38.9	45	CAASPP ELA	Annually
June 2021	2rd-5th Grade	Hispanic or Latino	Increase the percentage of	*BASELINE	45	FAST aReading	Three times a year

			students meeting and exceeding grade level standards.				
June 2021	2rd-5th Grade	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	*BASELINE	35	FAST aReading	Three times a year
June 2021	2rd-5th Grade	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	*BASELINE	50	FAST aReading	Three times a year
June 2021	2rd-5th Grade	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	*BASELINE	15	FAST aReading	Three times a year
June 2021	2rd-5th Grade	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards.	*BASELINE	45	FAST aReading	Three times a year

Support Tier 1 Instruction

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanics, African-Americans.

English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. In grades 3-5, 38.9% of Carver's student population is considered socioeconomically disadvantaged. All of these groups are addressed in the goal for all students.

***Strategy/Activity - Description**

Professional learning will be supported by a total of 9 half days of PLCs per teacher due to limited funds. Teachers will work collaboratively during monthly professional learning. Three student monitoring meetings will be conducted with the Principal.

To strengthen ELA, professional learning in the 2019-20 school year, will include the following:
- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
-Designated and Integrated ELD
-Aligning Learning Targets to critical standards, lessons, and assessments
- Intentional Planning: planning questions, supports, and assessments
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Broaden teachers' intervention toolbox
- Restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; Para educator training (also participating in site PD)
- Ed Specialists to participate in collaborative planning, professional learning
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting
- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward
- Consistently tying lessons to standards/Critical Concepts and interim assessment (Aligning teaching and assessments to SBAC format)
- Using guided reading/small group instruction to support vulnerable learners
- Explore the language of mathematics-how can we support students in comprehending word problems

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0057R	Interprogram Svcs/VAPA		$10,100.00	$10,100.00	0057-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		Release time (visiting teachers) to allow teachers to participate in Professional Development/PLC.
N00571J	Supplies		$6,285.00	$6,285.00	0057-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Materials to support PD and PLC.

	Inschool Resource Tchr				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F005719	Support students with ELA Tier 1 instruction, Tier 2 interventions, and facilitate Professional Development.

University Tutors

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanics, African-Americans, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. In grades 3-5, 38.9% of Carver's student population is considered socioeconomically disadvantaged. All of these groups are addressed in the goal for all students.

***Strategy/Activity - Description**

Carver will continue the partnerships with SDSU and UCSD where college tutors are assigned to each classroom teacher to provide more one on one support and small group intervention support. There is no cost to the school.

Strategy/Activity 1- Digital Resources/Licenses

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

All students at the school will benefit from this strategy/activity in the area of English Language Art and ELD, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

***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 provide for quality professional development.

Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.

- RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction
- Scholastic Reading Pro - Digital Leveled Library

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00579R	Interprogram Svcs/Paper		$3,000.00	$3,000.00	0057-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional materials for interventions program.
	Supplies				0057-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N00571J	Supplies to support instructional program.

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.

- Implemented PLC's which centered around assessments, developing lessons focused on critical concepts, and learning targets. During PLC's teacher answered the 4 Basic DuFour Questions. This allowed teachers to collaborate and discuss students' needs and next instructional steps.
- During our PLCs we set aside time to discuss all of our struggling students. We determine which interventions to use, now we need to plan intervention cycles. We also analyze data to determine which students are not making expected progress. Our next steps is to develop a thorough RTI process and train staff.
- Provided data analysis PD for TK - 5 grade; unfortunately, the sudden COVID 19 school closures did not permit the continuation of the focus of assessment/data analysis PD's.
- Utilized ST Math online program but not on consistent basis
- Selected teachers engaged in one on one Math Coaching Cycles. Teachers implemented Number Talks weekly using the three-day protocol, and one on one coaching to work on lesson planning and 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.

Last year, we found ourselves short on PLC days due to COVID 19 school closures. As a result, teachers missed some of their 1/2 PLC days (designated for planning purposeful lessons and analyzing data).

- Implemented weekly number talks during on site learning. Five learning targets were developed school wide and gen ed teachers and ed specialists implemented those learning target strategies in their everyday Math lessons.

***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.

Due to online learning teachers will meet for two hours a month for their PLCs instead of meeting 1/2 day a month. We added FAST goals so that we can track student achievement while the CAASPP is on hold.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Increase the percentage of students meeting and exceeding grade level standards.	34	45	CAASPP Math	Annually
June 2021	3rd	Increase the percentage of students meeting and exceeding grade level standards.	38.2	48	CAASPP Math	Annually
June 2021	4th	Increase the percentage of students meeting and exceeding grade level standards.	28.6	38	CAASPP Math	Annually
June 2021	5th	Increase the percentage of students meeting and exceeding grade level standards.	30.4	40	CAASPP Math	Annually
June 2021	3rd - 5th	Increase the percentage of students meeting and	30.4	40	FAST aMath	Three times a year

		exceeding grade level standards.				

***Identified Need**

In the 2018-2019 school year, the data indicates 33.3% of 3rd-5th grade students met or exceeded grade level standards in MATH. Even though there was not significant decrease of 1.2% in the area of Math from the previous year, the total math performance level meeting or exceeding the standards in Math is low. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our identified subgroup populations.

- CAASPP, Math, Overall (all students) 33.3%; scores decreased from previous year by 1.2 percentage points
- CAASPP, Math, Hispanic subgroup: 22.2%; scores decreased from previous year by 9.6 percentage points
- CAASPP, Math, African-American subgroup: 10%; scores decrease from previous year by 13.1 percentage points
- CAASPP, Math, Students with Disabilities: 15.4%; scores increased from previous year by 6.3 percentage points
- CAASPP, Math, English Learners: 20%; scores decreased from previous year by 1.7 percentage points
- CAASPP, Math, Socio-economically disadvantaged: 33.3%, scores decreased from previous year by 1.9 percentage points.

***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	3rd - 5th Grade	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	23	37	CAASPP Math	Annually
June 2021	3rd -5th Grade	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	20	30	CAASPP Math	Annually
June 2021	3rd -5th Grade	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	10	25	CAASPP Math	Annually
June 2021	3rd -5th Grade	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	15.4	25.4	CAASPP Math	Annually
June 2021	3rd -5th Grade	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards.	16.7	26	CAASPP Math	Annually
June 2021	3rd -5th Grade	Hispanic or Latino	Percentage of students meeting	*BASELINE	26	FAST aMath	Three times a year

			and exceeding grade level standards.				
June 2021	3rd -5th Grade	English Learner	Percentage of students meeting and exceeding grade level standards.	*BASELINE	26	FAST aMath	Three times a year
June 2021	3rd -5th Grade	Black or African American	Percentage of students meeting and exceeding grade level standards.	*BASELINE	26	FAST aMath	Three times a year
June 2021	3rd -5th Grade	Students with Disabilities	Percentage of students meeting and exceeding grade level standards.	*BASELINE	26	FAST aMath	Three times a year
June 2021	3rd -5th Grade	Socioeconomically Disadvantaged	Percentage of students meeting and exceeding grade level standards.	*BASELINE	26	FAST aMath	Three times a year

Professional Development

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

All students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Visiting teachers are essential to release Education Specialists form duties to participate in professional development/PLC with classroom teachers and engage in the following;

- Data Analysis in ELA/MATH, ELPAC, CAASPP, IAB's, FAST and DRA's
-Instructional practices dELD, iELD)
- Lesson study, planning, and design

- Cross classroom visits.
- Implementation of new School-wide programs (Benchmark Advanced - ELD)
-Small group target instruction and learning target goals will be implemented.

Teacher will collaborate and plan with Education Specialist during PLC; monitoring student progress, strengthening Tier 1 instruction, making Tier 1 instruction accessible to students with disabilities, and sharing instructional strategies for students with disabilities.
Release time for Para educators to participate in professional development facilitated by Education Specialist.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00571M	Interprogram Svcs/Duplicating		$1,800.00	$1,800.00	0057-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional materials for interventions program.
N00575X	Supplies		$3,899.00	$3,899.00	0057-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Materials to support PD/PLC.
	Inschool Resource Tchr				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F005719	Support Tier 1 and Tier 2 instructional programs. Provide interventions to 'at risk' students
	Interprogram Svcs/VAPA				0057-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : N0057R	Release time (visiting teacher) for Professional Development and/or PLC.

ST Math

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

All students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

We will continue to utilize ST Math, a district funded math program. This is no cost to the school. This program is aligned with standards and have an assessment component to monitor growth and individualize instruction. It provides opportunities for students to practice their math skills at their individual instructional level. ST Math focuses on the conceptual component, which is critical for why certain algorithms are utilized in math.

SDSU TUTORS

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

All students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

This year, Carver will continue its partnership with SDSU and UCSD where college tutors are assigned to each classroom teacher to provide more one on one support and small group intervention support. This is no cost to the school.

Strategy/Activity 1- Math Resource Teacher

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

All students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Carver will collaborate with SDUSD math resource teacher to offer Math PD's and/or coach one on one teachers to plan purposeful lessons, analyze student data, and match interventions with students' needs.

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.

Professional learning included analysis of student data including work samples and formative assessments in PLC's.
- Formative assessments were used to adjust instruction in the moment and results were used to inform planning for subsequent lessons.
- We closely monitored the progress of our English Learners to accelerate their English language acquisition with the goal of reclassification.
- We will participated in an OLA Coaching Cycle during the 2019-20 school year with three-selected teacher in 2nd, 4th, and 5th grade. Areas of focus:

ELD Standards, dELD curriculum, instructional strategies and target students.
- Students will engaged in a variety of collaborative discussions
- Students participated with peers in sustained dialogue on a variety of topics and content areas (explaining their thinking, constructing arguments and justifying their positions with sound evidence, etc.)
- Teachers engaged in professional learning throughout the cycle and strengthened their instructional practices to support English Learners
-Resource teacher continued to work pulling-out small groups of EL's
-Teachers implemented small group targeted instruction and learning target goals were clearly stated

***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.

Coaching cycles in both EL and ELA were not completed due to the COVID 19 school closure and teachers missed a great amount of coaching time.

***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 circumstances.
English Learners will be monitored at reporting periods by analyzing their DRA's/F&P and FAST as well as writing scores.
Teachers will continue to work with at-risk LTELS and newcomers in small groups.
Due to online learning teachers will meet for two hours a month for their PLCs instead of meeting 1/2 day a month. Because we have no CAASPP data for 2020 we have added a FAST goal so that we can track student progress while CAASPP is on hold.

***Integrated English Language Development**

-Training for Benchmark Education will be provided by district EL Resource Teacher.
-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 (F&P, DRA, and FAST) at each PLC and reporting period.
- During grade level collaborations and PLC, the agenda will include time for discussion about and planning for integrated ELD.

***Designated English Language Development**

-Teachers will implement The Benchmark program which contains a comprehensive designated ELD component which meets the State Standards as well as ELD standards.
- Designated ELD will be on the daily schedules (Classroom walkthroughs to show evidence that schedules are posted)
-Collecting ELD designated schedules from teachers
- During grade level collaborations, the agenda will include discussion about and analyzing, planning for designated ELD, progress, student needs, and plan next steps for EL's and the planning of ELD
- Training will be provided by district EL resource teacher.
- English Learners will be closely monitored for growth on assessments (F&P, DRA, and FAST) at each PLC and reporting period.
-Observing and providing teacher feedback on ELD lessons
- Classroom walkthroughs to show evidence of integrated ELD

- Collecting ELD schedules from teachers
- Monitor DRA/F&P levels during reporting periods

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th Grade	English Learner	Improvement in CAASPP; meet/exceed proficiency	20	35	CAASPP ELA	Annually
June 2021	3rd - 5th Grade	English Learner	Improvement in CAASPP; meet/exceed proficiency	20	30	CAASPP Math	Annually
June 2021	2nd - 5th Grade	English Learner	Increase % of students meeting and exceeding standards on ELA in FAST aReading	20	30	Other (Describe in Objective)	Annually
June 2021	Tk - 5th Grade	English Learner	Will move up one level on ELPAC	20	30	Summative ELPAC	Annually
June 2021	Tk - 5th Grade	English Learner	Reclassify eligible students	100	100	Summative ELPAC	Annually

*Identified Need

Carver's root cause analysis involved examining data from CAASPP; performance levels of ELL's in both in ELA and Math have a decrease percentage of 4.3 and 1.2 respectively. In 2018-2019, 20% met or exceed standards in both ELA and Math for 3rd to 5th grade. Based on that data, we need to continue to monitor student progress since the performance level is low.
Due to the significant changes in the scale score ranges for the ELPAC, we cannot do a year-to-year comparison. CDE recommend using 18-19 as the baseline (not 17-18).

The following data shows percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:
K - 4 (ELPAC scores:1 student scored one; 3 students scored Novice)
1st - 16 (ELPAC scores: 4 students scored one; 3 students scored two; 5 students scored three; 4 students scored four)
2nd - 18 (ELPAC scores: 4 students scored one; 6 students scored two; 4 students scored three; 4 students scored four)

3rd - 16 (ELPAC scores: 1 student scored one; 3 students scored two; 8 students scored three; 4 students scored four)
4th - 15 (ELPAC scores: 2 students scored one; 4 students scored two; 3 students scored three; 2 students scored four)
5th - 8 (ELPAC scores: 3 students scored one; 4 students scored two; 1 student scored four)

***Online Learning Implications**

-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)

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

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 ELs who are Eligible (score 4 on ELPAC)	100	100	Summative ELPAC	Annually

June 2021	2 - 5	English Learner	Increase the percentage of students meeting and exceeding standards in FAST aReading	*BASELINE	30	Other (Describe in Objective)	Three times a year
June 2021	2 - 5	English Learner	Increase the percentage of students meeting and exceeding standards in FAST aMath	*BASELINE	30	Other (Describe in Objective)	Three times a year
June 2021	2 - 5	English Learner	Will move up one level on ELPAC	No baseline due to changes in the scale scores from 17 - 18.	90	Summative ELPAC	Annually

Professional Learning Communities

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

All students in the school including English Learners will benefit from the improved instruction and strengthened teacher practice resulting from the PLCs.

***Strategy/Activity - Description**

- Professional learning will include analysis of student data including work samples and formative assessments in PLC's.
- We will plan for Formative assessments that will be used to adjust instruction in the moment and results will be used to inform planning for subsequent lessons.
- We will closely monitor the progress of our English Learners to accelerate their English language acquisition with the goal of reclassification.
- We will participate in an OLA Coaching Cycle during the 2019-20 school year. Areas of focus: ELD Standards, dELD curriculum, instructional strategies and target students.
- Students will engage in a variety of collaborative discussions
- Students will participate with peers in sustained dialogue on a variety of topics and content areas (explaining their thinking, constructing arguments and justifying their positions with sound evidence, etc.)
- Teachers will be engaged in professional learning throughout strengthen their instructional practices to support English Learners

-Resource teacher will continue to work pulling-out small groups of EL's

-Teachers will be implementing small group targeted instruction and learning target goals will be clearly stated

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00571A	Inschool Resource Tchr	0.12000	$11,410.44	$16,246.82	0057-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Coordinate ELPAC Testing.
N00573A	Supplies		$7,006.00	$7,006.00	0057-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Materials for ELD instruction.
N00579Q	Interprogram Svcs/Duplicating		$3,500.00	$3,500.00	0057-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional materials for interventions program.
N00579W	Conference Local		$500.00	$500.00	0057-30106-00-5209-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support ELD PD and implementation of dELD and iELD.
	Inschool Resource Tchr				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F005719	Support ELD PD and implementation of dELD and iELD.
	Interprogram Svcs/VAPA				0057-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : N0057R	Release time for Professional Development.

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.

Principal conducted monitoring conversation while on site. When the site move to online learning due to the COVID 19 school closures, the monitoring stopped.
- SWD were part of the focus student groups to be monitored during Principal Monitoring Meeting
- Monthly Special Education Meeting took place while on site.
- 3rd-5th Grade Weekly Meetings between general education meeting and Educational Specialist were conducted
- Conducted PARA and Ed Specialist Weekly Meeting
- PARAs were not able to attend site PD to assist gen ed teacher with one on one or small group instruction and Ed Specialist with specific student IEP goals
- Principal Attended IEP Meetings
- Did not conduct a Professional Development with Special Education Focus
-Did not reviewed progress reports during grading periods
-Seek additional assistance from CORT to help provide resources
- Did not observed Differentiate instruction in the gen ed teacher for students with IEP. Did observe ed specialist modifying lessons in her separate small group classroom setting.

***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.

During the online learning due to the COVID 19 school closures, it was difficult to conduct the monitoring progress of our SWD.
- PARAs were not able to attend site PD to assist gen ed teacher with one on one or small group instruction and Ed Specialist with specific student IEP goals
- Did not conduct a Professional Development with Special Education Focus
-Did not reviewed progress reports during grading periods
- Did not observed Differentiate instruction in the gen ed teacher for students with IEP. Did observe ed specialist modifying lessons in her separate small group classroom setting.

***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.

Due to online learning teachers will meet for two hours a month for their PLCs instead of meeting 1/2 day a month. Because CAASPP data for 2020 is not available, we added FAST goals in order to track student achievement while the CAASPP is on hold.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk -5	Meet IEP Goals	N/A	75	Progress Reports on IEP Goals	Every 12 Weeks
June 2021	3-5	Increase Math standards on CAASPP standards %Met	16.7	26	Other (Describe in Objective)	Annually
June 2021	3-5	Increase ELA standards on CAASPP %Met	0	15	Other (Describe in Objective)	Annually
June 2021	3-5	Meeting standard in ELA on FAST	0	45	Other (Describe in Objective)	Three times a year
June 2021	3-5	Meeting standard in Math on FAST	0	50	Other (Describe in Objective)	Three times a year

***Identified Need**

-According to CAASPP data in ELA for ALL GRADES COMBINED data was not reported
-15.4% of students with disabilities met or exceeded standard in Math on CAASPP.
0% of our students with disabilities are meeting the standard on the CAASPP in ELA. Only 16.7 % of our students with disabilities are meeting the standard on the CAASPP in Math. These are low numbers and we must work to raise it.

***Online Learning Implications**

-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.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk -5	Hispanic or Latino	Meet IEP Goals	N/A	75	Progress Reports on IEP Goals	Every 12 weeks
June 2021	Tk - 5	Black or African American	Meet IEP Goals	N/A	75	Progress Reports on IEP Goals	Every 12 weeks
June 2021	Tk - 5	English Learner	Meet IEP Goals	N/A	75	Progress Reports on IEP Goals	Every 12 weeks

PLC and Data Monitoring

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

All students will benefit from the increased effectiveness of teacher practice brought about through PLCs. In addition, all struggling students will benefit from the data monitoring that each grade level will be doing during their PLC time.

***Strategy/Activity - Description**

Monitoring:
- Will continue to Focus SWD student group during Principal Monitoring Meetings
- Will hold at least one Monthly Special Education Meeting

- Will attempt to hold at least two 3rd-5th Grade Meetings a month between general education meeting and Educational Specialist
- Will hold PARA and Ed Specialist Weekly Meeting
-PARAs will attend site PD to assist gen ed teacher with one on one or small group instruction and Ed Specialist with specific student IEP goals
-Principal will continue to attend IEP Meetings
- Will Conduct a Professional Development with a Special Education Focus
- Will Review progress reports three times a year
- Will Seek additional assistance from CORT to help provide resources
- Will ask teachers to provide Differentiate instruction for students with IEP

Professional Learning Communities: Grade levels will meet for 2 hours a month during online learning instead of once a month for 1/2 day.
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals.
During Distance Learning, teachers are collaborating during their flextime instead of in a traditional PLC format. They will meet for two hours a month instead of for a 1/2day 9 times a year.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00579S	Non Clsrm Tchr Hrly		$1,227.00	$1,500.50	0057-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Prepare monitoring data analysis of targeted subgroups.
N00579Y	Non Clsrm Tchr Hrly		$2,000.00	$2,445.80	0057-09800-00-1957-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Prepare monitoring data analysis of targeted subgroups.
	Inschool Resource Tchr				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F005719	Oversee intervention program. Provide direct interventions to “struggling students" that ELL and SWD
	Prof&Curriclm Dev Vist Tchr				0057-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : N00578N	Release time to attend Professional Development/PLC. Facilitate Professional Development for Para educators.

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	Reduce the number of students receiving 1's and 2's on their report cards in ELA and Math	*cohort is too small.	3	Grades	Monthly
June 2021	TK-5	Black/African American	Decrease % of Black Youth who are chronically absent	41.9	31.9	Grades	Monthly
June 2021	TK-5	Black/African American	Decrease % of suspensions	2.2%	1.2%	Suspensions (Classroom and School)	Yearly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Carver ES site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Carver ES will develop and implement a site-specific system for tracking classroom referrals.
3. Carver ES 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. Carver ES 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 goal.
5. In the 2020-21 school year, Carver ES will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Carver ES is to maintain or increase the percentage of diverse educators from current year to the following 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.

At Carver, the Black Youth student group has been traditionally very small. In recent years, our student enrollment has gone done and so has our Black Youth student enrollment. Consequently, CAASP data in past three years has not been reported for specific grade levels but by cluster grades (3rd to 5th grade) with the exception in 2016 for 4th grade and 2017 for 5th grade. In support of the current district-wide initiative, we are going to start specifically looking at the students at our site who identify as Black Youth and track their academic success as measured by grades and performance on both site and state-assessments (when available). We will also track their attendance, referrals and suspensions when that is applicable to on-site learning. After this year of data collection, we will be better able to set goals for this specific group in future years.

***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.

Decrease Suspension Rate/Improve attendance

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

All students at the school will benefit from this strategy/activity in the area of Suspension Rate, including the following subgroups: Students With Disabilities, Language Learners, **African American** Students, Hispanic Students, and Students Identified as Homeless, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Suspension Rate:
The counselor, resource teacher, and principal will work collaboratively with students, parents, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease Suspension Rates. Counselor, resource teacher and principal will

collaborate with outside agency "Douglas Young," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Carver. This will allow students to maximize their learning time and academic progress in class. Counselor, resource teacher and principal will collaborate with district office and county office regarding restorative practices, trauma informed care, No Place for Hate, and LGTBQ to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Carver. This will allow students to maximize their learning time and academic progress in class.

- The Resource Teacher and Principal will support to reduce Suspension Rates by:
- Collaborating with school counselor.
- Conducting home visits to ensure families receive the supports they need.
- Active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
- Counselor and principal will conduct small group work on: positive play; positive problem solving; conflict resolution'
- They will support classrooms with Restorative Practices through Community Circles and Restorative Circles when harm occurs
- They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes

To support this goal, the counselor, resource teacher, and administrator will coordinate and collaborate in the following activities:
- Continue offering Second Step lessons in classrooms
- Continue Coordinating the student Peer Mediator (students helping their peers solve problems on the playground peacefully)
- Continue Meeting with individual and small groups of students to promote a safe and inclusive environment for all students (Social/Emotional Small Groups and Friendship Groups)
- Refer resource to Families (Say San Diego and Family Engagement Office)
- Continue Monitoring Attendance/SART and SARB students
- Continue Conducting Home Visits
- Offer Individual student counseling support

-Carver will implement alternative recess play/activities during recess to promote engaging, inclusive, collaborative & safe play. It will promote and create a safe environment.
- Offer Fieldtrips with Chollas Lake will increase in order to increase student engagement in the classroom
- Continue the Distribution of Monthly Perfect Attendance Certificate classroom recognition
- Continue Awarding Annual Perfect Attendance Award Ceremony at Sea World sponsored by Assemblywoman Weber
- Continue with Bi-weekly Attendance Meeting: Principal, School Counselor, Resource Teacher, and School Clerk meet regularly to review attendance data. Each member is assigned students/families to follow up to promote positive attendance. The importance of every day and bell to bell attendance will also be included in school-to-home communication.

***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				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F005719	Support school wide programs to reduce Suspension Rates, and increase Academic Achievement for A.A students.

Strategy/Activity 1- Support Tier 1 Instruction

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

All students at the school will benefit from this strategy/activity in the area of Suspension Rate, including the following subgroups: Students With Disabilities, Language Learners, **African American** Students, Hispanic Students, and Students Identified as Homeless, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Professional learning will be supported by a total of 9 half days of PLCs per teacher due to limited funds. Teachers will work collaboratively during monthly professional learning. Three student-monitoring meetings will be conducted with the Principal.
To strengthen ELA, professional learning in the 2020-21 school year, will include the following:
- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
-Include Designated and Integrated ELD
-Align Learning Targets to critical standards, lessons, and assessments
- Provide Intentional Planning: planning questions, supports, and assessments
- Implement Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Broaden teachers’ intervention toolbox
- Restructure interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; Para educator training (also participating in site PD)
- Continue Ed Specialists to participate in collaborative planning, professional learning
- Co-teach (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting
- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward
- Consistently tie lessons to standards/Critical Concepts and interim assessment (Aligning teaching and assessments to SBAC format)

- Use guided reading/small group instruction to support vulnerable learners
- Explore the language of mathematics-how can we support students in comprehending word problems

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00579V	Non Clsrm Tchr Hrly		$923.00	$1,128.73	0057-30106-00-1957-2495-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide tutoring and/or intervention to A.A. students identified as being 'at risk.'
	Inschool Resource Tchr				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F005719	Support Tier 1 and Tier 2 instructional program.
	Non Clsrm Tchr Hrly				0057-09800-00-1957-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 5 - Supporting Students with Disabilities | Ref Id : N00579Y	Provide tutoring and/or intervention to A.A. students identified as being 'at risk.'
	Interprogram Svcs/VAPA				0057-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : N0057R	Release time for Professional Development.
	Interprogram Svcs/Paper				0057-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : N00579R	Instructional materials for interventions program.
	Supplies				0057-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N00571J	Materials for Instructional Program.
	Supplies				0057-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 4- Supporting English Learners | Ref Id : N00573A	Materials for Instructional Program.
	Prof&Curriclm Dev Vist Tchr				0057-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : N00578N	Release time for Professional Development.
	Prof&Curriclm Dev Vist Tchr				0057-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : N00574I	Release time for Professional Development.

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.

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.

2018-19 Goal:
By June 2019, 100% (approx. 263 families) will receive information regarding academic and citizenship progress of their children.
- 100% of parents received progress reports twice this year
- Carver will have an active SSC, SGT, ELAC
- All communication is provided in both English and Spanish.

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 48%.
- We publish our events in School messenger, website, marquee, and flyers are sent home to notify parents of events (Spanish and English)
- 20 - 25 parents on average attended Family Friday as evident by sign-in sheets
- Over 150 Families attended Back to School Evening and Spring Open House as evident by sign-in sheets
- Reading/Writing Workshops are offered to families by the Family Engagement Department
- SSC and ELAC were functioning Committees with parent representation
- According to CSPS 66% attended school or class event
- According to CSPS 63% attended a meeting of the parent-teacher organization or association (PTA not formed), only parent representatives attend the committee meeting

***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.

Parents received communication via school messenger. Parents who did not receive the messages had changed their phone numbers and did not notify the school. In addition, parents did not read flyers sent home to parents. Last year, Carver subscribed to Class Dojo communication platform to improve school and family communication. It has proven to be very effective.
During online learning, parent meetings have shown to be even more challenging than on site.
Currently PTA is in need of official board members. Principal has started recruiting interested parents for official board positions and has 4 parents interested. Official PTA meeting will take place in late October.

***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.

The site will continue to seek out parent training opportunities through the district and the community. For 20-21, we are attempting to host workshop opportunities around parents helping their students succeed in an online learning environment.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	To increase the percentage of parents who think that the school actively seeks the input of parents before making important decisions.	41	51	CAL - SCHLS (CSPS)

***Identified Need**

Parents need to feel valued and that their opinions are taken into account during the decision-making process.
The goal is to increase overall parent engagement, involvement and strengthen the school-home relationships with families.
According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 48% (see indicators below).

*Note: The percentages only include the response of “Strongly Agree.”
Parent Involvement (indicators) that include only "Strongly Agree" responses:
-School allows input and welcomes parents’ contributions=52%

-School encourages me to be an active partner with the school in educating my child=46%
-School actively seeks the input of parents before making important decisions=41%
-School staff take parent concerns seriously=44%

*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	ELAC	Fully Functioning ELAC	0	100	Committee Attendance
June 2021	SSC	Monthly Representation at the DAC meeting	0	100	Attendance
June 2021	Other (Describe in Objective)	Improve parent-school communication via Class Dojo parent membership in each teacher classroom	0	100	Other - Describe in Objective

Parent Communication

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

All families at the school will benefit from increased parent communication.

***Strategy/Activity - Description**

- Increase and promote parent involvement by creating a safe and welcoming environment were parents feel safe and heard and creating more outlets for parents.

To increase parent input on decisions, we will conduct mini-surveys before morning opening, during family events and activities, parent conferences, Back to School Night, Open House, Family Reading Night and other opportunities as they become available. We will utilize multiple avenues to communicate the results of the mini surveys. We will also include information about SSC and appropriate SGT decisions in my school-to-home communication to increase transparency and to make the information public.

Family Communication

To continue to keep our families informed about decisions, school happenings, and increase participation, we will utilize the following to improve communication by:

1. Announcing the meetings on social media: Carver Facebook page; Carver Twitter page; Carver Instagram page; Carver Website and Carver Class Dojo
2. Start a monthly email newsletter and Include a description of the meeting instead of merely mentioning it in the Upcoming Events section of the newsletter
3. Advertise important meetings on the marquee
4. Use School Messenger to remind parents of upcoming meetings
5. Meet and chat with parents for Family Friday
6. Maintain a google page for parent communication "The Penguin Family Update"
7. Email Monthly Carver Calendar (containing the following calendar and informational items on the reverse)
8. Email or text Peach Jar (electronic flyers)

Strategy/Activity 1- Parent Participation

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

All families at the school will benefit from increased parent communication.

***Strategy/Activity - Description**

Through our partnerships with "SAY San Diego" and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year:

- Early Childhood Behavior
- Positive Parenting workshop
- Workshops covering family needs such as:
- Medi-Cal,
- Covered California 101 - How to access and utilize benefits
- Community Resources 101 - Housing, food, social support and other socioeconomic assistance

Increase Parent participation in school committees and volunteer opportunities:
- SSC
- ELAC
- SGT
- Volunteers

Provide childcare for parent trainings/meetings. Subcommittees of Wellness committee 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**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00571T	Inservice supplies		$575.00	$575.00	0057-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parent Meeting refreshments
N00574E	Supplies		$67.00	$67.00	0057-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parent meeting supplies
N00577H	Tech Professional OTBS Hrly		$377.00	$500.62	0057-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide translation during parent meetings.

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.

Professional learning were planned for 9 half days meetings per teacher. Visiting teachers are funded so that teachers have 9 half days to meet in their PLCs. Teachers will work collaboratively during monthly professional learning while participating in vertical alignment. PLC will include supporting all readers with an emphasis on supporting students with disabilities and EL's to ensure their progress.

During PLC teacher collaborated to provide a more individualized instruction and supports for students in ELA and other content areas. In-School Resource Teacher (RT) to supported classroom teachers with tier 2 instruction that supports struggling students with tier 2 interventions. Collaboration included support in academics, assessments, direct instruction to potential at risk LTELs. Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.

Instructional supplies include purchasing supplemental materials and classroom books to support ELA. The site funds Raz Kids as well to support ELA.

*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.

Due to the school closure in the spring of 2020, we were unable to test students on the DRA at the end of the year. Therefore, we are carrying over our goals.

***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.

Carver used monthly DRA Levels (Fountas/Pinnell) and FAST Assessment (aReading) for student monitoring in ELA. Carver used envision Unit Test and Fast (aMath) for student monitoring in Math.
- Professional Learning Communities met once Monthly (1/2 day) collaboration for:
- Common formative assessments
- Data analysis
- Response to Instruction
- Lesson planning
- Student monitoring
- Create SMART goals to monitor achievement. and plan for instruction and intervention

During weekly PLC time teachers met to monitor, evaluate, and adjust curriculum to ensure that students are meeting CCSS.
Monitoring of DRA levels occurred each month
Provide PD for teachers around high leverage reading to help strengthen Tier 1 instruction - Second Year of coaching
-DRA/Fountas and Pinnell levels will be analyzed during the monthly ILT meetings, first reporting period, and quarterly meetings with teachers. Students not meeting expectation will be closely monitored to ensure progress.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Meet or exceed reading standards	38.2	49	CAASPP ELA	Annually
June 2021	5	Meet or exceed reading standards	39.1	50	CAASPP ELA	Annually
June 2021	TK - 3	DRA at grade level	*baseline	70	Other (Describe in Objective)	Per grading period

***Identified Need**

Hispanic students, English learners and socioeconomic disadvantaged students were among the lowest-performing subgroups.
To support underperforming students we will continue to support student progress in ELA in a variety of ways including teachers' professional learning. During professional learning, we will focus on lessons that are aligned with standards, integrated and designated ELD, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include ELD instruction, daily guided reading, clear learning targets; and small group targeted instruction. Teachers will work in collaboration with the Ed Specialists during PLCs and PARAs to support students with disabilities.

***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.

*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	Meet or Exceed Standards	20	30	CAASPP ELA	Annually
June 2021	3 -5	Hispanic or Latino	Meet or Exceed Standards	35.6	45	CAASPP ELA	Annually
June 2021	3-5	Socioeconomically Disadvantaged	Meet or Exceed Standards	38.9	48	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Meet or Exceed Standards	0	70	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Meet or Exceed Standards	40	50	CAASPP ELA	Annually
June 2021	2-5	English Learner	Increase the # of students meeting or exceeding the standards in ELA on FASTa Reading	*Baseline	30	Other (Describe in Objective)	Three times a year
June 2021	2-5	Hispanic or Latino	Increase the # of students meeting or exceeding the standards in ELA on FASTa Reading	*Baseline	45	Other (Describe in Objective)	Three times a year
June 2021	2-5	Socioeconomically Disadvantaged	Increase the # of students meeting or exceeding the standards in ELA	*Baseline	48	Other (Describe in Objective)	Three times a year

			on FASTa Reading				
June 2021	2-5	Students with Disabilities	Increase the # of students meeting or exceeding the standards in ELA on FASTa Reading	*Baseline	70	Other (Describe in Objective)	Three times a year
June 2021	2-5	Black or African American	Increase the # of students meeting or exceeding the standards in ELA on FASTa Reading	*Baseline	50	Other (Describe in Objective)	Three times a year

Professional Development

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

All students will benefit from this activity; however; particular attention will be placed on underachieving recommended for SST or already RTI students.

***Strategy/Activity - Description**

Professional learning will be supported by 9 half days meetings per teacher. Visiting teachers are funded so that teachers have 9 half days to meet in their PLCs. Teachers will work collaboratively during monthly professional learning while participating in vertical alignment. Teacher will engage in DRA student analysis during PLC's and design and plan for next steps. PLC will include supporting all readers with an emphasis on supporting students with disabilities and EL's to ensure their progress.

Instructional supplies include purchasing supplemental materials and classroom books to support ELA. The site funds Raz Kids as well to support ELA.

***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				0057-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : N0057R	Release time for Professional Development/PLC.

Strategy/Activity 1- Guided Reading

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

All students will benefit from this activity; however; particular attention will be placed on underachieving recommended for SST or already RTI students.

***Strategy/Activity - Description**

As part of our ongoing PLC and PD work the teachers at all grade levels will engage in professional development around strengthening their guided reading practice. Through this professional development, we expect to see that our students are more prepared to be reading at or above grade level. In addition, we will emphasize the commitment to maintain and the guided reading time as scheduled due the priority of student needs.

***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 -				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F005719	Support teacher professional learning in guided reading during PD/PLC or coaching.
	Prof&Curriclm Dev Vist Tchr				0057-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : N00574I	Release time for Professional Development/PLC.

Strategy/Activity 1- Tier 1 Support

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

All students at the school will benefit from this strategy/activity in the area of ELA due to the large percentage of students with similar needs.

***Strategy/Activity - Description**

The site resource teacher, and district resource teachers (EL resource teacher, data resource teacher, Early Reading) and principal:

- Support and collaborate with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk' of becoming LTEL's
- Provide direct interventions to struggling readers and students "at risk' of becoming LTEL's,
- Support and implement professional development for staff to strengthen instructional practice.

- The team mentioned above will facilitate professional development in all grade levels and site resource teacher and principal will work directly with parents and 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 -				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F005719	Support Instructional Program and provide direct interventions to students.

Strategy/Activity 1- Tutoring Interventions

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

All students at the school will benefit from this strategy/activity in the area of ELA due to the large percentage of students with similar needs.

***Strategy/Activity - Description**

Carver has collaborated with SDSU to provide tutoring in the classroom.

Strategy/Activity 1- Digital Programs/Licenses

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

All students at the school will benefit from this strategy/activity in the area of ELA due to the large percentage of students with similar needs.

***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 provide for quality professional development.
Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.

- RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction
- Scholastic Reading Pro - Digital Leveled Library

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.

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 impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

This year is Carver's second year of STEAM instructional program implementation. Our school has made a commitment to providing students with the opportunities needed to develop the problem solvers needed for the jobs of the 21st Century. We are planning to create a Maker Space classroom, and we are participating in the District Steam Initiative for grades TK-2 with a new grade level being added each year. These programs will teach our students to think outside the box, solve complex problems, persevere through difficult challenges and work with a team. We plan to use Prop S/Z money and apply for a grant to create our Maker Space classroom. This fall the SSC voted to change the focus of the school to STEAM. We are now an official STEAM school and our entire community is on board.

1. Fostering a Culture of STEAM

- TK, K and first grade STEAM classrooms will be highlighted in our Spring Open House last year. I plan to highlight the TK - 2nd grades classrooms this school year during our Spring Open House.
- TK- 2 grade teachers will be invited to our Family Friday's to showcase the STEAM program and showcase student work.
- Our teachers/students will be asked to host a school wide assembly related to STEAM this school year.
- We extend our STEAM focus after school hours through the collaboration of our after school program, Prime Time.
- During Grade Level Inquiry work, TK - 2 grade levels are focusing on strengthening readers by using STEAM work as an entry point because the students are enthusiastic about science and they can build on their enthusiasm for the genre.
- This year Carver will begin the steps to create maker-space dedicated classroom for all students.

2. Building Capacity to ensure fidelity and sustainability of STEAM

- This is the second year Carver is participating in the STEAM Innovations Initiative. All of our TK, K and first year teachers have participated in all district provided trainings. They have received instructional materials provided by the district.
- The district has also provided new furniture, rugs and seating to create maker-space-style classrooms. This has transformed the learning environments. All TK, kinder, and first grade teachers participated in district provided STEAM training during the 2019-20 school year. Second grade teachers are being trained this year.
- Each year the district rolls out a grade level for training, we will participate next year as well.
- Teachers in grades 2-5 are using the new NGSS standards and modifying their FOSS kits and materials to meet the new standards.
- Our prep science teacher will be attending the district provided Science Capacity Builders trainings.

3. Supporting teachers in implementing STEAM lessons a minimum of 4 hours per week.

- Assurance of implementation is demonstrated by daily schedules showing STEAM lessons four hours a week.
- Principal will include STEAM lessons on her walk through schedule and provide feedback.

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

In reviewing the current data and root cause analysis, the five subgroups (ELL, SWD, Black Youth, Hispanics, and Social Economically Disadvantage students) will have a major focus, and the following strategies and leadership actions will be implemented school-wide at Carver Elementary to meet or exceed the SPSA goals:

Monitoring Instructional Content, Learning targets, Pedagogy and Student Engagement: The site administrator will work alongside all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following are in place at the school:

1) A guaranteed and viable curriculum in every classroom. 2) All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning. 3) Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice. 4) Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning. 5) All staff knows students' learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning, Student Progress, and Providing Support: The site administrator and all staff members will take responsibility in monitoring student learning, student progress, and providing appropriate support:

1) Develop and fine tune a comprehensive assessment system. 2) Implement three- to six-week data cycles in an effort to closely monitor student progress to mastery of standards throughout the year. 3) Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs. 4) Ensure that reteach and reassessment opportunities are provided to students. 5) Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation: The site administrator along with the IMTSS team will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

1) Data from classroom observations and common assessments will be used to inform professional learning opportunities. 2) Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs. 3) The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Interpersonal Skills: 1) Model positive and productive relationships with staff, students, parents and community. 2) Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work. 3) Value mutual respect, multiple cultural perspectives, and experiences. -Views work through an appreciative lens and focus on what is working at the school.

Organizational Leadership: 1) Develop and maintain clear systems to organize and maximize resources and operations. 2) Establish clear lines of communication. 3) Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community: 1) Cultivate positive relationships with parents and community. 2) Implement systems and structures that engage, teach, support parents/community. 3) Have clear and open communication with parents/community. 4) Help parents understand their child's learning successes and needs. 5) Provide resources to support parents.

Leading for Second Order Change: 1) Strengthen and fine-tune current instructional practices. 2) Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies. 3) Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture). 4) Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards/Priority Standards, Proficiency Scales, Benchmark Advanced & based on student data. 5) Reflect on our work as educators and equity for ALL STUDENTS. 6) Promoting positive change: Be comfortable with Being Uncomfortable 7) Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes: Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

1) Strong knowledge of the standards. 2) Deeper understanding of the vertical alignment of critical concepts/proficiency scales between grade levels. 3) Application of teaching practices that impact student achievement.

Teaching Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding, building upon learning from previous year, as evidenced by:

1) Daily monitoring of student progress towards a learning goal as well as specific targets. 2) Lifting or shifting instruction in the moment based on what students are controlling and approximating 3) Team analysis of student work and next steps on a biweekly basis (PLC).

Planning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

1) Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach. 2) Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable, measurable) to meet the goal.

Professional Development Plan and Progression of Learning:

Progression of Learning: 1) Vertical alignment of critical concepts. 2) Starting with student assessment and critical concept to make decisions about units using balanced literacy. 3) Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts. 4) PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why, when). 5) Monitoring/analyzing and responding daily, weekly (common/PLCs). 6) Developing systems for monitoring and reporting.

Professional Development Goals: 1) Build Understanding of Vertical Alignment of Standards. 2) Set learning goals and targets (standards). 3) Use qualitative and quantitative data to make instructional decisions (revisit targets).

Professional Development Structures:

PLC Guiding Questions: 1) What do we want students to learn (G/V curriculum)? 2) How will we know they have learned it (student monitoring)? 3) What will we do if they do not learn it? 4) What will we do if they do learn it?
PLC Process: 1) Bring common assessment data. 2) Analyze exit slips (calibrate). 3) Reflect on student progress towards target based on data. 2) Design next common exit slip to monitor student progress.
PLC Focus: 1) Instructional Practices/Balanced Literacy. 2) Lift and shift - planning for and responding to evidence of understanding in the moment.
Process: 1) Analyze student data as a team. 2) Find gaps in student learning. 3) Set a target for closing the achievement gap. 4) Identify 'actions' that will close the achievement gap (Instructional plan, instructional approach, student monitoring)

Focused Observations/ Feedback:

Lift and Shift: 1) What is the learning target? 2) What are students doing in relation to the targets? 3) How are students responding?
Guiding Questions: 1) What opportunity was provided in the moment for students to demonstrate understanding? 2) What are students saying about meaning? About strategy work? 3) What was lifted? (meaning? strategy?) 4) What was shifted? (meaning? strategy?) 5) How did the teacher lift/shift (teacher response)? (voice over, summary, reread with a focus...)

ON LINE LEARNING:

- ***What systems does your site have for pupil outreach and re-engagement?***

-Carver has established a connectivity and attendance team to support families stay connected. The team includes Counselor, Resource Teacher, Enrollment Clerk, Para-Educators and ESA, and district office member makes up the teams that reach out to families experiencing difficulties staying connected. The team monitors student attendance and participation, connects with families, and communicates family needs to the team and principal for follow-up.

- Carver will continue to provide services, engage students in activities, and provide families with school resources and interactions similar to on-site learning. No disruptions to programs. (Done Virtually)

How are staff being trained to engage students? Relationship building via online learning?

- Staff will continue to participate in Site-Based and District provide Professional Development with an emphasis in online learning:
- QLI, QPT
- Distance Learning Playbook
- Social Justice
- Restorative Practices
- Social Emotional Learning
- Data Assessments (FAST, IAB's, Inspect)

How will the school ensure equity and consistency form classroom to classroom when taking attendance in combined settings?

- Equity and consistency from all classrooms will be monitor by the site administrators and attendance team:
- Establishing clear expectations
- Working towards alignment of expectations
- Monitoring student attendance
- Monitoring student work completions
- Classroom visits and providing feedback
- Teacher monitoring meetings

Consider how the School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages?

- Carver will continue to use the communication methods during on-site learning.
- Last year, Carver activated FACEBOOK and Instagram in addition to the ones already in place like twitter.
- This year, Carver will also maintain the Carver Website updated since the district has upgrader the school district websites.

- This year, Carver will also initiate a monthly Electronic Newsletter Smore to communicate events and news to parents where parents can translate in their own language
- In addition, Carver has adopted Class Dojo as the primary school communications platform.
- 98% of families are connected (goal of 100%)
- Communications can be translated to **various languages**
- Parents have access to classroom teacher communications and School wide communications.
- Families can comment on teacher/school messages
- Families can send private messages to the classroom teacher and site Administrators

What specific leadership actions will you take to meet SPSA during online learning:
- Continue to communicate SPSA to all stakeholders (staff, families, students).
- Continue to monitor SPSA goal
- Continue to evaluate School programs for impact (instructional, School culture, Family Engagement, Absenteeism and Suspension Rate)
- Continue to engage stakeholders in the evaluation of SPSA and elicit modifications.
- Continue to build leadership capacity within stakeholders (staff, students, families).
- Create a personal monitoring system to keep team leaders engaged in the progress of the site SPSA
- Create systems and structures to provide services and support to students and families similar to on-site learning to the best of our abilities.

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

Carver ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 59,989.89
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 117,123.02

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)	$28,215.68
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $28,215.68

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)	$28,917.45
[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): $ 28,917.45

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $117,123.02

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Carver Elementary	**09800 LCFF Intervention Support**	Inschool Resource Tchr	**1109**	Pull/Out Push In	0.1200	$ 11,410.44
		Inschool Resource Tchr	**3000**			$ 4,836.38
			1192	Prof&Curriclm Dev Vist Tchr		$ 1,335.00
			1957	Non Clsrm Tchr Hrly		$ 2,000.00
			2151	Classroom PARAS Hrly		$ 382.00
			3000			$ 868.63
			4301	Supplies		$ 6,285.00
			5721	Interprogram Svcs/Duplicating		$ 1,800.00
	09800 LCFF Intervention Support Total				**0.1200**	**$ 28,917.45**
	30100 Title I Basic Program	Inschool Resource Tchr	**1109**	Pull/Out Push In	0.3800	$ 36,133.06
		Inschool Resource Tchr	**3000**			$ 15,315.21
			4301	Supplies		$ 3,899.00
			5721	Interprogram Svcs/Duplicating		$ 3,500.00
	30100 Title I Basic Program Total				**0.3800**	**$ 58,847.27**
	30103 Title I Parent Involvement		**2455**	Tech Professional OTBS Hrly		$ 377.00
			3000			$ 123.62
			4301	Supplies		$ 67.00
			4304	Inservice supplies		$ 575.00
	30103 Title I Parent Involvement Total					**$ 1,142.62**
	30106 Title I Supplmnt Prog Imprvmnt		**1192**	Prof&Curriclm Dev Vist Tchr		$ 2,786.00
			1260	Counselor Hrly		$ 577.00
			1957	Non Clsrm Tchr Hrly		$ 2,150.00
			2451	Clerical OTBS Hrly		$ 277.00
			3000			$ 1,319.68
			4301	Supplies		$ 7,006.00
			5207	Travel Conference		$ 500.00
			5209	Conference Local		$ 500.00
			5733	Interprogram Svcs/Paper		$ 3,000.00
			5738	Interprogram Svcs/VAPA		$ 10,100.00
	30106 Title I Supplmnt Prog Imprvmnt Total					**$ 28,215.68**
Grand Total					**0.5000**	**$ 117,123.02**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Carver Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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

Carver Elementary has developed a written Title I parent & family engagement policy with input from Title I parents.

School Site Council members will review and give input to Title 1 parent & family engagement policy

- **A Title 1 parent meeting will be held in the fall to review and give parents an opportunity to give input to Title 1 parent & family engagement policy (in both English and Spanish)**

It has distributed the policy to parents of Title I students.

- ***In the fall, the school will send home the Title 1 parent & family engagement policy with students***
- ***In the fall, an email with a copy of our Title 1 parent & family engagement policy will be sent out to all families***
- ***The Title 1 parent & family engagement policy will be posted on the school website***

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- ***A Title 1 parent meeting will be held in the fall to review and give parents an opportunity to give input to Title 1 parent & family engagement policy (in both English and Spanish)***
- ***In the fall, the school will send home the Title 1 parent & family engagement policy with students (in both English and Spanish)***
- ***In the fall, an email with a copy of our Title 1 parent & family engagement policy will be sent out to all families (in both English and Spanish)***
- ***The Title 1 parent & family engagement policy will be posted on the school website (in both English and Spanish)***

To involve parents in the Title I, Part A programs, the following practices have been established:

- ***Carver will offer a flexible number of meetings and may provide, with funds provided under this part, transportation, and child care of home visits as such services relate to parental involvement.***
- ***Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.***
- ***Provide parents of participating students with timely information about Title I programs.***
- ***Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.***
- ***Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.***

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- ***An annual meeting will be convened on November 6, 2020 at 12:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved. (in both English and Spanish)***
- ***An annual meeting will be convened on November 6, 2020 at 5:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved. (in both English and Spanish)***

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- ***Morning Meetings***
  - *Annual Title 1 meeting*
  - *Winter Parent/Teacher Conferences planned for November*
  - *Spring Parent/Teacher Conferences are planned for March*
  - *Learning Contract conferences (on-going)*
  - *Daily Volunteer Opportunities for certified Parent Volunteers*
  - *Monthly Parent Coffees (Cafè)/ Family Fridays*
  - *Carver Coyotes Assemblies (weekly)*
  - *End of Trimester Awards Assemblies*
  - *Individual classroom activities as planned by individual classes/teachers*

- ***Evening meetings***
  - *Annual Title 1 meeting*
  - *Back To School Night occurs in September, 2020*
  - *Winter Parent/Teacher Conferences planned for November*
  - *Spring Parent/Teacher Conferences are planned for March*
  - *Spring Open House planned for May, 2021*
  - *Learning Contract conferences (on-going)*
  - *Parents have access to teachers each school day before and after school.*

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- **School Site Council**
- **PTA**
- **ELAC**
- **Monthly Parent Coffees (Cafè)/ Family Fridays**
- **Carver Coyotes Assemblies (weekly)**
- **End of Trimester Awards Assemblies**
- **SGT**

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

- **Flyers, phone calls and emails sent home in both English and Spanish**
- **Bilingual staff**
- **Quarterly Standards Based Report Card Report in both English and Spanish**
- **Meetings and assemblies conducted in both English and Spanish when required**
- **Teacher communication with parents**
- **Updated Website**
- **Messaging in Facebook, Twitter, Instagram, and Class Dojo**

Elba Vera

APPENDIX C

SCHOOL PARENT COMPACT

Carver Elementary
3251 Juanita Street, San Diego CA 92105

Carver Elementary
San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Carver Elementary School

Home/School Compact
2020-2021

Mission:
Our children will use literate power for social action and contribution. Students will learn to read, write and compute and will use these skills to actively participate and contribute to a democratic society.

School Responsibilities
Carver Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows: All students are provided with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

- Hold parent-teacher conversations during which this compact will be discussed as it relates to the individual child's achievement and their academic progress.
  Parent-teacher conversations are part of Carver's first and second student progress reporting periods. Scheduled Parent/Teacher conferences. November, 16, 17, 18, 19, 20; 2020 and March 22, 23, 24, 25, 26; 2021.

- Provide parents reasonable access to staff.
  Communication between home and school is tremendously important; meetings may be arranged by note or telephone.
  The school also communicates with school messenger and post information on website.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

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

- Assuring that my child comes to school on time every day.
- Picking up my child promptly when school ends, including minimum days.
- Checking to be sure my child's homework is done correctly and completed each day. I will also help explain any concepts to my child when s/he does not understand.
- Assuring that my child reads a book at their level for at least 20 minutes each day at home. If I am unsure of my child's reading level, I will ask his/her teacher.
- Taking advantage of any/all parent involvement activities that Carver Elementary School offers. Examples of such activities include Family Fridays, Parent Workshops, Classroom Publishing Parties, Special Focus Meetings, etc.
- Limiting the amount of television that my child watches every day.
- Participating whenever possible, in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child or by mail, and responding as appropriate.
- Volunteering my time at my child's school or in his/her classroom whenever possible.

- Serving, to the extent possible on advisory groups, such as the School Site Council, the School Governance Team, the District Advisory Council, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities

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

- Promise to always work hard and be kind.

The school provides parents of Title I students with timely information about Title I programs.

*Content area (mathematic and literacy) Common Core Workshops
*Literacy Parent Workshops
*Second Language Acquisition strategies

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. Student data analysis on the trends with students' performances with regard to literacy, mathematic, and science is shared with parents during SSC, SGT, and Parent Workshops, at least three times a year, depending of the assessment cycle driven by the state and district.

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. At Carver, we are very responsive to the needs of our school community. We offer opportunities for parents to participate in learning about Carver's data, and become an active participant in their child's education.

School-Parent Compact

Carver Elementary 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

At Carver Elementary, input is given from our SSC members, and parents and staff are invited to attend via school marquee, School Messenger, Website, and Flyer. During the SSC, the members were given the compact policy to add suggestions and make revisions of the plan. The SSC approved the School Compact, when they collectively agreed upon the policy. At Carver, we are a collective group that is centered around respect and students' needs at the forefront.

Building Capacity for Involvement

Carver Elementary 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. Data is presented by the school principal during SSC, monthly Family Fridays, and parent conferences. SSC training will be available to parents annually.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This may include the following:

*Monthly Parent Workshops around Common Core in mathematics and literacy.

*Literacy workshops for primary parents

*Parent Conferences with teacher

*English Learner strategies workshops during English Language Acquisition committee monthly meetings.

*Annual workshop on healthy living presented by school nurse or school counselor

*Annual presentation to parents by school counselor on bully blocker techniques and strategies.

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.

*Staff Meetings

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Nurse, health technician, and counselor meet with parents to provide resource opportunities to support their children is an on-going commitment. It is a priority at Carver that our families have the adequate resources they need to be healthy and emotionally ready for the academic program at Carver.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. (Fliers, monthly calendars, weekly all-call updates via School-Messenger (phone and email), Class Dojo, Facebook, Twitter, Instagram, Website and school marquee.)

The school provides support for parental involvement activities requested by Title I parents.
Requests and suggestions are made during monthly Family Fridays, SSC, and Focus Parent Meetings.

Accessibility

Carver Elementary 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 and school reports are provided in a format and language that parents understand. Information is translated in various languages to address the needs of the parents' primary language written and orally. For example, messages from Carver to parents are translated via school messenger and ClassDojo, or in-person orally and written. Translators are available during SSC, Parent Conferences, and Family Fridays.

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
- CSPS 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.

SCHOOL PERFORMANCE OVERVIEW

Carver Elementary

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

Chronic Absenteeism

Red

Suspension Rate

Orange

English Learner Progress

No Performance Color

English Language Arts

Orange

Mathematics

Yellow

School Details

NAME
Carver Elementary

ADDRESS
3251 Juanita Street
San Diego, CA 92105-3807

WEBSITE
N/A

GRADES SERVED
K-5

CARVER ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
191	85.9%	41.4%	0%

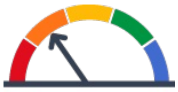
CARVER ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Orange

34.2 points below standard

Declined 24.2 Points ▼

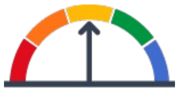
EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

LEARN MORE

Mathematics



Yellow

19.9 points below standard

Maintained 2.8 Points

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	2	1	0	0

LEARN MORE

English Learner Progress

53.6% making progress towards English language proficiency

Number of EL Students: 56

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

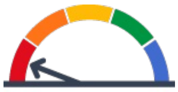
CARVER ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism



Red

34.8% chronically absent

Increased 8.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
5	1	0	0	0

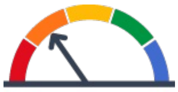
CARVER ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate



Orange

1.9% suspended at least once

Increased 0.6% ▲

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	2	2	2	0

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

34.2 points below standard

Declined 24.2 Points ▼

Number of Students: 72

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

English Learners
Hispanic
Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American
Asian
Filipino
Homeless
Two or More Races
Pacific Islander
Students with Disabilities
White

○ ● ○ ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Asian

No Performance Color

14.2 points below standard

Declined 31.2 Points ▼

Number of Students: 14

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

132.9 points below standard

No Data

Number of Students: 12

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

Orange

50.3 points below standard

Declined 35.9 Points ▼

Number of Students: 44

Hispanic

Orange

41.6 points below standard

Declined 18.9 Points ▼

Number of Students: 39

Socioeconomically Disadvantaged

Orange

34 points below standard

Declined 22.9 Points ▼

Number of Students: 70

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	36 points below standard	10.1 points below standard	34.2 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
90.8 points below standard	8.3 points above standard	34.5 points below standard
Declined 17.7 Points ▼	Declined 26.3 Points ▼	Declined 12.6 Points ▼
Number of Students: 26	Number of Students: 18	Number of Students: 21

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.

All Students

Yellow

19.9 points below standard

Maintained 2.8 Points

Number of Students: 72

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red	Orange	Yellow
No Students	English Learners Hispanic	Socioeconomically Disadvantaged

Green	Blue	No Performance Color
No Students	No Students	African American Asian Filipino Homeless

Two or More Races
Pacific Islander
Students with Disabilities
White

○ ● ○ ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Asian

No Performance Color

27.5 points above standard

Increased 13.8 Points ▲

Number of Students: 14

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

75.8 points below standard

No Data

Number of Students: 12

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

Orange

38.6 points below standard

Declined 25.7 Points ▼

Number of Students: 44

Hispanic

Orange

37.9 points below standard

Declined 4.2 Points ▼

Number of Students: 39

Socioeconomically Disadvantaged

Yellow

21.6 points below standard

Maintained 0.2 Points

Number of Students: 70

Distance From Standard (Mathematics)

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	49.3 points below standard	22.7 points below standard	19.9 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.

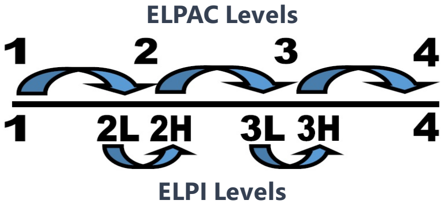
Current English Learners	Reclassified English Learners	English Only
53.5 points below standard	16.9 points below standard	5.9 points below standard
Declined 12.3 Points ▼	Declined 27.7 Points ▼	Increased 41.9 Points ▲
Number of Students: 26	Number of Students: 18	Number of Students: 21

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.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish 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.

LEARN MORE

English Learner Progress

53.6% making progress towards English language proficiency

Number of EL Students: 56

Performance Level

Low

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	12.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.9%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	53.5%

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

Red

34.8% chronically absent

Increased 8.3% ▲

Number of Students: 204

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

- African American
- Students with Disabilities
- English Learners
- Hispanic
- Socioeconomically Disadvantaged

Orange

- Asian

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

- American Indian
- Filipino
- Foster Youth
- Homeless
- 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

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

No Performance Color

54.5% chronically absent

Increased 18.2% ▲

Number of Students: 11

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races

No Performance Color

35.7% chronically absent

Declined 11% ▼

Number of Students: 14

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American

Red

41.9% chronically absent

Increased 9.5% ▲

Number of Students: 31

Students with Disabilities

Red

26.5% chronically absent

Increased 9.3% ▲

Number of Students: 34

English Learners

Red

35.6% chronically absent

Increased 11.8% ▲

Number of Students: 90

Hispanic

Red

40.4% chronically absent

Increased 7.1% ▲

Number of Students: 104

Socioeconomically Disadvantaged

Red

35.1% chronically absent

Increased 8.1% ▲

Number of Students: 191

Asian

Orange

15.4% chronically absent

Increased 13.1% ▲

Number of Students: 39

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

1.9% suspended at least once

Increased 0.6% ▲

Number of Students: 269

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

African American

Hispanic

Yellow

Asian

Socioeconomically Disadvantaged

Green

English Learners

Students with Disabilities

Blue

No Students

No Performance Color

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

○ ● ○ ○ ○ ○

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 18

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 16

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

7.7% suspended at least once

Maintained 0%

Number of Students: 13

African American

Orange

2.2% suspended at least once

Increased 0.8% ▲

Number of Students: 46

Hispanic

Orange

1.5% suspended at least once

Increased 0.8% ▲

Number of Students: 135

Asian

Yellow

2% suspended at least once

Maintained 0%

Number of Students: 49

Socioeconomically Disadvantaged

Yellow

1.6% suspended at least once

Maintained 0.2%

Number of Students: 246

English Learners

Green

1% suspended at least once

Maintained 0.2%

Number of Students: 104

Students with Disabilities

Green

2.3% suspended at least once

Declined 1.2% ▼

Number of Students: 44

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Carver
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	104	20.2	110	33.6	90	36.7	82	41.5	78	37.2	17.0	-4.3	107	19.6	111	26.1	90	30.0	84	34.5	78	33.3	13.7	-1.2
Female	49	26.5	50	38.0	41	41.5	45	46.7	40	37.5	11.0	-9.2	49	14.3	50	22.0	41	29.3	46	32.6	40	32.5	18.2	-0.1
Male	55	14.5	60	30.0	49	32.7	37	35.1	38	36.8	22.3	1.7	58	24.1	61	29.5	49	30.6	38	36.8	38	34.2	10.1	-2.6
African American	31	12.9	29	27.6	20	45.0	13	30.8	10	40.0	27.1	9.2	31	12.9	29	13.8	19	31.6	13	23.1	10	10.0	-2.9	-13.1
Asian**	1	-	1	-	1	-	2	-	14	35.7	-	-	1	-	1	-	1	-	3	-	14	78.6	-	-
Filipino	1	-	3	-	2	-	1	-	2	-	-	-	1	-	3	-	2	-	1	-	2	-	-	-
Hispanic	45	13.3	48	18.8	46	26.1	44	38.6	45	35.6	22.3	-3.0	47	10.6	49	16.3	47	23.4	44	31.8	45	22.2	11.6	-9.6
Indochinese**	16	43.8	18	72.2	13	53.8	13	61.5	-	-	-	-	17	47.1	18	72.2	13	61.5	14	64.3	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	4	-	3	-	3	-	3	-	2	-	-	-	4	-	3	-	3	-	3	-	2	-	-	-
Multiracial	6	-	8	-	5	-	6	-	4	-	-	-	6	-	8	-	5	-	6	-	4	-	-	-
English Learner	45	8.9	36	11.1	18	0.0	21	23.8	30	20.0	11.1	-3.8	48	14.6	37	21.6	19	5.3	23	21.7	30	20.0	5.4	-1.7
English-Speaking	59	28.8	74	44.6	72	45.8	61	47.5	48	47.9	19.1	0.4	59	23.7	74	28.4	71	36.6	61	39.3	48	41.7	18.0	2.4
Reclassified†	15	53.3	23	69.6	32	56.3	21	66.7	21	52.4	-0.9	-14.3	15	46.7	23	52.2	32	46.9	21	66.7	21	42.9	-3.8	-23.8
Initially Eng. Speaking	44	20.5	51	33.3	40	37.5	40	37.5	27	44.4	23.9	6.9	44	15.9	51	17.6	39	28.2	40	25.0	27	40.7	24.8	15.7
Econ. Disadv.*	104	20.2	103	33.0	82	35.4	70	41.4	72	38.9	18.7	-2.5	107	19.6	104	24.0	82	26.8	71	35.2	72	33.3	13.7	-1.9
Non-Econ. Disadv.	0	-	7	-	8	-	12	41.7	6	-	-	-	0	-	7	-	8	-	13	30.8	6	-	-	-
Gifted	21	52.4	23	69.6	17	70.6	8	-	3	-	-	-	21	47.6	23	65.2	17	47.1	8	-	3	-	-	-
Not Gifted	83	12.0	87	24.1	73	28.8	74	36.5	75	34.7	22.7	-1.8	86	12.8	88	15.9	73	26.0	76	30.3	75	32.0	19.2	1.7
With Disabilities	21	0.0	0	-	0	-	11	0.0	12	0.0	0.0	0.0	22	0.0	19	0.0	11	9.1	11	9.1	12	16.7	16.7	7.6
WO Disabilities	83	25.3	91	40.7	78	42.3	71	47.9	66	43.9	18.6	-4.0	85	24.7	92	31.5	79	32.9	73	38.4	66	36.4	11.7	-2.0
Homeless	3	-	0	-	9	-	7	-	3	-	-	-	3	-	6	-	8	-	7	-	3	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	6	-	4	-	5	-	5	-	-	-	5	-	6	-	4	-	5	-	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
Carver
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	37	24.3	35	25.7	26	30.8	26	34.6	34	38.2	13.9	3.6	38	23.7	35	45.7	26	38.5	26	38.5	34	38.2	14.5	-0.3
Female	17	23.5	16	37.5	16	37.5	17	35.3	17	35.3	11.8	0.0	17	11.8	16	50.0	16	43.8	17	41.2	17	29.4	17.6	-11.8
Male	20	25.0	19	15.8	10	20.0	9	-	17	41.2	16.2	-	21	33.3	19	42.1	10	30.0	9	-	17	47.1	13.8	-
African American	15	20.0	7	-	5	-	6	-	5	-	-	-	15	13.3	7	-	5	-	6	-	5	-	-	-
Asian**	0	-	1	-	0	-	1	-	6	-	-	-	0	-	1	-	0	-	1	-	6	-	-	-
Filipino	1	-	1	-	0	-	0	-	2	-	-	-	1	-	1	-	0	-	0	-	2	-	-	-
Hispanic	14	14.3	14	28.6	16	25.0	14	57.1	16	25.0	10.7	-32.1	15	13.3	14	50.0	16	25.0	14	50.0	16	18.8	5.5	-31.2
Indochinese**	3	-	7	-	5	-	3	-	-	-	-	-	3	-	7	-	5	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	3	-	2	-	0	-	0	-	2	-	-	-	3	-	2	-	0	-	0	-	2	-	-	-
Multiracial	1	-	3	-	0	-	2	-	2	-	-	-	1	-	3	-	0	-	2	-	2	-	-	-
English Learner	20	15.0	12	25.0	9	-	11	36.4	14	14.3	-0.7	-22.1	21	23.8	12	58.3	9	-	11	36.4	14	14.3	-9.5	-22.1
English-Speaking	17	35.3	23	26.1	17	47.1	15	33.3	20	55.0	19.7	21.7	17	23.5	23	39.1	17	52.9	15	40.0	20	55.0	31.5	15.0
Reclassified†	0	-	5	-	5	-	3	-	8	-	-	-	0	-	5	-	5	-	3	-	8	-	-	-
Initially Eng. Speaking	17	35.3	18	16.7	12	41.7	12	25.0	12	50.0	14.7	25.0	17	23.5	18	27.8	12	41.7	12	25.0	12	58.3	34.8	33.3
Econ. Disadv.*	37	24.3	31	25.8	26	30.8	22	31.8	30	40.0	15.7	8.2	38	23.7	31	45.2	26	38.5	22	40.9	30	36.7	13.0	-4.2
Non-Econ. Disadv.	0	-	4	-	8	-	4	-	4	-	-	-	0	-	4	-	8	-	4	-	4	-	-	-
Gifted	5	-	7	-	3	-	8	-	1	-	-	-	5	-	7	-	3	-	8	-	1	-	-	-
Not Gifted	32	18.8	28	21.4	23	30.4	26	34.6	33	36.4	17.6	1.8	33	21.2	28	32.1	23	39.1	26	38.5	33	36.4	15.2	-2.1
With Disabilities	6	-	0	-	0	-	1	-	5	-	-	-	7	-	4	-	11	9.1	1	-	5	-	-	-
WO Disabilities	31	29.0	31	29.0	24	33.3	25	36.0	29	44.8	15.8	8.8	31	29.0	31	51.6	24	41.7	25	40.0	29	37.9	8.9	-2.1
Homeless	0	-	0	-	3	-	1	-	1	-	-	-	0	-	3	-	3	-	1	-	1	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	3	-	2	-	-	-	2	-	2	-	0	-	3	-	2	-	-	-

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

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

** 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
Carver
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	45	11.1	37	32.4	29	41.4	26	38.5	21	33.3	22.2	-5.2	46	19.6	37	21.6	28	39.3	27	29.6	21	28.6	9.0	-1.0
Female	20	20.0	16	25.0	12	58.3	15	53.3	11	27.3	7.3	-26.0	20	15.0	16	0.0	12	41.7	15	26.7	11	36.4	21.4	9.7
Male	25	4.0	21	38.1	17	29.4	11	18.2	10	40.0	36.0	21.8	26	23.1	21	38.1	16	37.5	12	33.3	10	20.0	-3.1	-13.3
African American	11	9.1	14	28.6	4	-	5	-	2	-	-	-	11	18.2	14	21.4	3	-	5	-	2	-	-	-
Asian**	0	-	0	-	1	-	0	-	3	-	-	-	0	-	0	-	1	-	1	-	3	-	-	-
Filipino	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
Hispanic	21	9.5	14	7.1	13	30.8	16	25.0	14	42.9	33.4	17.9	21	9.5	14	0.0	13	53.8	16	12.5	14	28.6	19.1	16.1
Indochinese**	8	-	4	-	5	-	4	-	-	-	-	-	9	-	4	-	5	-	4	-	-	-	-	-
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	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
Multiracial	5	-	2	-	3	-	1	-	2	-	-	-	5	-	2	-	3	-	1	-	2	-	-	-
English Learner	20	0.0	17	5.9	2	-	9	-	11	27.3	27.3	-	21	4.8	17	5.9	2	-	10	10.0	11	18.2	13.4	8.2
English-Speaking	25	20.0	20	55.0	27	44.4	17	52.9	10	40.0	20.0	-12.9	25	32.0	20	35.0	26	42.3	17	41.2	10	40.0	8.0	-1.2
Reclassified†	6	-	5	-	13	53.8	5	-	3	-	-	-	6	-	5	-	13	53.8	5	-	3	-	-	-
Initially Eng. Speaking	19	10.5	15	46.7	14	35.7	12	50.0	7	-	-	-	19	10.5	15	26.7	13	30.8	12	25.0	7	-	-	-
Econ. Disadv.*	45	11.1	34	29.4	24	37.5	25	40.0	19	36.8	25.7	-3.2	46	19.6	34	17.6	23	34.8	25	28.0	19	31.6	12.0	3.6
Non-Econ. Disadv.	0	-	3	-	5	-	1	-	2	-	-	-	0	-	3	-	5	-	2	-	2	-	-	-
Gifted	10	40.0	6	-	7	-	2	-	3	-	-	-	10	60.0	6	-	7	-	2	-	3	-	-	-
Not Gifted	35	2.9	31	25.8	22	27.3	24	37.5	21	33.3	30.4	-4.2	36	8.3	31	16.1	21	28.6	25	28.0	21	28.6	20.3	0.6
With Disabilities	11	0.0	0	-	0	-	5	-	2	-	-	-	11	0.0	8	-	2	-	5	-	2	-	-	-
WO Disabilities	34	14.7	29	41.4	26	46.2	21	47.6	19	36.8	22.1	-10.8	35	25.7	29	27.6	26	38.5	22	36.4	19	31.6	5.9	-4.8
Homeless	3	-	0	-	9	-	2	-	3	-	-	-	3	-	0	-	2	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	2	-	1	-	3	-	-	-	1	-	3	-	2	-	1	-	3	-	-	-

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

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

** 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
Carver
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	22	31.8	38	42.1	35	37.1	30	50.0	23	39.1	7.3	-10.9	23	13.0	39	12.8	36	16.7	31	35.5	23	30.4	17.4	-5.1
Female	12	41.7	18	50.0	13	30.8	13	53.8	12	50.0	8.3	-3.8	12	16.7	18	16.7	13	0.0	14	28.6	12	33.3	16.6	4.7
Male	10	20.0	20	35.0	22	40.9	17	47.1	11	27.3	7.3	-19.8	11	9.1	21	9.5	23	26.1	17	41.2	11	27.3	18.2	-13.9
African American	5	-	8	-	11	36.4	2	-	3	-	-	-	5	-	8	-	11	27.3	2	-	3	-	-	-
Asian**	1	-	0	-	0	-	1	-	5	-	-	-	1	-	0	-	0	-	1	-	5	-	-	-
Filipino	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Hispanic	10	20.0	20	20.0	17	23.5	14	35.7	15	40.0	20.0	4.3	11	9.1	21	4.8	18	0.0	14	35.7	15	20.0	10.9	-15.7
Indochinese**	5	-	7	-	3	-	6	-	-	-	-	-	5	-	7	-	3	-	7	-	-	-	-	-
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	1	-	0	-	1	-	3	-	0	-	-	-	1	-	0	-	1	-	3	-	0	-	-	-
Multiracial	0	-	3	-	2	-	3	-	0	-	-	-	0	-	3	-	2	-	3	-	0	-	-	-
English Learner	5	-	7	-	7	-	1	-	5	-	-	-	6	-	8	-	8	-	2	-	5	-	-	-
English-Speaking	17	35.3	31	51.6	28	46.4	29	51.7	18	44.4	9.1	-7.3	17	11.8	31	16.1	28	21.4	29	37.9	18	27.8	16.0	-10.1
Reclassified†	9	-	13	69.2	14	57.1	13	69.2	10	50.0	-	-19.2	9	-	13	38.5	14	28.6	13	53.8	10	40.0	-	-13.8
Initially Eng. Speaking	8	-	18	38.9	14	35.7	16	37.5	8	-	-	-	8	-	18	0.0	14	14.3	16	25.0	8	-	-	-
Econ. Disadv.*	22	31.8	38	42.1	32	37.5	23	52.2	23	39.1	7.3	-13.1	23	13.0	39	12.8	33	12.1	24	37.5	23	30.4	17.4	-7.1
Non-Econ. Disadv.	0	-	7	-	3	-	7	-	6	-	-	-	0	-	0	-	3	-	7	-	6	-	-	-
Gifted	6	-	10	90.0	7	-	6	-	2	-	-	-	6	-	10	50.0	7	-	6	-	2	-	-	-
Not Gifted	16	18.8	28	25.0	28	28.6	24	37.5	21	33.3	14.5	-4.2	17	5.9	29	0.0	29	13.8	25	24.0	21	28.6	22.7	4.6
With Disabilities	4	-	0	-	0	-	5	-	5	-	-	-	4	-	7	-	11	9.1	5	-	5	-	-	-
WO Disabilities	18	38.9	31	51.6	28	46.4	25	60.0	18	50.0	11.1	-10.0	19	15.8	32	15.6	29	20.7	26	38.5	18	38.9	23.1	0.4
Homeless	0	-	0	-	3	-	4	-	2	-	-	-	0	-	3	-	8	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	2	-	1	-	0	-	-	-	2	-	1	-	2	-	1	-	0	-	-	-

* 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.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: CARVER ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Professional learning will be supported by a total of 9 half days of PLCs per teacher due to limited funds. Teachers will work collaboratively during monthly professional learning. Three student monitoring meetings will be conducted with the Principal.

To strengthen ELA, professional learning in the 2019-20 school year, will include the following:

- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
- Designated and Integrated ELD
- Aligning Learning Targets to critical standards, lessons, and assessments
- Intentional Planning: planning questions, supports, and assessments
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Broaden teachers’ intervention toolbox
- Restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training (also participating in site PD)
- Ed Specialists to participate in collaborative planning, professional learning
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting
- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward
- Consistently tying lessons to standards/Critical Concepts and interim assessment (Aligning teaching and assessments to SBAC format)
- Using guided reading/small group instruction to support vulnerable learners
- Explore the language of mathematics-how can we support students in comprehending word problems

***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:

Carver 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	0.12000	$15,814.03	09800-1109	Pull out reading for un-duplicated students.	RT conducts weekly small group reading interventions, providing Tier 2 support.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	Carver will restructure the intervention model: Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model. Students will be monitored throughout the intervention cycle for growth. Teachers will continue to receive Professional Development in areas of need as determined by student performance

							data analyzed by the Instructional Leadership team. These areas are to include (but not limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.
Supplies		$4,561.00	09800-4301	Supplemental student supplies	Instructional supplies were purchased to support teaching and learning.	I could not keep track of all the budget spent in a timely manner.	This year, I will work closer with our Budget Analyst so that every dollar amount is spent.
Software Purchase		$3,000.00	09800-4310	Carver will purchase a Scholastic software to support students in reading.		With the sudden COVID 19 school closures, teachers used a great deal of free reading materials for students. Therefore, the software was not purchased. Also, we missed the deadline to use our purchase orders.	Now, that we are back to some normality online, the site will be taking a closer look at the possibility of acquiring a software to support students online. Also, we will pay close attention to our purchase orders.

Conference Local		$3,000.00	09800-5209	Site will pay for local Conference with a focus in reading for lead teachers to attend.	The conference was offered in May.	Due to COVID 19 the teachers did not attend the conference.	When we return on site if there is a conference offered, I will offer it to the teachers. If not, we will look and see if there any good virtual conferences that staff would like to attend to improve their pedagogy.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

-We are utilizing ST Math, a district funded math program. This is no cost to the school. This program is aligned with standards and have an assessment component to monitor growth and individualize instruction. They provide opportunities for students to practice their math skills at their individual instructional level. ST Math focuses on the conceptual component, which is critical for why certain algorithms are utilized in math.

-ELD Integrated and Designated Instruction will be implemented.

-Small group target instruction and learning target goals will be implemented.

***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	Supplemental materials for Math students	Instructional supplies were purchased to support teaching and learning.	I could not keep track of all the budget spent in a timely manner.	This year, I will work closer with our Budget Analyst so that every dollar amount is spent.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teachers will be provided with additional planning time to plan with the Math resource teacher and to pay for the visiting teacher.	Math resource teacher was able to work with two teachers for the beginning of the year.	We could not continue with this support due to COVID 19 school closures.	I will be partnering with district math coach as a support for our classroom teachers.

Note/Reminders (optional):

Carver Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Strategy/Activity 3

***Strategy/Activity - Description**

Carver will hire (hourly) last year's Math resource teacher to coach one on one teachers to plan purposeful lessons, analyze student data, and match interventions with students' 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.
Classroom PARAS Hrly		$499.61	09800-2151	SEA will be paid hourly to attend coaching meetings and/or site PD and use that information to collaborate with classroom teacher ed specialist.		We were not able to implement this activity due to COVID 19 school closures.	SEA and education specialist are meeting during their flextime.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

- Professional learning will include analysis of student data including work samples and formative assessments in PLC's.
- Formative assessments are used to adjust instruction in the moment and results are used to inform planning for subsequent lessons.
- We closely monitor the progress of our English Learners to accelerate their English language acquisition with the goal of reclassification.
- We will participate in an OLA Coaching Cycle during the 2019-20 school year. Areas of focus: ELD Standards, dELD curriculum, instructional strategies and target students.
- Students will engage in a variety of collaborative discussions
- Students will participate with peers in sustained dialogue on a variety of topics and content areas (explaining their thinking, constructing arguments and justifying their positions with sound evidence, etc.)
- Teachers will be engaged in professional learning throughout the cycle to strengthen their instructional practices to support English Learners
-Resource teacher will continue to work pulling-out small groups of EL's
-Teachers will be implementing small group targeted instruction and learning target goals will be clearly stated

***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 -	--	--	09800-1109	Provide support for English Language Learners	RT conducts weekly small group reading interventions, providing Tier 2 support.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	Carver will restructure the intervention model: Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention

							by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model. Students will be monitored throughout the intervention cycle for growth. Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to include (but not limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.

Supplies	--	--	09800-4301	Printing materials specific to phonological awareness assessments to figure out gaps of EL's in reading.	Materials were ordered and purchased and teachers implemented the assessments to their struggling EL readers	Some teachers were able to figure out when and how to implement the assessments while other had not enough time to explore the materials and figure out how to implement them.	Have the lead teacher do an in-service for teachers to learn how to implement these assessments so we can continue to use these intervention tools to support struggling readers and figure out where their gaps are.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

Monitoring:
-Focus student monitored during Principal Monitoring Meeting
-Monthly Special Education Meeting
-3rd-5th Grade Weekly Meetings between general education meeting and Educational Specialist
-PARA and Ed Specialist Weekly Meeting
-PARAs attend site PD to assist gen ed teacher with one on one or small group instruction and Ed Specialist with specific student IEP goals
-Attend IEP Meetings
-Professional Development- Special Education Focus
-Review progress reports
-Seek additional assistance from CORT to help provide resources
-Differentiate instruction for students with IEP

*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 -	--	--	09800-1109	Pull out support for students with disabilities	RT conducts weekly small group reading interventions, providing Tier 2 support.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	Carver will restructure the intervention model: Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention by the Resource teacher and

Carver Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model. Students will be monitored throughout the intervention cycle for growth. Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to include (but not limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Professional learning will be supported by only 9 half days meetings per teacher. Visiting teachers are funded so that teachers have 9 half days to meet in their PLCs. Teachers will work collaboratively during monthly professional learning while participating in vertical alignment. PLC will include supporting all readers with an emphasis on supporting students with disabilities and EL's to ensure their progress.
Instructional supplies include purchasing supplemental materials and classroom books to support ELA. The site funds RazKids as well to support ELA.

***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.
Prof&Curriclm DevHrlyClsrmTchr		$1,199.45	09800-1170	Paid teachers to plan and collaborate after school	Teachers met with their ELLA/ELD coach and colleagues to collaborate reading lesson planning at the beginning of the year.	Due to COVID 19 school closures, this activity was interrupted.	During online learning teachers are able to collaborate during their flextime.
Prof&Curriclm Dev Vist Tchr		$1,199.45	09800-1192	Pay for visiting teachers to provide release time so that teachers can meet to collaborate.	Teachers met with their ELLA/ELD coach and colleagues to collaborate reading lesson planning at the beginning of the year.	Due to COVID 19 school closures, this activity was interrupted.	During online learning teachers are able to collaborate during their flextime.

Inschool Resource Tchr –	--	--	09800-1109	Small groups pull out for 3rd and 5th grade instruction.	RT conducts weekly small group reading interventions, providing Tier 2 support.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	Carver will restructure the intervention model: Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model. Students will be monitored throughout the intervention cycle for growth. Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to include (but not limited to) Early Reading and English

							Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.
Software Purchase	--	--	09800-4310	Purchase RazKids software licenses.	Software was purchased for lower grades.	The initial availability for usage was in November instead of the beginning of the year.	Contact the vendors to see if we can change the initiation license usage date.

Note/Reminders (optional):

SCHOOL NAME: CARVER 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**

To support this goal, the school counselor facilitates:
- Second Step lessons in classrooms
- Coordinates the student Peer Mediator (students helping their peers solve problems on the playground peacefully)
- Meets with individual and small groups of students to promote a safe and inclusive environment for all students (Social/Emotional Small Groups and Friendship Groups)

-Resource to Families (Say San Diego and Family Engagement Office)
-Monitor Attendance/SART and SARB students
-Home Visits
-Individual student counseling support
-Carver will implement to some degree Playworks to promote engaging, Inclusive, collaborative & safe play. It will teach all students to resolve conflicts and create a safe environment. It will teach all students to resolve conflicts and create a safe environment.
-Fieldtrips with Chollas Lake will increase in order to increase student engagement
-Monthly Perfect Attendance Certificate classroom recognition
-Quarterly Perfect Attendance Pizza Celebration
-Annual Perfect Attendance Award Ceremony at Sea World sponsored by Assemblywoman Weber
-Bi-weekly Attendance Meeting: Principal, School Counselor, Resource Teacher, and School Clerk meet regularly to review attendance data. Each are assigned students/families to follow up to promote positive attendance. The importance of everyday and bell-to-bell attendance will also be included in school-to-home communication.

***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.

Carver 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.**
Supplies		$882.00	30106-4301	Purchase books that supplement literacy, topics include social-emotional well being and professional reading to support instructional programs.	Carver provided a copy of the book **Every Child A Super Reader book** to every staff member. **The** book provided the administrator a leverage to promote classroom libraries and prompted classroom teachers a desire to stock their classroom libraries for books that students were interested to read.	Every classroom teachers was on board and was revamping their classroom libraries, unfortunately; the COVID 19 school closures interrupted that process. Hopefully, when we return to onsite teaching and learning teachers will have the same enthusiasm as when we started to complete the project.	This school year, I will be allocating some funds for online classroom library through scholastics and propel the same enthusiasm in teachers and students.
Consultants <=$25K		$6,000.00	30106-5801	Playworks Company paid to support safe games and positive play.	The original ideas was to have the consultant come to the site and provide PD for the staff. Unfortunately, the program was more expensive than anticipated and had to cancelled it.	The program was too expensive to sustain. Therefore, it was cancelled.	I found out that I can partnered with another school that is thinking of also implementing the same program and we can shared costs. I will be explore that possibility this school year.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Professional learning will be supported by a total of 9 half days of PLCs per teacher due to limited funds. Teachers will work collaboratively during monthly professional learning. Three student monitoring meetings will be conducted with the Principal.

To strengthen ELA, professional learning in the 2019-20 school year, will include the following:

- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
-Designated and Integrated ELD
-Aligning Learning Targets to critical standards, lessons, and assessments
- Intentional Planning: planning questions, supports, and assessments
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Broaden teachers’ intervention toolbox
- Restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training (also participating in site PD)
- Ed Specialists to participate in collaborative planning, professional learning
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting
- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward
- Consistently tying lessons to standards/Critical Concepts and interim assessment (Aligning teaching and assessments to SBAC format)
- Using guided reading/small group instruction to support vulnerable learners
- Explore the language of mathematics-how can we support students in comprehending word problems

***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 -	0.38000	$50,077.73	30100-1109	Pull out for reading development	RT conducts weekly small group reading interventions, providing Tier 2 support.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	Carver will restructure the intervention model: Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model. Students will be monitored throughout the intervention cycle for growth. Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to include (but not limited to) Early Reading and English

							Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Teachers will be provided with additional planning time to plan for their ELA coaching cycle and also to paid for the visiting teacher.	Teachers had opportunities to meet with their grade level colleagues to plan for lessons with the ELLA coach during the school day. Teachers were also provided with PD time to continue this work.	The COVID 19 school closures interrupted that process.	Since, we are still working from home, I will provide teachers with the opportunity to get a a visiting teacher to provide for additional professional development with colleagues.
Services & Other Operating	--	--	30106-5000	Purchase district AEP visiting teachers to provide release time so that teachers can meet to collaborate	The AEP program worked for the beginning of the year before the school had to close due to COVID 19.	Due to COVID 19 school closures, the site could not continue to implement the program.	We will return implementing the program when we are back on site.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

-We are utilizing ST Math, a district funded math program. This is no cost to the school. This program is aligned with standards and have an assessment component to monitor growth and individualize instruction. They provide opportunities for students to practice their math skills at their individual instructional level. ST Math focuses on the conceptual component which is critical for why certain algorithms are utilized in math.
-ELD Integrated and Designated Instruction will be implemented.
-Small group target instruction and learning target goals will be implemented.

***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		$6.00	30100-4301	Supplies for instruction	N/A	This residual budget was not enough to buy any supplies.	This year, I will work closer with our Budget Analyst so that every dollar amount is spent.
Services & Other Operating	--	--	30106-5000	Purchase district AEP visiting teachers to provide release time so that teachers can meet to collaborate	The AEP program worked for the beginning of the year before the school had to close due to COVID 19.	Due to COVID 19 school closures, the site could not continue to implement the program.	We will return implementing the program when we are back on site.
Supplies	--	--	30106-4301	Supplies for instruction	Instructional supplies were purchased to support teaching and learning.	I could not keep track of all the budget spent in a timely manner.	This year, I will work closer with our Budget Analyst so that every dollar amount is spent.

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Carver will hire (hourly) last year's Math resource teacher to coach one on one teachers to plan purposeful lessons, analyze student data, and match interventions with students' 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.
Consultants <=$25K	--	--	30106-5801	Paid Math resource teacher (Last year's Perry & Associates) to coach and collaborate with teachers to strengthen Tier 1 instruction and plan purposeful lessons aligned to critical concepts and assessments aligned to SBAC	Math resource teacher was able to work with two teachers for the beginning of the year.	We could not continue with this support due to COVID 19 school closures.	I will be partnering with district math coach as a support for our classroom teachers.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

- Professional learning will include analysis of student data including work samples and formative assessments in PLC's.
- Formative assessments are used to adjust instruction in the moment and results are used to inform planning for subsequent lessons.
- We closely monitor the progress of our English Learners to accelerate their English language acquisition with the goal of reclassification.
- We will participate in an OLA Coaching Cycle during the 2019-20 school year. Areas of focus: ELD Standards, dELD curriculum, instructional strategies and target students.
- Students will engage in a variety of collaborative discussions
- Students will participate with peers in sustained dialogue on a variety of topics and content areas (explaining their thinking, constructing arguments and justifying their positions with sound evidence, etc.)
- Teachers will be engaged in professional learning throughout the cycle to strengthen their instructional practices to support English Learners
-Resource teacher will continue to work pulling-out small groups of EL's
-Teachers will be implementing small group targeted instruction and learning target goals will be clearly stated

***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 –	--	--	30100-1109	Provide support for English Language Learners	RT conducts weekly small group reading interventions, providing Tier 2 support.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	Carver will restructure the intervention model: Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention

							by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model. Students will be monitored throughout the intervention cycle for growth. Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to include (but not limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.

Services & Other Operating	--	--	30106-5000	Purchased district AEP visiting teachers to provide release time so that teachers can meet to collaborate about EL's.	The AEP program worked for the beginning of the year before the school had to close due to COVID 19.	Due to COVID 19 school closures, the site could not continue to implement the program.	We will return implementing the program when we are back on site.
Note/Reminders (optional):							

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Monitoring:
-Focus student monitored during Principal Monitoring Meeting
-Monthly Special Education Meeting
-3rd-5th Grade Weekly Meetings between general education meeting and Educational Specialist
-PARA and Ed Specialist Weekly Meeting
-PARAs attend site PD to assist gen ed teacher with one on one or small group instruction and Ed Specialist with specific student IEP goals
-Attend IEP Meetings
-Professional Development- Special Education Focus
-Review progress reports
-Seek additional assistance from CORT to help provide resources
-Differentiate instruction for students with IEP

***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 -	--	--	30100-1109	Pull out support for students will disabilities	RT conducts weekly small group reading interventions, providing Tier 2 support.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	Carver will restructure the intervention model: Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention

							by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model. Students will be monitored throughout the intervention cycle for growth. Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to include (but not limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.

Services & Other Operating	--	--	30106-5000	Purchase district AEP visiting teachers to provide release time so that teachers can meet to collaborate in regards to students with disabilities.	The AEP program worked for the beginning of the year before the school had to close due to COVID 19.	Due to COVID 19 school closures, the site could not continue to implement the program.	We will return implementing the program when we are back on site.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

- Increase and promote parent involvement by creating a safe and welcoming environment were parents feel safe and heard and creating more outlets to parents

To increase parent input on decisions, I will conduct mini-surveys before morning opening, during family events and activities, parent conferences, Back to School Night, Open House, Family Reading Night and other opportunities as they become available. I will utilize multiple avenues to communicate the results of the mini surveys. I will also include information about SSC and appropriate SGT decisions in my school-to-home communication to increase transparency and to make the information public.

Family Communication

To continue to keep our families informed about decisions and school happenings, we will utilize the following:

- Monthly Carver Calendar (containing the following calendar and informational items on the reverse)
- Website
- Automated phone calls/emails (School Messenger)
- School Website, including a Calendar of events and activities
- Marquee
- Principal's Twitter
- Peach Jar (electronic flyers)

***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.
Tech Professional OTBS Hrly		$299.50	30103-2455	Paid for translator services to attend parent meetings and translate for parents in Spanish and Vietnamese.	Translators were booked to translate during Family Friday event.	Translators are in high demand and sometimes were hard to book.	The ESA and Principal will work early in the year to have better success at booking the translators.

In-service supplies		$503.00	30103-4304	paid for parent meeting supplies	The list of materials needed to conduct parent meetings like: Flyers, toners, and copy paper.	Some parents do not make a note of the event info.	No modifications at this time.
Postage Expense		$200.00	30103-5920	Parent communication to pay for stamps	Communication that needs to be mail to parents using US stamps.	Some parents' addresses are not valid. We need to make sure parents are updating their addresses.	This school year, since we are working from home due to COVID 19 and students are learning online, we will need to purchase more postages to communicate with parents on important information.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Professional learning will be supported by only 9 half days meetings per teacher. Visiting teachers are funded so that teachers have 9 half days to meet in their PLCs. Teachers will work collaboratively during monthly professional learning while participating in vertical alignment. PLC will include supporting all readers with an emphasis on supporting students with disabilities and EL's to ensure their progress.
Instructional supplies include purchasing supplemental materials and classroom books to support ELA. The site funds Raz-Kids as well to support ELA.

***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.
Prof&Curriclm Dev Vist Tchr		$3,399.48	30106-1192	Pay for visiting teachers to provide release time so that teachers can meet to collaborate.	Teachers had opportunities to meet with their grade level colleagues to plan for lessons with the ELLA/ELD coach during the school day. Teachers were also provided with PD time to continue this work.	The COVID 19 school closures interrupted that process.	Since, we are still working from home, I will provide teachers with the opportunity to get a a visiting teacher to provide for additional professional development with colleagues.
Services & Other Operating		$14,918.00	30106-5000	Purchase district AEP visiting teachers to provide release time so that	The AEP program worked for the beginning of the year before the school had to close due to COVID 19.	Due to COVID 19 school closures, the site could not continue to implement the program.	We will return implementing the program when we are back on site.

				teachers can meet to collaborate.			
Inschool Resource Tchr -	--	--	30100-1109	Small group pull out instruction for 3rd and 5th grade students.	RT conducts weekly small group reading interventions, providing Tier 2 support.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	Carver will restructure the intervention model: Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model. Students will be monitored throughout the intervention cycle for growth. Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to include (but not

							limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.

Note/Reminders (optional):