



# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **CARSON ELEMENTARY** SCHOOL

**2022-23**

37-68338-6039341  
CDS Code

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

**Principal:** Ciudad Real, Lucille

**Contact Person:** Ciudad Real, Lucille

**Position:** Principal

**Telephone Number:** 858/397-6900;

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

**E-mail Address:** lreal@sandi.net

**The following items are included:**

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

**Board Approval:** *January 24, 2023*

**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.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Carson Elementary PHONE: 858-397-6900 FAX: \_\_\_\_\_  
SITE CONTACT PERSON: Lucille Ciudad Real E-MAIL ADDRESS: LREAL@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)       CSI School       ATSI 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 composed correctly, and 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: 10/10/22  
 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: 9/12/22  
 Other (list): \_\_\_\_\_      Date of presentation: \_\_\_\_\_

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/22/22

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.

Lucille Ciudad Real  
Type/Print Name of School Principal

Kelly Cobles Brooks  
Type/Print Name of SSC Chairperson

x Danica Houseman  
Type/Print Name of ELAC Representative

Christina Cisneros  
Type/Print Name of Area Superintendent

[Signature]      10/4/22  
Signature of School Principal / Date

[Signature]      10/4/22  
Signature of SSC Chairperson / Date

[Signature]      10/5/22  
Signature of ELAC Representative / Date

[Signature]      10-11-22  
Signature of Area Superintendent / Date

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

*due October 7th 2022*

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

This School Plan for Student Achievement fulfills the requirements of Title 1 Schoolwide Program and Additional Targeted Support and Improvement. Carson Elementary aims to meet the needs of all learners in all environments. Staff work collaboratively to offer 21st-century learning experiences through interdisciplinary STEAM-based lessons. There is also a Bilingual pathway for students who have the foundation in Spanish to continue learning more academic Spanish, while receiving English instruction. The Biliteracy Program is best described as K-2nd grades receive instruction in Spanish for 90% of the day with 10% English instruction. Students in grades 3rd-5th will receive 90% of instruction in English and 10% of instruction in Spanish.

All school programs and curriculum are designed to teach skills in critical thinking, collaboration, creativity, and communication to offer quality educational experiences with academic and social/emotional supports. School programs are strategically designed to engage students and staff in teaching and learning endeavors. Teachers facilitate the learning of students' engagement in cognitively demanding tasks so they may realize their academic potential to participate in college/career as literate, positively contributing members of our 21st-century society and beyond. Access and Equity is the cornerstone of the positive culture for learning, including individual and group accountability with structures that ensure success for all. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to create and maintain a safe, collaborative, supportive learning environment so all learners are in optimal learning conditions maximizing success.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

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

LCAP GOAL 1: *Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*

LCAP GOAL 2: *Access to Broad and Challenging Curriculum*

LCAP GOAL 3: *Accelerating Student Learning With High Expectations for All*

LCAP GOAL 4: *Quality Leadership, Teaching and Learning*

LCAP GOAL 5: *Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

**ENGAGING EDUCATIONAL PARTNERS**

- February 17, 2022 SSC Preliminary Budget Conversation
- February 16, 2022 Staff met to analyze data and provided budget recommendations.
- February 28, 2022 ILT met to analyze data and provided budget recommendations
- ELAC Committee met, crafted, and provided budget recommendations (Committee wasn't formed until May 2022)
- February 24, 2022 SCC Committee met, processed through, and reviewed, and approved 2022/23 budget

- February 24, 2022 SSC met to discuss the evaluation and assessment survey.
- September 22, 2022 SSC developed the School-Parent Compact and Parent Involvement Policy, developed and approved 2022-2023 SPSA Goals.
- October 14, 2022 The Annual Title I Parent Meeting took place in the auditorium. Parents will also received digital copies of School-Parent Compact and Parent Involvement Policy and have paper copies available for them to be sent home.

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

**SSC meetings**

February 24, 2022- Approval of the budget for 2022-23 school year

March 17, 2022- Approval of moving funding to purchase supplies

September 22, 2022 Approve Title I Family Engagement Policy, Parent Home Compact, SPSA goals, reviewed academic data, and held elections prior to the meeting

October 13, 2022- Safety plan approval review academic data

**SGT meetings**

February 7, 2022- Preliminary Budget Conversation

February 23, 2022 Review of the instructional programs and supports provided, needs assessment overview and discuss recommendations for the SSC

September 12, 2022 Review of the academic data and programs that best support student achievement

**ELAC-**

May 6, 2022 Elections held

May 17, 2022 Initial ELAC training

May 31, 2022 Advise principal of site EL plan and find ways to inform parents of importance of attendance

October 5, 2022 Reviewed new attendance data, analyze student groups and how to support them, planned out the meetings for the 2022-23 school year.

**ILT-**

February 2, 2022 Discussion of the programs/people that support students, review of the calendar, plan calendar for 22-23

February 28, 2022 Preliminary budget conversation

August 25, 2022- Optional meeting to discuss needs for the current school year

September 22, 2022- Leader in Me training

**RESOURCE INEQUITIES**

Carons's root cause analysis involved examining our data from the California Dashboard, California Healthy Kid Survey, site data (report cards and formative assessments), and a review of the 2021- 22 California Assessment of Student Performance and Progress (CAASPP)

CAASPP results indicate overall growth in the area of ELA with 41% of grades 3-5 students scoring proficient or advanced. Carons's four year data analysis from 2019- 2022 for ELA showed that students in grades 3-5 increased from 34% to 41%. However Math decreased from 34.0% to 26%.

## Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The incremental growth in ELA in the past three years indicate that there needs to be continued work to improve student achievement by focusing on additional reading support for all students. As part of the LAP Focus School cohort in San Diego Unified, Carson is receiving additional support with Tier 2 reading intervention with a Reading Support Teacher on site five days a week which allows the site Resource Teacher to support grades 3-5 in the same manner. Both teachers use a push in Tier 2 Reading Intervention model where all classroom teachers do small group reading instruction using the district's guided reading model. Math continues to serve as an area of need. Staff are finding at that student number sense at primary grade levels are lacking as the current curriculum need to provide more concrete experiences. Teachers are meeting to plan and discuss ways to integrate more work with manipulatives and bridging that concept to more abstract representations.

FP data from Spring 2022 show 42% of TK-2 students are at or above grade level. This information is consistent with decision made to provide extra support in the area of reading. The FAST Reading scores from Fall 2022 indicates that 57% of students in grades 3-5 are low risk and advanced while the percentage is moving in the right direction, our goal is to increase this FAST indicator by 10% each time students take this assessment.

Funds were spent last year to support students needing additional support. A 1.0 FTE Resource Teacher was funded to work with underachieving students in the area of reading and English Learners. Based on our data, we need to continue our focus to improve student achievement and close the achievement gap specific to our English Learners and Students with Disabilities. Although we would like to continue to fund the Resource Teacher at 1.0FTE, our resources only allowed us to purchase a .8 FTE. The work outlined for this position will remain the same as we saw an increase in CAASPP scores in grades 3-5.

Our staff shifted to strategic schedules to ensure that special education student services would not interfere with Core Tier 1 instruction. Master schedules were created to ensure that students with disabilities would not be missing instruction and that pull out sessions needed to be done when independent work is happening in the classroom. Education Specialists and Classroom teachers collaborate to ensure that students with IEPs receive their services during strategic times during their day and ensure that Tier 1 instruction is not interrupted. This year the Reading Support Teacher through the LAP will support TK-2 students and the Resource Teacher will support grades 3-5 through a guided reading push-in Tier 2 intervention support model.

Grade	Met or Exceeded ELA CAASPP- 2022
3	26%
4	24%
5	15%

Grade	Met or Exceeded Math CAASPP- 2022
3	25%
4	29%
5	5%

FAST Spring 2021		
FAST categories	3rd grade	4th grade
High Risk	12	8
Some Risk	9	17
Low Risk	4	9
Advanced	3	1

In summary for the 3rd and 4th graders having only 74 students tested does not show an accurate picture of all students in grades 3rd through 5th grade.

**Summary**

For the 2022-23 school year, Title I funds will support a full time Counselor, a .80 Resource teachers supporting EL's, a library assistant, and PE prep teacher, who will support planning days for teachers. The positions listed will support all students and sub groups such as English Learner, students with disabilities, and our Black youth. Carson is also a focus school for the Literacy Acceleration Plan and will have a reading support teacher who will provide additional small group instruction to students in grades Utk through second.

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Kelly Oakes-Brooks	classroom teacher
Ysabel Jaimes	classroom teacher
Brunhylda Amezcua Singh	Other School Representative
Susanne Hampton	Classroom Teacher
Lucille Ciudad Real	Principal
Peter Diaz	Parent
Doreen Hemasay	parent
Santee Vargas	parent
Tri, Do	parent
Ms. Hernandez	parent



## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

#### 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.

Black Youth: Developing antiracist and restorative school communities.

#### District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2021-22

#### \*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

#### Implementation

In the 2021-22 school year, Carson had a counselor for 6 weeks. Then there was a vacancy from October 15th, 2021 through March 4, 2022. During this time the work of chronic absenteeism was not addressed in a consistent manner. March 7, 2022 our full time counselor began working and from March to June was able to support and address the chronic absenteeism needs.

#### Outcomes

Chronic absenteeism rate increased to 20% in 2020-21 school year. For the 2021-22 school year we will decrease the chronic absenteeism rate by 10% from 20% to 10%. For 2022-23 school year the chronic absenteeism rate increased to 64%. Most of the absenteeism happened due to Covid restrictions and quarantine of families.

#### \*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

## Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

For the 2022-23 school year, we will have an attendance support staff from district supporting us as we collect data and make calls to the families of students who need support. In addition, we will meet with office staff and counselor to discuss and plan how to increase student attendance. Daily phone calls go out to families and students who are out consistently will get a home visit from counselor, attendance support staff, principal, and other staff at Carson.

### \*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Now that we are in session and in person, we will monitor chronic absences, for grades UTK through 5th, and maintain contact with families, every 2 weeks. Parents are strongly encouraged to volunteer at school so they are aware of all the activities students participate in daily and the importance of having them come in to school.

### \*Identified Need

#### **Chronic Absenteeism:**

In 2021-22 school year, the absenteeism rate was 64%, most of the absences were due to Covid exposure or sickness. In January 2022, Carson experienced two weeks where 50% of student and staff population had positive Covid results and needed to stay home. As a result, when students returned to school, it was difficult to engage students in any learning activities.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Decrease chronic absenteeism	64%	40%	Chronic Absenteeism	annually
June 2023	UTK-5	Decrease suspension rates	2.7%	1%	Suspension	annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	decrease chronic absenteeism	59%	40%	Chronic Absenteeism	annually
June 2023	UTK-5	Students with Disabilities	decrease chronic absenteeism	74%	40%	Chronic Absenteeism	annually
June 2023	UTK-5	Black or African American	decrease chronic absenteeism	100%	50%	Chronic Absenteeism	annually
June 2023	UTK-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	73%	40%	Chronic Absenteeism	annually

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June 2023	UTK-5	Hispanic or Latino	decrease chronic absenteeism	63%	40%	Chronic Absenteeism	annually
June 2023	UTK-5	Hispanic or Latino	decrease suspension rate	2.3%	0%	Suspension	annually
June 2023	UTK-5	English Learner	decrease suspension rate	1.5%	0%	Suspension	annually
June 2023	tk-5	Socioeconomically Disadvantaged	decrease suspension rate	2.5%	1%	Suspension	annually
June 2023	UTK-5	Asian	decrease absenteeism rate	30%	10%	Chronic Absenteeism	annually

### Supporting Black Youth - Additional Goals

- ✓ 1. Carson's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Carson Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Carson's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Carson will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Carson will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Carson's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Carson will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Carson will study/learn culturally responsive instructional practices, such as Clarity of purpose, student engagement, and checking for understanding, increasing engagement and achievement of black youth and other marginalized groups.

### Improving Academic Success through SEL

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

All students, including Black youth, students with disabilities, and English learners, will be supported.

#### \*Strategy/Activity - Description

A team made up of the counselor, school clerk, nurse/health tech, attendance officer, and principal will monitor student attendance and performance on goals every two weeks. Specifically information derived from a chronic absentee report in Hoonuit will be utilized to provide supports to students who are at risk of being chronically absent in hopes of having them stay below the 10% absence rate. Depending upon needs, Counselor and/or nurse will communicate and provide families with resources as necessary and appropriate. Counselor will also address the suspension rate by meeting with students in small groups to support positive interactions among students.

In the 2021- 22 school year upon returning to school in person, students have been sent home by the dozens daily due to experiencing Covid like symptoms, therefore increasing the chronic absenteeism. The result of students begin home tripled the absenteeism rate and is now 64%.

The school counselor will address the social emotional needs of students upon their return to campus by using the following strategies:

**Social Emotional learning is addressed in three ways:**

1. Social emotional core curriculum (IMTSS Tier 1 strategy—all students) The curriculum used is Second Step, which teaches students to identify emotions in themselves and others, empathy, compassion, emotional regulation including steps and strategies for calming down, and problem solving. Students are active participants in the lessons through role play, partner and group work. These lessons are taught in every classroom, every week. There are 22 lessons at each grade level. These lessons will help students identify their emotions that will help students have positive interactions among each other and with adults. These supports will assist in decreasing the suspension rate.

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

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

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

**Academic success is also addressed in 3 ways:**

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

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

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

## Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F00551V	School Counselor -	0.10000	\$8,954.30	\$13,084.13	0055-09800-00-1210-3110-0000-01000-3999	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support from counseling to address Chronic Absenteeism and suspension. Support from the counselor to provide focused social emotional supports for students who have behavior instances School program for kindness and anti-bullying will continued to be implemented and the ILT collaborate and support chronically absent students (home visits, SEL PD, calls home, targeted groups)
F00551W	School Counselor -	0.35000	\$31,340.05	\$45,794.46	0055-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Support from counseling to address Chronic Absenteeism and suspension. Support from the counselor to provide focused social emotional supports for students who have behavior instances School program for kindness and anti-bullying will continued to be implemented and the ILT collaborate and support chronically absent students (home visits, SEL PD, calls home, targeted groups)
F00551X	School Counselor -	0.15000	\$13,431.45	\$19,626.21	0055-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support from counseling to address Chronic Absenteeism and suspension. Support from the counselor to provide focused social emotional supports for students who have behavior instances School program for kindness and anti-bullying will continued to be implemented and the ILT collaborate and support chronically absent students (home visits, SEL PD, calls home, targeted groups)
<b>*Additional Supports for this Strategy/Activity</b>									

**Monitoring Attendance/Perfect Attendance**

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

All students, including Black youth, students with disabilities, and English learners, will be supported.

**\*Strategy/Activity - Description**

Due to the high absenteeism rate, Carson will focus on getting 90% daily attendance per class. Each class will receive letters to spell out the Carson Chant. Every day that the attendance rate is 90% or higher the class gets to display a letter. Once they spell the chant, they will earn a class party to celebrate their achievement.

Perfect attendance and improved attendance will be recognized and rewarded at regular school awards assemblies. In addition, students who have perfect attendance will earn lunch with the Principal.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

**\*Additional Supports for this Strategy/Activity**

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** 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.

**Math:** 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.

**English Learners:** 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.

**Students with Disabilities: 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.

**Graduation/Promotion Rate:** 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

**Implementation**

- Resource Teacher to support classroom teachers with English learners by working with ELs in small groups. The plan will be for the Resource Teacher to support Tier 1 and Tier 2 instruction.
- From March to June 2022, and from September 2022 through June 2022, the Counselor will support the social/emotional development of students in order to help students make strong academic progress.
- STEAM units
- Okapi and Benchmark curriculums support the planning of teachers lessons and units.
- Reading Specialist teacher- will work closely with UTK-2nd grade teachers and accelerate students who are close to reading at grade level.

**Outcomes**

Now that we are in person and in regular session all students in grades UTK through 5th will improve their reading achievement levels, based on the FAST assessment and F&P levels.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

During the 2021-22 school year, the resource teacher was new to the role and with many absences among teachers, the support had to go to the classrooms versus having the ability to pull groups. For the 2022-23 school year, the resource teacher will pull only the newcomer students, while another resource teacher from the district office will provide support to those students who scored a 2 or 3 on the ELPAC state exam.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

During the 2022-23 school year, teachers will have the opportunity to plan together within grade levels to construct site common assessments in all content areas, primarily ELA and Math. As a Literacy focus school, we will have a reading specialist who will provide support academic support in literacy for grades UTK-2nd. Our resource teacher will support students who are new to the country and work with teaching them English.

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

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



**\*Identified Need - English Language Arts**

In 2021-22, students were given the Fountas and Pinnell assessment to determine their reading lexile level. There were 81 first and second grade students who were found in Illuminate and 100% of the students are reading below grade level. By June 2022, students in grade UTK through 2nd grade were given the third F&P exam to see growth. Only 68 of 180 were given the assessment therefore not representing the entire population and not allowing for complete thorough analysis.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	ELA meets or exceeds	23%	39%	CAASPP ELA	annually
June 2023	UTK- 2nd	increase the lexile level	32%	50%	Fountas and Pinnel	at least 3 times per year

**\*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Increase level of English proficiency (level 2 to level 3) ELPAC	36%	50%	Other (Describe in Objective)	annually
June 2023	3-5	Students with Disabilities	ELA meet or exceed	10.5%	20%	CAASPP ELA	annually
June 2023	3-5	Black or African American	ELA meet or Exceed	28%	40%	CAASPP ELA	annually
June 2023	3-5	Socioeconomically Disadvantaged	ELA meet or Exceed	22%	32%	CAASPP ELA	annually
June 2023	3-5	Hispanic or Latino	ELA meet or Exceed	15%	25%	CAASPP ELA	annually
June 2023	UTK- 2nd	Socioeconomically Disadvantaged	Increase lexile level	33%	50%	Fountas and Pinnel	at least 3 times per year

**\*Identified Need - Math**

Carson's overall data indicates that for the 2021-22 academic year, 21% of students in grades 3-5 met or exceeded standards in Math. This shows a steady decline in Math scores since 2018, when 31.5% of students in grades 3-5 met or exceeded standards in Math. Based on this data, Carson needs to

## Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

continue to focus on improving student achievement in Math, and closing the achievement gap especially with English Learners, Black youth and students with disabilities.

We do not currently have a common assessment for UTK-5th. We will work on identifying a common assessment in 2022-23 and establish a baseline and goal now that we have additional PLC time embedded in the day.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards	21%	40.0%	CAASPP Math	Annually
June 2023	3rd-5th	Decrease the incomplete evidence for the area of communication	52%	40%	DEMI	at least 2 times per year

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	11%	21%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	25%	35%	CAASPP Math	Annually

## Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	0%	15%	CAASPP Math	Annually
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards	12.6%	25%	CAASPP Math	annually
June 2023	3-5	Homeless/Foster	Increase the percentage of students meeting and exceeding grade level standards	31.5%	41%	CAASPP Math	annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards	20%	30%	CAASPP Math	annually

### \*Identified Need - English Learners

In the spring of 2022, 167 English Learners took the ELPAC exam. The percentage of students in grade Kindergarten through 5th grade is 31%, who scored level 3. The focus would be to get students at level 3 to reach level 4 or get reclassified.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5th	English Learner	Increase level of English proficiency	31%	50%	Summative ELPAC	annually

### \*Identified Need - Graduation/Promotion Rate

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

## Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 5- Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	3rd	Increase the percentage of students accessing grade level reading	36%	50%	FAST aReading	3 times per year	
June 2023	5th	Increase the percentage of students accessing grade level reading	33%	43%	FAST aReading	3 times per year	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3	Socioeconomically Disadvantaged	Increase the percentage of students who can access grade level content	36%	50%	Grade 3 ELA Reading	3 times per year
June 2023	5	Socioeconomically Disadvantaged	Increase the percentage of students who can access grade level content	31%	50%	Grade 3 ELA Reading	3 times per year
<b>Optional School Goal(s)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>

<b>Small Group Instruction</b>									
<b>*Students to be served by this Strategy/Activity</b>									
English Learners, Students with Disabilities, Struggling Readers, Black/African American students.									
<b>*Strategy/Activity - Description</b>									
Utilizing formative and summative assessment data, teachers will implement small group instruction. Resource teacher will work with small groups of English Learners in grades Kindergarten through 5th grades.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00551Y	Inschool Resource Tchr -	0.55000	\$54,403.80	\$81,058.17	0055-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Will pull small groups of EL's based on their EPL to support and improve their English Language proficiency
F00551Z	Inschool Resource Tchr -	0.25000	\$24,729.00	\$36,844.62	0055-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Will pull small groups of EL's based on their EPL to support and improve their English Language proficiency
N005523	Software License		\$12,696.00	\$12,696.00	0055-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software such as Lexia Core 5 and RazPlus will be used to support and improve reading skills, read at grade level comprehension
N0055E9	Software License		\$3,000.00	\$3,000.00	0055-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Software such as Lexia Core 5 and RazPlus will be used to support and improve reading skills, read at grade level comprehension
<b>*Additional Supports for this Strategy/Activity</b>									

**Grade level Collaborations (PLC) for ELA and Math**

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

All students will benefit from this strategy/activity in the area of English Language Arts and math through pull out push in support

**\*Strategy/Activity - Description**

Elementary Prep teacher will provide coverage to classrooms so teachers could work with our unduplicated student body to address student needs in support of improving ELA and math instruction . During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F005520	Elem Prep Teacher/Pe -	0.20000	\$18,731.40	\$27,190.91	0055-09800-00-1118-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Will provide coverage for teachers while teachers can plan, collaborate, and improve student achievement.

**\*Additional Supports for this Strategy/Activity**

**Student Improvement Team**

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

All students at Carson including Black youth, students with disabilities, and English learners will benefit.

**\*Strategy/Activity - Description**

Teachers will attend professional development activities that will support the site's professional development plan and address the areas of clarity of purpose, student engagement and checking for understanding in ALL content areas to ensure students understand the purpose of the lesson and what the expectation is, particularly in the areas of ELA and mathematics.

## Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00553I	Supplies		\$3,592.00	\$3,592.00	0055-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		supplies will be purchased to support student learning in the classroom such as student binders, flip charts, general classroom supplies etc.
N0055D8	Supplies		\$692.00	\$692.00	0055-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		supplies will be purchased to support student learning in the classroom such as student binders, flip charts, general classroom supplies etc.
N0055EB	Interprogram Svcs/Paper		\$4,268.00	\$4,268.00	0055-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper will be used to make copies of student work to review and support student achievement
<b>*Additional Supports for this Strategy/Activity</b>									
<b>EL Support</b>									
<b>*Students to be served by this Strategy/Activity</b>									
English Learners									
<b>*Strategy/Activity - Description</b>									
<p>The resource teacher will work with small groups of English learners on designated ELD. The resource teacher will also assist and facilitate EL compliance issues such as ELPAC administration and working with the ELAC. These assessments will serve as a the basis for understanding the needs of students and adjusting instruction accordingly as well as monitor student progress.</p>									

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
<b>*Additional Supports for this Strategy/Activity</b>									
<b>LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools</b>									
<b>Call to Action Belief Statement</b>									
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.									
<b>District LCAP Goals</b>									
5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities									
<b>Annual Review of This Goal: SPSA Reviewed 2021-22</b>									
<b>*Analysis</b>									
Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).									
<p>In the Spring of 2022, 23 parents responded to the parent survey given to all parents at Carson. In the area of parent involvement, two questions were asked and the responses were recorded due to the majority of parents responding to it.</p> <p>School encourages me to be an active partner with the school in educating my child- 90% of parents agreed and strongly agreed.</p> <p>School actively seeks the input of parents before making important decisions. 80% of parents agree and strongly agreed.</p>									
<b>*Major Differences</b>									
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).									



## Carson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In 2021-22, Covid expectations limited the amount of parents that could be on site. Therefore all meetings were held virtually. In April, 2022 when the restrictions were lifted, parents were hesitant to attend in person meetings due to the high cases of Covid.

### \*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to offer opportunities for parent engagement such as Family Friday Principal Information Sessions, STEAM night, Carson Parent Organization, SSC, and SGT meetings will be in person. We will continue to provide childcare for parent trainings/meetings. All staff will work collaboratively to increase parent awareness on the importance and affect of parent involvement and academic achievement.

We will emphasize our focus on keeping parents well-informed. We will continue to use Class Dojo as the communication platform between teachers and parents.

### \*Identified Need

Results from the 2021-22 CalSchools Parent Survey

#### Parent Involvement (indicators)

Statement	% Agree	% Strongly Agree	% Total
School actively seeks the input of parents before making important decisions	40	40	80
School encourages me to be an active partner with the school in educating my child	60	30	90
School promptly responds to my phone calls, messages, or e-mails	50	35	85

### \*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent response, "Student learning Environment"	33%	50%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase parents response, "Opportunities for meaningful student participation"	30%	50%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase parent response, "School promptly"	16%	30%	CAL - SCHLS (CSPS)

## Carson Elementary

### SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		responds, "Child's mental well-being"							
<b>*Annual Measurable Outcomes</b>									
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>				
June 2023	Other (Describe in Objective)	fully functioning SSC	50%	50%	Committee Attendance				
<b>CAPACITY BUILDING THROUGH PARENT WORKSHOPS</b>									
<b>*Families to be served by this Strategy/Activity</b>									
All families and students at Carson will benefit from this strategy/activity.									
<b>*Strategy/Activity - Description</b>									
<p>We are funding child care costs, supplies, and light refreshments in order to facilitate the following activities:</p> <ul style="list-style-type: none"> <li>- The school will seek out opportunities for parent workshops through the district and community.</li> <li>- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources</li> <li>- The school has a dedicated parent room</li> </ul>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
<b>*Additional Supports for this Strategy/Activity</b>									
<b>FAMILY COMMUNICATION</b>									
<b>*Families to be served by this Strategy/Activity</b>									
All families									
<b>*Strategy/Activity - Description</b>									
<p>The school will encourage participation through effective communication strategies:</p> <ul style="list-style-type: none"> <li>- all site developed communications will occur in Spanish and English</li> <li>- Monthly school calendar</li> <li>- Automated phone calls</li> </ul>									

- Class Dojo
- Flyers
- Announcements at Family Fridays
- Verbal communication by teachers both formal and informal

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00555R	Supplies		\$351.00	\$351.00	0055-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		supplies for parent events - books to send home with parents to support students or parent room.
N00557A	Other Support Prsnl PARAS Hrly		\$730.00	\$1,000.18	0055-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		child care for parent meetings.
N0055DX	Inservice supplies		\$500.00	\$500.00	0055-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		money for light refreshments during parent meetings.
N0055EA	Clerical OTBS Hrly		\$377.00	\$516.54	0055-30103-00-2451-2700-0000-01000-0000	Title I Parent Involvement	[no data]		paying for set up for parent meetings.

**\*Additional Supports for this Strategy/Activity**

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## **APPENDICES**

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

**APPENDIX A**

**BUDGET SUMMARY**

# Carson Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 135,813
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 250,215

## 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)	\$ 57,163
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 57,163

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)	\$ 57,239
[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): \$ 57,239

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 250,215

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Carson Elementary	09800 LCFF Intervention Support	Elem Prep Teacher/Pe	1118 Prep Time Teacher Allocation	Prep Time Teacher Allocation	18,731.40	0.2	\$18,731.40
Carson Elementary			3000 Benefits			0	\$8,459.51
Carson Elementary		<b>Elem Prep Teacher/Pe Total</b>				<b>0.2</b>	<b>\$27,190.91</b>
Carson Elementary		School Counselor	1210 Counselor	Counselor	8,954.30	0.1	\$8,954.30
Carson Elementary			3000 Benefits			0	\$4,129.83
Carson Elementary		<b>School Counselor Total</b>				<b>0.1</b>	<b>\$13,084.13</b>
Carson Elementary		(blank)	5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	4,268.00	0	\$4,268.00
Carson Elementary			5841 Software License	Software License	12,696.00	0	\$12,696.00
Carson Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$16,964.00</b>
Carson Elementary	<b>09800 LCFF Intervention Support Total</b>					<b>0.3</b>	<b>\$57,239.04</b>
Carson Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	54,403.80	0.55	\$54,403.80
Carson Elementary			3000 Benefits			0	\$26,654.37
Carson Elementary		<b>Inschool Resource Tchr Total</b>				<b>0.55</b>	<b>\$81,058.17</b>
Carson Elementary		School Counselor	1210 Counselor	Counselor	31,340.05	0.35	\$31,340.05
Carson Elementary			3000 Benefits			0	\$14,454.41
Carson Elementary		<b>School Counselor Total</b>				<b>0.35</b>	<b>\$45,794.46</b>
Carson Elementary		(blank)	4301 Supplies	Supplies	3,592.00	0	\$3,592.00
Carson Elementary			5841 Software License	Software License	3,000.00	0	\$3,000.00
Carson Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$6,592.00</b>
Carson Elementary	<b>30100 Title I Basic Program Total</b>					<b>0.9</b>	<b>\$133,444.63</b>
Carson Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	730	0	\$730.00
Carson Elementary			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	377	0	\$377.00
Carson Elementary			3000 Benefits			0	\$409.72
Carson Elementary			4301 Supplies	Supplies	351	0	\$351.00
Carson Elementary			4304 Inservice supplies	Inservice supplies	500	0	\$500.00
Carson Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$2,367.72</b>
Carson Elementary	<b>30103 Title I Parent Involvement Total</b>					<b>0</b>	<b>\$2,367.72</b>
Carson Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	24,729.00	0.25	\$24,729.00
Carson Elementary			3000 Benefits			0	\$12,115.62
Carson Elementary		<b>Inschool Resource Tchr Total</b>				<b>0.25</b>	<b>\$36,844.62</b>
Carson Elementary		School Counselor	1210 Counselor	Counselor	13,431.45	0.15	\$13,431.45
Carson Elementary			3000 Benefits			0	\$6,194.76
Carson Elementary		<b>School Counselor Total</b>				<b>0.15</b>	<b>\$19,626.21</b>
Carson Elementary		(blank)	4301 Supplies	Supplies	692	0	\$692.00
Carson Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$692.00</b>
Carson Elementary	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>					<b>0.4</b>	<b>\$57,162.83</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**





San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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*Carson Elementary STEAM Magnet*

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23**

2.0 With approval from the local governing board, *Carson Elementary STEAM Magnet* has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Carson Elementary developed online surveys, in person and hybrid meeting to allow parents to give feedback on what are the needs of the school. Parents will receive the Title I family engagement policy on the first family Friday in October 2022. During the monthly School Site Council meetings, parents will have more opportunities to share thoughts on how to utilize funds for all students.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how *Carson Elementary STEAM Magnet* school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

- Back to School Night- September 2022
- Family Fridays- October 14, December 2, January 13
- Coffee with the Principal
- Spring Open House- May
- Family STEAM Night- November and April
- Parent notification of child's SBAC (grades 3-5) and ELPAC (English Learners Grades K-5th)

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

The Family Fridays will alternate times in the morning or afternoon, where parents can plan to attend the time slot that best fits their schedule. Families are able to bring younger siblings to join the activities with their school aged children. the family STEAM nights will be in the evening to allow for students and families to attend, have dinner and join interactive activities. The SSC and SGT meetings will be in the afternoon. Any parent meetings, children will be allowed to participate and if parents can't make it to the meetings, we offer the hybrid version on Zoom.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

There will be monthly SSC and SGT meetings that discuss how Carson implements the funds for Title I. in addition there will be ELAC meetings four times per year to discuss what supports school be in place for English Learners.

- d) The school provides parents of participating children with the following:
  - i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])  
By October 28th, 2022, parents will learn more about Title I programs and what Carson will do for students.
  - ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Parents are able to learn about the curriculum used for information regarding curriculum, proficiency levels, and assessment strategies are shared with parents on Back-to-School night in September/October via Zoom due to school closures.

Parent conferences held in the fall and spring give parents updates on their student's progress.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parent conferencing, SST (Student Study Team), 504 and IEP meetings allow parents to give input on their child's education.

Parents can request a Student Study Team / Response to Intervention Team (RTI) meeting if they have concerns regarding their child's progress.

Parent/teacher meetings and parent/ Principal Meetings are available upon request.

Teachers provide daily/weekly office hours for families to ask questions about their child's academic progress.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Parents are encouraged to attend monthly meetings to provide public comments about the programs that are or are not working for all students. Carson will then add the improvements if the additional information will benefit all students.

## 2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- An overview of State Standards are shared at Back-to-School Night.
- Parent conferencing allows teachers to share a student's progress in meeting State Content Standards and tips for improving academic achievement.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Teachers work with parents on an individual basis to provide guidance about how best to support the instructional practices at home.

Parents are provided access to programs to provide support for students that can be accessed at home.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Professional development for teachers includes strategies to encourage and enhance parent involvement.

Ideas are exchanged among staff.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

All programs encourage Title 1 parents to be involved in their child's education.

We have a parent room set aside on campus with resources and information for parents with visits from local agencies to provide information about resources available to our community.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Interpreters are available upon request..

School Messenger is delivered in English and Spanish.

Mailings and flyers are sent home to parents in their home language (English and Spanish).

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Input on Title 1 Programs is sought out from all parent groups including SGT, SSC and ELAC and parent surveys sent home.

### 2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, *Carson Elementary STEAM Magnet*, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Interpreters are available upon request..

School Messenger is delivered in English and Spanish.

Mailings and flyers are sent home to parents in their home language (English and Spanish).

**APPENDIX C****SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**Title I School-Parent Compact 2022-23**  
**Carson Elementary STEAM Magnet**

**2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
- Teachers and staff improved their practice, assessment, and instructional techniques by engaging in regular professional development in the content areas.
  - Teachers formally collaborate by grade level on a regular basis to examine student progress and plan instruction based on student needs.
  - Standards based report cards November 2022, March 2023, and June 2023
  - Back to School Night- September 2022
  - Family Friday
  - Coffee with the Principal
  - Spring Open House- May
  - Family STEAM Night- November and April
  - Parent notification of child's SBAC (grades 3-5) and ELPAC (English Learners Grades K-5th)

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Parent-teacher conferences will be held December 5th-9th, 2022 and March 20th-24th, 2023

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Parents will receive Standards based report cards on November 2022, March 2023, and June 2023

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents will have the opportunity to complete a volunteer application and participate in the classroom. Teachers communicate through Class Dojo to let parents know about the events and how to participate.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Parents have access to Class Dojo where they could have meaningful two-way communication with school staff in their language of preference. Parents are encouraged to contact the Principal via email, class dojo, or make an in person appointment to discuss concerns or questions.



## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Carson**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	214	45.8	197	41.1	168	38.1	179	30.2	142	23.2	-22.6	-7.0	221	43.9	200	41.0	169	33.1	181	31.5	132	21.2	-22.7	-10.3
Female	105	51.4	96	44.8	77	40.3	88	35.2	69	33.3	-18.1	-1.9	110	44.5	96	42.7	78	30.8	89	25.8	66	22.7	-21.8	-3.1
Male	109	40.4	101	37.6	91	36.3	91	25.3	72	13.9	-26.5	-11.4	111	43.2	104	39.4	91	35.2	92	37.0	65	18.5	-24.7	-18.5
African American	4	-	9	-	8	-	5	-	7	-	-	-	4	-	8	-	8	-	5	-	6	-	-	-
Asian	8	-	6	-	4	-	30	30.0	17	70.6	-	40.6	11	63.6	6	-	4	-	30	43.3	15	53.3	-10.3	10.0
Filipino	8	-	7	-	8	-	13	30.8	7	-	-	-	8	-	7	-	9	-	13	38.5	6	-	-	-
Hispanic	148	39.9	132	38.6	115	33.0	120	29.2	97	15.5	-24.4	-13.7	149	35.6	136	37.5	112	28.6	121	27.3	93	15.1	-20.5	-12.2
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	14	42.9	7	-	7	-	7	-	5	-	-	-	14	64.3	7	-	8	-	7	-	4	-	-	-
Multiracial	9	-	12	75.0	4	-	4	-	9	-	-	-	11	36.4	12	58.3	5	-	5	-	8	-	-	-
English Learner	93	23.7	74	14.9	64	14.1	91	11.0	65	12.3	-11.4	1.3	100	34.0	78	21.8	65	20.0	93	17.2	64	10.9	-23.1	-6.3
English-Speaking	121	62.8	122	57.4	102	53.9	88	50.0	77	32.5	-30.3	-17.5	121	52.1	121	53.7	102	42.2	88	46.6	68	30.9	-21.2	-15.7
Reclassified†	66	71.2	73	63.0	55	61.8	46	56.5	27	40.7	-30.5	-15.8	66	51.5	73	60.3	55	52.7	46	50.0	25	44.0	-7.5	-6.0
Initially Eng. Speaking	55	52.7	49	49.0	47	44.7	42	42.9	50	28.0	-24.7	-14.9	55	52.7	48	43.8	47	29.8	42	42.9	43	23.3	-29.4	-19.6
Econ. Disadv.*	198	44.4	183	41.5	156	36.5	162	27.8	121	21.5	-22.9	-6.3	202	44.6	185	41.1	156	33.3	163	28.2	113	18.6	-26.0	-9.6
Non-Econ. Disadv.	16	62.5	14	35.7	12	58.3	17	52.9	21	33.3	-29.2	-19.6	19	36.8	15	40.0	13	30.8	18	61.1	19	36.8	0.0	-24.3
Gifted	55	61.8	46	69.6	28	67.9	23	73.9	5	-	-	-	55	69.1	46	73.9	28	64.3	23	69.6	5	-	-	-
Not Gifted	159	40.3	151	32.5	140	32.1	156	23.7	137	21.9	-18.4	-1.8	166	35.5	154	31.2	141	27.0	158	25.9	127	18.9	-16.6	-7.0
With Disabilities	27	7.4	27	3.7	17	5.9	24	8.3	13	23.1	15.7	14.8	27	3.7	27	7.4	16	6.3	24	8.3	12	25.0	21.3	16.7
WO Disabilities	187	51.3	170	47.1	151	41.7	155	33.5	129	23.3	-28.0	-10.2	194	49.5	173	46.2	153	35.9	157	35.0	120	20.8	-28.7	-14.2
Homeless	41	43.9	37	40.5	43	32.6	33	36.4	8	-	-	-	41	39.0	37	35.1	41	34.1	34	35.3	3	-	-	-
Foster	0	-	0	-	3	-	1	-	1	-	-	-	0	-	0	-	2	-	1	-	0	-	-	-
Military	4	-	6	-	5	-	9	-	2	-	-	-	4	-	7	-	5	-	9	-	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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Carson**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	64	56.3	61	44.3	47	27.7	0	-	54	27.8	-28.5	-	68	60.3	62	46.8	45	40.0	68	36.8	46	26.1	-34.2	-10.7
Female	29	58.6	31	48.4	17	29.4	0	-	27	37.0	-21.6	-	32	59.4	31	45.2	16	31.3	31	32.3	24	33.3	-26.1	1.0
Male	35	54.3	30	40.0	30	26.7	0	-	26	19.2	-35.1	-	36	61.1	31	48.4	29	44.8	37	40.5	21	14.3	-46.8	-26.2
African American	2	-	2	-	2	-	0	-	7	-	-	-	2	-	1	-	2	-	2	-	6	-	-	-
Asian	3	-	1	-	1	-	0	-	6	-	-	-	4	-	1	-	1	-	11	45.5	4	-	-	-
Filipino	3	-	3	-	3	-	0	-	3	-	-	-	3	-	3	-	3	-	5	-	3	-	-	-
Hispanic	42	45.2	41	48.8	33	15.2	0	-	33	24.2	-21.0	-	43	51.2	43	46.5	29	27.6	47	31.9	28	21.4	-29.8	-10.5
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	7	-	0	-	2	-	0	-	4	-	-	-	7	-	0	-	3	-	2	-	4	-	-	-
Multiracial	1	-	3	-	1	-	0	-	1	-	-	-	2	-	3	-	1	-	1	-	1	-	-	-
English Learner	32	46.9	36	25.0	29	13.8	0	-	23	21.7	-25.2	-	36	58.3	38	34.2	27	29.6	38	18.4	20	20.0	-38.3	1.6
English-Speaking	32	65.6	25	72.0	17	52.9	0	-	31	32.3	-33.3	-	32	62.5	24	66.7	17	58.8	30	60.0	26	30.8	-31.7	-29.2
Reclassified†	7	-	13	84.6	7	-	0	-	4	-	-	-	7	-	13	76.9	7	-	13	61.5	4	-	-	-
Initially Eng. Speaking	25	60.0	12	58.3	10	40.0	0	-	27	25.9	-34.1	-	25	60.0	11	54.5	10	50.0	17	58.8	22	22.7	-37.3	-36.1
Econ. Disadv.*	60	56.7	56	46.4	44	25.0	0	-	48	27.1	-29.6	-	63	60.3	56	48.2	42	38.1	61	31.1	41	24.4	-35.9	-6.7
Non-Econ. Disadv.	4	-	5	-	3	-	0	-	6	-	-	-	5	-	6	-	3	-	7	-	5	-	-	-
Gifted	16	68.8	13	76.9	2	-	0	-	5	-	-	-	16	68.8	13	84.6	2	-	8	-	5	-	-	-
Not Gifted	48	52.1	48	35.4	45	26.7	0	-	54	27.8	-24.3	-	52	57.7	49	36.7	43	39.5	60	30.0	46	26.1	-31.6	-3.9
With Disabilities	27	7.4	10	10.0	6	-	0	-	3	-	-	-	3	-	10	10.0	5	-	8	-	3	-	-	-
WO Disabilities	61	59.0	51	51.0	41	29.3	0	-	51	27.5	-31.5	-	65	63.1	52	53.8	40	42.5	60	40.0	43	27.9	-35.2	-12.1
Homeless	15	46.7	16	50.0	12	25.0	0	-	4	-	-	-	16	43.8	16	43.8	10	40.0	9	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	2	-	0	-	1	-	-	-	1	-	2	-	2	-	5	-	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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Carson**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	76	28.9	59	47.5	61	36.1	0	-	44	25.0	-3.9	-	78	37.2	60	36.7	64	26.6	50	36.0	46	30.4	-6.8	-5.6
Female	38	34.2	25	52.0	32	37.5	0	-	25	32.0	-2.2	-	40	45.0	25	40.0	33	24.2	22	31.8	27	22.2	-22.8	-9.6
Male	38	23.7	34	44.1	29	34.5	0	-	19	15.8	-7.9	-	38	28.9	35	34.3	31	29.0	28	39.3	19	42.1	13.2	2.8
African American	1	-	4	-	1	-	0	-	0	-	-	-	1	-	4	-	1	-	2	-	0	-	-	-
Asian	3	-	3	-	1	-	0	-	5	-	-	-	5	-	3	-	1	-	7	-	6	-	-	-
Filipino	2	-	2	-	3	-	0	-	2	-	-	-	2	-	2	-	4	-	3	-	1	-	-	-
Hispanic	52	25.0	38	39.5	43	37.2	0	-	32	12.5	-12.5	-	52	28.8	39	33.3	44	27.3	33	18.2	34	23.5	-5.3	5.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	4	-	3	-	1	-	0	-	0	-	-	-	4	-	3	-	1	-	4	-	0	-	-	-
Multiracial	8	-	3	-	1	-	0	-	5	-	-	-	8	-	3	-	2	-	1	-	5	-	-	-
English Learner	45	8.9	16	6.3	26	19.2	0	-	26	11.5	2.6	-	47	23.4	17	0.0	28	17.9	28	28.6	28	10.7	-12.7	-17.9
English-Speaking	31	58.1	42	64.3	35	48.6	0	-	18	44.4	-13.7	-	31	58.1	42	52.4	36	33.3	22	45.5	18	61.1	3.0	15.6
Reclassified†	15	80.0	21	81.0	21	52.4	0	-	6	-	-	-	15	66.7	21	71.4	21	47.6	9	-	6	-	-	-
Initially Eng. Speaking	16	37.5	21	47.6	14	42.9	0	-	12	50.0	12.5	-	16	50.0	21	33.3	15	13.3	13	46.2	12	41.7	-8.3	-4.5
Econ. Disadv.*	70	25.7	58	48.3	56	37.5	0	-	36	22.2	-3.5	-	70	40.0	59	37.3	58	27.6	44	31.8	39	25.6	-14.4	-6.2
Non-Econ. Disadv.	6	-	1	-	5	-	0	-	8	-	-	-	8	-	1	-	6	-	6	-	7	-	-	-
Gifted	20	50.0	14	71.4	11	72.7	0	-	3	-	-	-	20	75.0	14	64.3	11	72.7	3	-	3	-	-	-
Not Gifted	56	21.4	45	40.0	50	28.0	0	-	41	24.4	3.0	-	58	24.1	46	28.3	53	17.0	47	34.0	43	27.9	3.8	-6.1
With Disabilities	27	7.4	5	-	7	-	0	-	7	-	-	-	11	0.0	5	-	8	-	6	-	7	-	-	-
WO Disabilities	65	33.8	54	51.9	54	40.7	0	-	37	24.3	-9.5	-	67	43.3	55	40.0	56	30.4	44	38.6	39	28.2	-15.1	-10.4
Homeless	11	27.3	13	53.8	14	35.7	0	-	1	-	-	-	11	18.2	13	30.8	14	35.7	10	30.0	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	1	-	0	-	1	-	-	-	2	-	2	-	1	-	3	-	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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Carson**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	74	54.1	77	33.8	60	48.3	0	-	44	15.9	-38.2	-	75	36.0	78	39.7	60	35.0	63	22.2	40	5.0	-31.0	-17.2
Female	38	63.2	40	37.5	28	50.0	0	-	17	29.4	-33.8	-	38	31.6	40	42.5	29	37.9	36	16.7	15	6.7	-24.9	-10.0
Male	36	44.4	37	29.7	32	46.9	0	-	27	7.4	-37.0	-	37	40.5	38	36.8	31	32.3	27	29.6	25	4.0	-36.5	-25.6
African American	1	-	3	-	5	-	0	-	0	-	-	-	1	-	3	-	5	-	1	-	0	-	-	-
Asian	2	-	2	-	2	-	0	-	6	-	-	-	2	-	2	-	2	-	12	8.3	5	-	-	-
Filipino	3	-	2	-	2	-	0	-	2	-	-	-	3	-	2	-	2	-	5	-	2	-	-	-
Hispanic	54	50.0	53	30.2	39	43.6	0	-	32	9.4	-40.6	-	54	29.6	54	33.3	39	30.8	41	29.3	31	0.0	-29.6	-29.3
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	3	-	4	-	4	-	0	-	1	-	-	-	3	-	4	-	4	-	1	-	0	-	-	-
Multiracial	0	-	6	-	2	-	0	-	3	-	-	-	1	-	6	-	2	-	3	-	2	-	-	-
English Learner	16	18.8	22	4.5	9	-	0	-	16	0.0	-18.8	-	17	11.8	23	17.4	10	0.0	27	3.7	16	0.0	-11.8	-3.7
English-Speaking	58	63.8	55	45.5	50	58.0	0	-	28	25.0	-38.8	-	58	43.1	55	49.1	49	42.9	36	36.1	24	8.3	-34.8	-27.8
Reclassified†	44	65.9	39	46.2	27	66.7	0	-	17	35.3	-30.6	-	44	43.2	39	48.7	27	51.9	24	45.8	15	13.3	-29.9	-32.5
Initially Eng. Speaking	14	57.1	16	43.8	23	47.8	0	-	11	9.1	-48.0	-	14	42.9	16	50.0	22	31.8	12	16.7	9	-	-	-
Econ. Disadv.*	68	52.9	69	31.9	56	44.6	0	-	37	13.5	-39.4	-	69	34.8	70	38.6	56	35.7	58	22.4	33	3.0	-31.8	-19.4
Non-Econ. Disadv.	6	-	8	-	4	-	0	-	7	-	-	-	6	-	8	-	4	-	5	-	7	-	-	-
Gifted	19	68.4	19	63.2	15	66.7	0	-	2	-	-	-	19	63.2	19	73.7	15	60.0	12	58.3	2	-	-	-
Not Gifted	55	49.1	58	24.1	45	42.2	0	-	42	11.9	-37.2	-	56	26.8	59	28.8	45	26.7	51	13.7	38	0.0	-26.8	-13.7
With Disabilities	13	15.4	12	0.0	4	-	0	-	3	-	-	-	13	7.7	12	8.3	3	-	10	0.0	2	-	-	-
WO Disabilities	61	62.3	65	40.0	56	51.8	0	-	41	17.1	-45.2	-	62	41.9	66	45.5	57	36.8	53	26.4	38	5.3	-36.6	-21.1
Homeless	15	53.3	8	-	17	35.3	0	-	3	-	-	-	14	50.0	8	-	17	29.4	15	26.7	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	2	-	0	-	0	-	-	-	1	-	3	-	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.

**APPENDIX E****2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: CARSON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

**Goal 2 - English Language Arts****Counselor Services (Tier 3)****\*Strategy/Activity - Description****Social Emotional learning is addressed in three ways:**

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

**Academic success is also addressed in 3 ways:**

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

## Carson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.30000	\$37,367.93	09800-1210	School counselor will work with individual students to address specific social emotional needs.	<p>Counselor taught Second Step classes which supported student self advocacy. Counselor left in October of 2021 to another position and the position was not filled until March 2022.</p> <p style="text-align: center;">Spring 2022:</p> <p>Students in grades 3-5 are making progress in improving their literacy scores. The completion percentage increased 10% from 85% to 95%. The percentage of students at or above grade level stayed the same at 41%.</p> <p style="text-align: center;">F&amp;P:</p> <p>The percentage of students who are reading at or above grade level improved after every administration: Fall 28%, Winter 30%, Spring 32%, showing improvement of literacy in grades UTK-2<sup>nd</sup></p>	Our test scores show steady progress with all indicators showing a higher level of proficiency now than the past few years, including before 2019.	No modifications needed



**Goal 4- Supporting English Learners**

**RESOURCE TEACHER SUPPORT (Tier 2/3)**

**\*Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr - NEW POSN, SBB2530026	0.20000	\$26,947.57	09800-1109	RT to teach small groups of students assisting with English language development based on their proficiency levels.	In School RT pushed into the class to support STEAM Lessons with all students and since 52% of student population is EL's the students were more eager to participate in class discussions and make valid arguments.	In the months of January and February 2022, 50% of students were absent due to strict covid procedures therefore, students who were to be pulled for small groups didn't get the chance to meet	RT needed to support classes as substitute since there was a shortage of substitutes for teachers

**ELPAC ADMINISTRATION**

**\*Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

## Carson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired NonClstrm Tchr Hrly		\$3,594.30	09800-1986	Retired teacher will be conducting ELPAC testing.	No subs to support hiring a person to administer ELPAC	RT was the main administrator for the ELPAC. There was a list of retired substitutes who were not available to support the site with ELPAC administration.	RT would need to cover classes when teachers were absent due to shortage of substitutes.

### BENCHMARK ELD (Tier 1)

**\*Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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

## Carson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$2,269.00	09800-4301	Instructional supplies that coordinate with student ELA development levels.	<p>Students in grades 3-5 are making progress in improving their literacy scores. The completion percentage increased 10% from 85% to 95%. The percentage of students at or above grade level stayed the same at 41%.</p> <p style="text-align: center;">F&amp;P:</p> <p>The percentage of students who are reading at or above grade level improved after every administration: Fall 28%, Winter 30%, Spring 32%, showing improvement of literacy in grades UTK-2<sup>nd</sup></p>	Our test scores show steady progress with all indicators showing a higher level of proficiency now than the past few years, including before 2019.	

**What are my leadership strategies in service of the goals?**

My leadership strategies in service of the goals above is to gain access to all the data possible. I will make observations of the culture of the school, ask clarifying questions, develop systems and structures to support all staff and maintain trust, transparency, and teamwork throughout the course of this year. The LAP PD supports teachers and support staff with the tools to get kids reading at grade level. I will maximize the support from the in school RT, counselor, office clerk, and other staff members to ensure safety is our first priority and that students are aware of the supports they have at Carson to make sure they are successful.

**SCHOOL NAME: CARSON ELEMENTARY**  
**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**  
**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture****Improving Academic Success through SEL****\*Strategy/Activity - Description**

An team made up of the counselor, school clerk, nurse/health tech, and principal will monitor student attendance and performance on goals every two weeks. Specifically information derived from a chronic absentee report in Hoonuit will be utilized to provide supports to students who are at risk of being chronically absent in hopes of having them stay below the 10% absence rate. Depending upon needs, Counselor and/or nurse will communicate and provide families with resources as necessary and appropriate.

In the 2021- 22 school year upon returning to school in person, students have been sent home by the dozens daily due to experiencing Covid like symptoms, therefore increasing the chronic absenteeism.

The school counselor will address the social emotional needs of students upon their return to campus by using the following strategies:

**Social Emotional learning is addressed in three ways:**

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

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

**Academic success is also addressed in 3 ways:**

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

## Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

lessons are written and presented by the counselor.

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

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.40000	\$49,823.90	30100-1210	Counselor will be participating in biweekly attendance meetings, make phone calls to parents, and support students through small groups.	Counselor taught Second Step classes which supported student self advocacy. Counselor left in October of 2021 to another position and the position was not filled until March 2022.  Spring 2022: Students in grades 3-5 are making progress in improving their literacy scores. The completion percentage increased 10% from 85% to 95%. The percentage of students at or above grade level stayed the same at 41%.	Our test scores show steady progress with all indicators showing a higher level of proficiency now than the past few years, including before 2019.	No modifications

**Carson Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>F&amp;P: The percentage of students who are reading at or above grade level improved after every administration: Fall 28%, Winter 30%, Spring 32%, showing improvement of literacy in grades UTK-2<sup>nd</sup></p>		
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**Goal 2 - English Language Arts**

**Benchmark ELA/SLA (Tier 1)**

**\*Strategy/Activity - Description**

Teachers will attend professional development and utilize the newly adopted language arts curriculum. As a focus school for the 2021-22 school year for the literacy acceleration plan, teachers will attend monthly professional development sessions and a release day, for grades UTK- 2. Due to VAPA shortage of substitutes, release days are partial and can only include 2 grade levels.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Paper		\$1,500.00	30106-5733	Paper used to make copies of individual reading Lexile level packages for students to practice at home.	Teachers were able to create portfolios for each student that displayed progression in literacy and math. This information helped to develop more efficient lesson plans that support student	Our test scores show steady progress with all indicators showing a higher level of proficiency now than the past few years, including before 2019.	No modifications

## Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					achievement.		
<b>Small Group Instruction (Tier 2/3)</b>							
<b>*Strategy/Activity - Description</b>							
Utilizing formative and summative assessment data, teachers will implement small group instruction.							
Resource teacher will work with small groups of English Learners, Library Assistant will work with small groups of students in grades 3rd-5th							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr - NEW POSN, SBB2530026	0.60000	\$80,842.70	30100-1109	RT will work with small groups of students with similar ELA proficiency levels in the areas of reading, writing, listening, and speaking.	In School RT pushed into the class to support STEAM Lessons with all students and since 52% of student population is EL's the students were more eager to participate in class discussions and make valid arguments.	In the months of January and February 2022, 50% of students were absent due to strict covid procedures therefore, students who were to be pulled for small groups didn't get the chance to meet	



## Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$2,657.00	30100-4301	Instructional supplies to support needs of students such as journals, pencils, highlighters, etc.	<p>Students in grades 3-5 are making progress in improving their literacy scores. The completion percentage increased 10% from 85% to 95%. The percentage of students at or above grade level stayed the same at 41%.</p> <p>F&amp;P: The percentage of students who are reading at or above grade level improved after every administration: Fall 28%, Winter 30%, Spring 32%, showing improvement of literacy in grades UTK-2<sup>nd</sup></p>	Our test scores show steady progress with all indicators showing a higher level of proficiency now than the past few years, including before 2019
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### Professional Development

**\*Strategy/Activity - Description**

Teachers will attend professional development activities around online learning, Benchmark ELA/SLA program, and assessment and data practices. Teachers will also receive training on various reading strategies to support all students supplementing the Okapi instructional materials.

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

Directions:

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

## Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$19,169.60	30100-1192	VT will release teachers to analyze data and lesson planning.	VAPA Dept has been supporting the literacy acceleration plan and we are a focus school so the PLC time of 1 hour is incorporated into a partial release day, due to shortage of subs across the district	Not having the right amount of substitutes does not provide teachers with time to plan and adapt their lesson to the levels of instruction students need	

**Access to Library Services**

**\*Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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

## Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.22500	\$15,692.64	30106-2231	Library assistant will conduct small groups of students grades 3-5 to work on small reading intervention groups.	The library assistant position was open the entire year and the funding used to pay for instructional materials.	The library assistant position was open the entire year and the funding used to pay for instructional materials	

**Goal 3 - Mathematics**

**GRADE LEVEL COLLABORATION (PLC)**

**\*Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$6,589.55	30106-1192	VT will release teachers to analyze data and lesson planning.	Having vertical grade level meetings to discuss and analyze strategies is help.	Shortage of substitutes lead to not having all teachers out to have a proper PLC	

## Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

### SMALL GROUP INSTRUCTION (Tier 2/3)

**\*Strategy/Activity - Description**

Utilizing formative and summative assessment data, teachers will implement small group instruction.

Resource teacher will work with small groups of English Learners on language needs which will assist students with understanding word problems.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr - NEW POSN, SBB2530026	0.20000	\$26,947.57	30106-1109	RT will work with small groups of students doing Tier 2 instruction.	In School RT pushed into the class to support STEAM Lessons with all students and since 52% of student population is EL's the students were more eager to participate in class discussions and make valid arguments.	In the months of January and February 2022, 50% of students were absent due to strict covid procedures therefore, students who were to be pulled for small groups didn't get the chance to meet	

**Carson Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$8,064.00	30106-4301	Instructional supplies to support math instruction such as journals, binders, dividers, highlighters, etc.	The materials supported organizational skills and strategies for students helping them stay on track with regards to their progression on goals.		
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**Goal 7 - Family Engagement**

**CAPACITY BUILDING THROUGH PARENT WORKSHOPS**

**\*Strategy/Activity - Description**

We are funding child care costs, supplies, and light refreshments in order to facilitate the following activities:

- The school will seek out opportunities for parent workshops through the district and community.
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources
- The school has a dedicated parent room

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		\$657.00	30103-4304	Light refreshments such as coffee, cups, etc. for parent meetings.	Providing the light refreshments for families helped improve attendance at the monthly meetings with the principal	Most meetings had to take place on zoom due to strict covid restrictions. That decreased the attendance of the monthly meetings.	

**Carson Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$800.00	30103-4301	Supplies for SSC and parents such as binder, highlighters, dividers, etc.	Supplies supported all SSC members to stay organized and keep track of the items and documents of the meetings	With most meetings taking place over zoom it became evident that the supplies for the SSC were not going to be used	
Other Support Prsnl PARAS Hrly		\$1,064.72	30103-2281	Para daycare support during parent meetings.	Providing daycare allowed for families to attend regardless of the size of their families		



**Goal 8- Graduation/Promotion Rate**

**COUNSELING SERVICES (Tier 2/3)**

**\*Strategy/Activity - Description**

**Social Emotional learning is addressed in three ways:**

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

**Academic success is also addressed in 3 ways:**

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

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

Directions:

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

Guiding Questions:

## Carson Elementary SPSA EVALUATION OF TITLE I 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	30100-1210	Counselor will meet with individual students and discuss their individual plans to meeting their grade level standards.			

## Goal 6 - Supporting Black Youth

### COUNSELING SERVICES

#### **\*Strategy/Activity - Description**

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

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

#### **Social Emotional learning is addressed in three ways:**

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

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

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

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

#### **Academic success is also addressed in 3 ways:**

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

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

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

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

Directions:

## Carson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.10000	\$12,455.97	30106-1210	School counselor will work with small groups of students and parents to identify needs and apply services i.e.. community services, etc.	<p>Counselor taught Second Step classes which supported student self advocacy. Counselor left in October of 2021 to another position and the position was not filled until March 2022.</p> <p style="text-align: center;">Spring 2022:</p> <p>Students in grades 3-5 are making progress in improving their literacy scores. The completion percentage increased 10% from 85% to 95%. The percentage of students at or above grade level stayed the same at 41%.</p> <p style="text-align: center;">F&amp;P:</p> <p>The percentage of students who are reading at or above grade level improved after every administration: Fall 28%, Winter 30%, Spring 32%, showing improvement of literacy in grades UTK-2<sup>nd</sup></p>	Our test scores show steady progress with all indicators showing a higher level of proficiency now than the past few years, including before 2019.	

**What are my leadership strategies in service of the goals?**

My leadership strategies in service of the goals above is to gain access to all the data possible. I will make observations of the culture of the school, ask clarifying questions, develop systems and structures to support all staff and maintain trust, transparency, and teamwork throughout the course of this year. The LAP PD supports teachers and support staff with the tools to get kids reading at grade level. I will maximize the support from the in school RT, counselor, office clerk, and other staff members to ensure safety is our first priority and that students are aware of the supports they have at Carson to make sure they are successful.