

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **CARVER ELEMENTARY** SCHOOL

2022-23

37-68338-6039358
CDS Code

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

Principal: Vera, Maria

Contact Person: Vera, Maria

Position: Principal

Telephone Number: 619-344-6600

Address: 3251 Juanita St, Carver Elementary, San Diego, CA, 92105-3807

E-mail Address: mvera@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 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: Carver Elementary PHONE: 619-344-6600 FAX:

SITE CONTACT PERSON: Elba Vera E-MAIL ADDRESS: mvera@sandi.net

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

- Title 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:

- X English Learner Advisory Committee (ELAC) Date of presentation: 9-28-22
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:
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: 9-29-22

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.

Elba Vera Type/Print Name of School Principal
William McClain Type/Print Name of SSC Chairperson
Guadalupe Miranda Type/Print Name of ELAC Representative
Monika Hazel Type/Print Name of Area Superintendent

Elba Vera Signature of School Principal / Date 10/3/22
William McClain Signature of SSC Chairperson / Date 10/14/22
Guadalupe Miranda Signature of ELAC Representative / Date 10/14/22
Monika Hazel Signature of Area Superintendent / Date 10/19/22

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

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 a Title 1 School-wide Program and ATSI school.

Carver Elementary School is a place where all students are encouraged to strive to be their best academically, socially, and emotionally in a safe and supportive environment. Each school year our goal remains the same; to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths, and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn, and we will always work as a team to make this a reality for our students.

The mission of Carver Elementary School is to improve student achievement across all core academic content areas. We will do this by supporting all our students' needs, both academic and socio-emotional, in an environment where our students feel safe and cared for. We will continue to focus on our students' literacy, mathematics, and science through informed decision making with the goal of helping all our students to be their best and achieve their goals. Carver Elementary staff believes ALL students can excel and we constantly strive to help our students achieve high standards of learning. Our goal is to prepare Carver Elementary students to be 21st century learners by developing these important skills: critical thinking, problem solving, communication, collaboration, and technological strength. The School Plan for Student Achievement (SPSA) fulfills this goal by providing a school roadmap that places a strong emphasis on learning and academic growth.

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

At Carver Elementary, we practice restorative policies for student discipline and work hard to create an incredibly inclusive environment that sees all of our students as equal members of our school community. We have a full-time school counselor who helps with this mission. This year, we also be employing an Americorps Mentor who works with upper grade classrooms to ensure equity for all our students.

LCAP GOAL 2: Access to Broad and Challenging Curriculum

At Carver Elementary teachers will be working on mapping out all the District Critical Concepts (all tied to CA Common Core Standards) so that our teachers will be pacing student learning in an efficacious manner while assessing throughout each learning trimester. This year, each upper and lower grade PLC's along with the Principal will be working on a document to keep track of this data to monitor student progress.

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

At Carver Elementary will continue to develop an environment of setting high expectations for all our students. This year, we will strive to provide a guarantee and viable curriculum for all students at all grade levels. This year, we will develop a system structure where students' data is tracked by both teachers and administration to ensure we are keeping our students on track with respect to learning CA Common Core Standards.

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

At Carver Elementary, quality teaching is imperative in order for us to continue to move students to academic growth. We refer to the District Quality Learning Interactions (QLIs) & Quality Teaching Practices (QTPs) throughout the school year. We also adjust our teaching based on students' learning.

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

Carver Elementary is a community school with parent and community involvement & support. We have an active PTA who assist our school whenever possible. We invite parents and volunteers to participate in all school functions.

ENGAGING EDUCATIONAL PARTNERS

At Carver, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-2022 and 2022-2023, stakeholders were involved in the 2022-2023 budget and goal development process via multiple meeting opportunities to dialogue and to solicit input. These include staff meetings, SSC, ELAC, and Family Fridays held throughout the school year.

- March 3, 2022 - SSC met to approve the 2022-2023 School Year Budget.
- May 19, 2022– SSC met to discuss the Evaluation and Assessment Survey.
- June 3, 2022 – Family Friday Discussed, brainstorm and shared ideas on how best to support our students.
- June 6, 2022 – Staff met to analyze data and provided budget recommendations and feedback.
- June 9, 2022 – SSC Revised and approved the Title 1 School-Parent Compact and Title 1 Parent & Family Engagement Policy.
- September 15, 2022 - ILT Meeting provided input and feedback regarding SPSA goals.
- September 28, 2022 – ELAC provided input regarding goals for English Language Learners and the rest of the SPSA goals.
- September 29, 2022– SSC developed, reviewed recommendations, and approved 2021-2022 SPSA goals.
- October 7, 2022 - the Annual Title 1 Parent Meeting was held.

RESOURCE INEQUITIES

Carver is still identifying learning gaps as a result of the COVID 19 pandemic and has plans in place for additional support for students in need. Carver is working hard with families to ameliorate these struggles by stressing the importance of learning at home, in conjunction with on-site in-class learning. San Diego Unified has also implemented a District-Wide computer 1:1 take home learning initiative to help students learn while at

home. Moving forward Carver Elementary will continue to focus on strong literacy (reading and writing) and mathematics instruction as preparing our students for the academic rigors of common core academic standards is a top priority for us. To support our academic achievement goals Carver will fund a .5 Resource Teacher who will provide Tier I & II instruction for students, as well as assist in professional development for TK-5 teachers. Carver will also fund an Americorps Mentor who will help to address resource inequities with students in grades 3-5, this includes: Behavior, Attendance, and Academic Support.

Carver Elementary will be implementing an electronic data tracking for *all* students. This system will be built by site administration and adhered to by both the school principal and classroom teachers. Carver will partner with high achieving Elementary school to create an electronic list of all CA Core Content Standards (Critical Concepts) that our students are expected to know. This strategy focuses our instruction on what our students need to learn in order to help them to meet and/or exceed state standards. Classroom observations will be carried out weekly at Carver. Classroom observations are an integral part of the site principal's routine with respect to his knowledge of the instruction taking place in each classroom. Teachers will also list what standards they are teaching via a daily schedule and online in our master Professional Learning Community (PLC) tracking document. Students in grades 3-5 will take part in the Interim Assessment Block assessments on the California Assessment Website (CAASPP), these assessments will help our students to practice the rigorous common core assessment standards.

Student Performance Data

Carver's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2017-18 SPSA , 2018-2019 SPSA, and 2021-2022 SPSA. Analysis of the student groups (3rd-5th) CAASPP results indicates growth in the area of ELA and Math for three consecutive years and then a marginal decrease in both ELA and Math. The 2018-19 SPSA was focused on ELA and Math and funding supported ELA development and Perry & Associates grant supported Math. Due to the sudden pandemic in January for the 2019-2020 school year, our focus changed from onsite Tier 1 instruction to online learning. We originally had set our goals to focus on GVC, Effective Teaching in Tier 1 supporting ELL and Sp Ed students, and providing a Safe & Collaborative Culture. Unfortunately in March we had to leave the campus and we began operating online. This caused our focus to change to teaching and learning online.

We commenced the 2020-2021 school year operating online and our focus on Quality Learning Interactions and Quality Teaching Practices. Based on the 2020-2021 FASTa Reading and DEMI data, we need to continue to focus on improving student achievement and closing the achievement gap especially with our English Learners, African-Americans, Hispanics, and students with disabilities subgroups. Last school year 2021-2022, was the most challenging year ever. We were ready to start and continue where we left out before the pandemic, unfortunately, we came across many COVID related roadblocks. The main challenge we came across at our site were the increase numbers of students and staff being out due to COVID related symptoms and illnesses. Carver also experienced a handful of classroom teachers being out for weeks and even months. In addition, the shortage of visiting teachers at our site placed a negative impact in our student learning. Our data reflects this rippled effect. Our ELA performance we grew 1% from 37.2% to 38.2% of students meeting or exceeding standards. In Math performance we decreased from 33.3% to 26.1%.

ELA Analysis:

- 2015 school year indicates 20.2% of 3rd-5th grade students met or exceeded grade level standards in ELA
- 2016 school year indicates 33.6% of 3rd-5th grade students met or exceeded grade level standards in ELA
- 2017 school year indicates 36.7% of 3rd-5th grade students met or exceeded grade level standards in ELA.
- 2018 school year indicates 41.5% of 3rd-5th grade students met or exceeded grade level standards in ELA.
- 2019 school year indicates 37.2% of 3rd-5th grade students met or exceeded grade level standards in ELA.
- 2020 school year there was no state test or district test
- 2021 school year indicates a 29% of 3rd - 5th grade students met or exceeded grade level standards in ELA in FASTaReading.
- 2022 school year indicates 38.2% of 3rd-5th grade students met or exceeded grade level standards in ELA.

3rd Grade:

- 3rd grade has shown an increase of 13.9% over the past 5 years from 24.3% to 38.2%
- The 2021 shows 17% met or exceeded grade level standards in ELA in FASTaReading.
- 3rd grade showed an increase of 13.9% from 24.3% to 38.2% during 2015 -2020; unfortunately a decrease of 3.6% from 2018 to 2022

4th Grade:

- 4th grade has shown an increase of 30.3% from 2015 to 2017 and a decrease of 2.9% from 2017 to 2019.
- The 2018 3rd grades decrease in 4th grade by 1.3%.
- The 2021 shows 45% met or exceeded grade level standards in ELA in FASTaReading.
- 4th grade has shown an increase of 30.3% from 2015 to 2017 and a decrease of 2.9% from 2017 to 2018 and then an increase of .8% from 2018 to 2022.

5th Grade:

- 5th grade has shown an increase and decrease in the last 5 years. 5th grade has shown an increase of 10.3% from 2015 to 2016, then a decrease of 5% from 2016 to 2017, an increase of 12.9% from 2017 to 2018 and lastly a decrease of 10.9% in 2019. 5th grade has shown a volatile performance levels in the past 6 years.
- The 2017 3rd grade cohort increased by 2.4% from 3rd to 5th grade.
- The 2018 4th grade increased in 5th grade by .6%
- The 2021 shows 34% met or exceeded grade level standards in ELA in FASTaReading.
- The 2022 5th grade cohort decreased by 6.2% from 2018 to 2022.

English Language Arts: subgroups

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

of 11.1% from 2016 to 2017, an increase of 23.8% from 2017 to 2018, and a decrease of 3.8% from 2018 to 2019. In 2021 our ELL's showed 11% met or exceeded grade level standards in ELA in FASTaReading. In 2022, it shows an increase of 6.1% from 2019 to 2022.

SWD: Our Students with Disabilities have an increase of .0% over the 4 years. In 2022, there was a 31.3 % met or exceed grade level standards in ELA out of 16 students.

Hispanic: Three years in a row Hispanic student population (our largest subgroup) had an increase of 25.3% from 2015 to 2018, and a decrease of 3% from 2018 to 2019. The 2021 shows 20% met or exceeded grade level standards in ELA in FASTaReading. In 2022, had a decrease of 2.3% met or exceed grade level standards in ELA.

African American: A.A. Student population had an increase of 32.1% two years in a row from 2015 to 2017. Then a decrease of 14.2% from 2017 to 2018. Lastly, an increase of 9.2% from 2018 to 2019. The 2021 shows 30% met or exceeded grade level standards in ELA in FASTaReading. The 2022 showed a decrease of 10% met or exceeded grade level standards in ELA.

Econ. Disadv. This student population shown an increase of 21.2% in 3 consecutive years from 2015 to 2018. Then a decrease of 2.5% from 2018 to 2019. This subgroup does not show in FastaReading. This subgroup showed a decreased of 5.1% in from 2019 to 2022.

Homeless: Our Homeless student population is a very small population it did not show in the CAASPP results or FASTaReading. This subgroup data did not appear in the 2022 CAASPP results.

MATH Analysis:

- 2015 school year indicates 19.6% of 3rd-5th grade students met or exceeded grade level standards in MATH.
- 2016 school year indicates 26.1% of 3rd-5th grade students met or exceeded grade level standards in MATH.
- 2017 school year indicates 30.0% of 3rd-5th grade students met or exceeded grade level standards in MATH.
- 2018 school year indicates 34.5% of 3rd-5th grade students met or exceeded grade level standards in MATH.
- 2019 school year indicates 33.3% of 3rd-5th grade students met or exceeded grade level standards in MATH.
- 2020 school year there was no state test or district test
- 2021 school year DEMI indicates 31% of 3rd - 5th grade evidence of strength and proficiency in communication.
- 2022 school year indicates 26.1% of 3rd-5th grade students met or exceeded grade level standards in MATH.

3rd Grade:

- 3rd grade has shown an increase of 22% from 2015 to 2016. Then a decrease of 7.2% from 2016 to 2017 and no change from 2017 to 2018. Lastly a marginal decrease of .3% from 2018 to 2019.
- The 2021 school year DEMI indicates 20% evidence of strength and proficiency in communication in 3rd grade.
- The 2022 school year indicates a decrease of 4.9% from 2019 to 2022.

4th Grade:

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

- The 2021 school year DEMI indicates 30% evidence of strength and proficiency in communication in 4th grade.
- The 2022 indicates a decrease of 5.3% from 2019-2022.

5th Grade:

- 5th grade shown a decrease of .2% from 2015 to 2016. An increase of 3.9% from 2016 to 2017. A significant increase of 18.8% from 2017 to 2018. Then, a decrease of 5.1% from 2018 to 2019
- The 2018 4th grades increased in 5th grade by .8%.
- The 2017 3rd grade cohort decreased by 8.1% from 3rd to 5th grade.
- The 2021 school year DEMI indicates 45% evidence of strength and proficiency in communication in 5th grade.
- The 2022 indicates a decrease of 8.5% from 2019 to 2022

MATH: subgroups

ELLs: Our English Learners have shown increases and decreases over the past 4 years. An increase of 7% from 2015 to 2016. A decrease of 16.3% from 2016 to 2017. An increase of 16.4% from 2017 to 2018. Then, a decrease of 1.7% from 2018 to 2019. The 2021 school year DEMI indicates 26% evidence of strength and proficiency in communication for ELLs. In 2022, there was decrease of 4.6% from 2019 to 2022.

SWD: Our Students with Disabilities have an increase of 16.7% over the 4 years. The 2021 school year DEMI indicates 26% evidence of strength and proficiency in communication for SWD.

Hispanic: Hispanic student population (our largest subgroup) has shown an increase of 21.2% from 2015 to 2018. Then, a decrease of 9.6% from 2018 to 2019. The 2021 school year DEMI indicates 20% evidence of strength and proficiency in communication for Hispanics. In 2022 indicates a decrease of 10.4% from 2019 to 2022.

African American: A.A. Student population has shown an increase of 18.7% from 2015 to 2017. Then, a decrease of 21.6% from 2017 to 2019. The 2021 school year DEMI indicates 50% evidence of strength and proficiency in communication for African American. In 2022 indicates an increase of 6.7% from 2019 to 2022.

Econ. Disadv. This student population have shown 15.6% from 2015 to 2018. Then, a decrease of 1.9% from 2018 to 2019. The 2021 school year DEMI does not have this sub group. In 2022 indicates a decrease of 10.5% from 2019 to 2022.

Homeless: Our Homeless student population is a very small population it did not show in the CAASPP results. The 2021 school year DEMI does not have this sub group. In the 2022 this subgroup does not show in our CAASPP data results.

Root Cause Analysis

Student performance data was analyzed and stakeholders reflected on the 2019-2020, 2020-2021, and 2021-2022 school year to identify the following possible root causes for student under performance.

Correcting Mismatches Between Learner and Classroom Demands

- Lesson plans don't take into account the individual support needs of individual learners in some classrooms

- Using a deficit model when discussing/problem solving underperforming students
- Teachers struggle with articulating how to move students forward, intervention strategies have little variance
- QLI and QTP during the online learning was new to teachers and teachers had computer savvy challenges at the beginning of our online teaching and learning.
- Educators were trying to catch up with technology to provide a QLI and QTP. Student attendance added a challenge factor to online teaching and learning.
- A major cause was the continuous number of missing school days for students and staff due to COVID symptoms and illnesses
- Another major cause was the continuous lack of visiting teachers in fill in when teachers were out due to COVID related issues.

Reading Comprehension

- Sub group students and chronically absent students getting stuck in one F&P level; teachers need support to articulate HOW to move them forward
- Majority of lessons aren't purposefully planned to include instructional steps when students don't 'get it' the first time as well as anticipating individual student needs or subgroups/target students
- Teachers aren't embracing and utilizing the Critical Concepts at the desired level because they were focusing on filling in the learning gaps that were not the critical concepts at their grade level.
- Teachers tend to use the same, and broad sweeping, interventions for all students
- Many vulnerable readers do not receive multiple GR/small group instruction on a weekly basis if they are chronically absent.
- Students are struggling with the language/comprehending math word problems. Teachers are not doing number talks with fidelity.
- Reading support continuous to be more difficult when students are absent or not engaged

Safe, Collaborative and Inclusive Culture

- Chronic Absenteeism is preventing students from receiving daily instruction and unstable family dynamics decrease student engagement
- Some students have behaviors that are getting in the way of learning
- SWD, Hispanics, EL's and African-American subgroups performance is not constantly increasing
- Teachers tend to think of EL's and students with IEPs as a special Ed problem to solve; lack ownership
- ELD not taught every day on a consistent basis
- Guided Reading not taught every day on a consistent basis
- Deficit thinking when discussing underperforming students
- Instruction is not differentiated to the degree that ensures all students supports as needed
- Student empowerment and natural peer supports needs to increase
- Para-educators have varied degrees of expertise and effectiveness with SWD (they need to participate in the staff PD or design a PD specifically for them.)

As a result of this data analysis and reflection, the SPSA will focus on the inequities found in the areas of both ELA and Math with regards to the four subgroups: African-American, Hispanics, Economically Disadvantaged students, ELs and our students with disabilities. When monitoring student growth and observing classrooms these subgroups will be the target groups. Resources in 2022 - 2023 school year will continue to focus on supporting the development differentiated PD's and collaborative PLCs as well as establishing a culture of data by using multiple measures. This plan addresses the inequities by focusing on professional development in the areas of building core instructional practices, common core standards/priority standards, critical concepts, analyzing and monitoring data, implementation of coaching cycles in ELD and ELLA (in 2019 -2020). Administration, teachers, and support staff will monitor student achievement within these sub-groups through focused PD's, walk-throughs, PLCs, ILT, and a revised RTI process.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates (Red and orange Indicators in CA Dashboard). The school community has done extensive work in building a positive, safe, inclusive, supportive school environment through Restorative Practices, Trauma informed care strategies, and district LGTBQ PD's. Carver will continue to learn more to put systems and structures in place to address and decrease chronic absenteeism and suspension rates. This school year 2022-2023 Carver will employ a full time AmeriCorp staff member to help with the upper grades with chronically absent students.

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

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

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

--Professional Learning Communities (PLC) and PD's

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Viriya Chau	Parent
Maya Calderon	Classroom Teacher
Anatti Hueso	Other
William McClain	Classroom Teacher
Natalie Chiem	Parent
Deya Mitchell	Classroom Teacher
Nallely Garcia	Parent
Nayeli Garcia	Parent
Anakalia McKee	Parent
Elba Vera	Principal

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).

Our focus for the 2021-22 school year was to decrease both chronic absenteeism and suspension rates. Unfortunately, our site was significantly impacted by COVID illness and quarantine implications for both staff and students and chronic absenteeism rates increased dramatically and we were unable to meet our goals. In addition to COVID implications an additional factor that impacted our ability to meet our goals was that our full time site counselor was on maternity leave for half of the school year and we struggled to find a visiting counselor to fill this position.

The following actions were planned to support this goal:

The school counselor:

- Second Step lessons were conducted in classrooms but took a while to get them scheduled due to the lack of visiting teacher staff available.
- Peer Mediators were not conducted last year (students helping their peers solve problems on the playground peacefully) due to the lack of experience from the visiting counselor and when the permanent counselor came back she was trying to catch up with counseling cases.
- Visiting and permanent counselor met with individual and small groups of students to promote a safe and inclusive environment for all students (Social/Emotional Small Groups and Friendship Groups)
- Provided Resource to Families with the collaboration of Say San Diego and Family Engagement Office - During second trimester when counselor returned on site from maternity leave.

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- Monitored and collaborated on the Attendance/SART and SARB student-family meetings. This was done with the limitations of the attendance COVID protocols.

- Did conduct Home Visits but was limited
- Ran Individual student counseling supports

The Site (Admin/Guidance Assistant/Office Staff):

- Did partner with Chollas Lake Park and offered Fieldtrips with Chollas Lake in order to increase student engagement and attendance, however attendance was limited due to COVID restrictions.
- Did not award Monthly Perfect Attendance Certificates to individual classrooms in recognition of attendance efforts due to prevalence of daily COVID symptoms/illnesses restrictions.
- Did not offer Quarterly Perfect Attendance Pizza Celebration due to COVID symptoms restrictions/illnesses.
- Did not engage in bi-weekly Attendance Meetings: Principal, School Counselor, Resource Teacher, and School Clerk meet regularly to review attendance data. Each attendance team member was assigned students/families (families that participated in the SART meeting) to follow up to promote positive attendance due to the many challenges in attendance with COVID protocols symptoms/illnesses
- Did not communicate/include in a consistent basis the school-to-home importance of everyday and bell to bell attendance since we were operating in COVID challenges and shortage of staff.

***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).

The counselor and the site implemented the plan as much as possible. However there were two major circumstances identified that had significant impact on strategy implementation:

1. Our full time school counselor was out on maternity leave for many months and the site was unable to secure a stable retired counselor or visiting counselor with consistency.
2. Due to COVID illness and quarantine protocols we had large numbers of students absent throughout the year. This increase in school wide absenteeism required a more intense strategy and required additional school staff to assist with phone calls and parent outreach. This was especially challenging because we also had increased staff absenteeism coupled with a shortage of a district subs.

***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.

This year the team (Counselor, AmeriCorp Mentor, School Clerk and principal) will meet weekly to:

- Continue to play an active role in the Chronic Absenteeism plan and implementation team but will have a twist as we educate our parents on what is excused and not excused absences.

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- Carver will explore the possibility to partner with "ICAN." This program focuses in reducing Chronic Absenteeism in schools. It offers expert guidance to the site, staff trainings, parent trainings, student/family support and counseling.
- Carver will continue to support the school in the implementations of 'Restorative Practices,' to include teacher trainings, student voice, school/family relations. School participation will help ensure a 'Safe, Collaborative and Inclusive Culture' at school, and improve student attendance.
- If possible, additional funding will be used to pay clerical/paraprofessionals "hourly rate" to help monitor attendance, call families, and provide clerical organization to identify students/families in need of Tier 2 and Tier 3 interventions.
- Work to adapt all of our Second Step/Social Emotional Learning/ Leader In Me, No Place for Hate/Social Justice lessons to onsite learning.

Carver Elementary will work to keep close contact with parents & guardians about the importance of student attendance and full participation in school for the 2022-2023 school year. One approach will be to maintain more constant contact with parents via phone & email contact as students begin to represent as chronically absent. Another approach will be to utilize online communication between teachers and students, one example of this approach is ClassDojo which is a powerful communication tool between our school and our parents.

*Identified Need

2021-22 Hoonuit data:

On the Hoonuit district application, Carver overall **Chronic Absenteeism is 63%** and suspension rates subgroups are the following:

- ELL students = 0%
- African American students = 0%
- Hispanic students = 0%
- SWD = 0%
- Chronic Absenteeism rates

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

chronic absenteeism rate is 34.8%.

- **Chronic Absenteeism Rates (subgroups):**

- African American students=41.9%
- English Learners=35.6%
- Hispanic students= 40.4%
- Students with disabilities=26.5%
- Econ. Disadv. = 35.1

According to the California Dashboard (2018), Carver's suspension rate is at 1.9% (students were suspended at least one time).

- **Suspension Rates (subgroups):**

- African American=2.2%
- English Learners=1%

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- Hispanic students=1.5%
- Asian students=2%
- Students with Disabilities=2.3%
- Homeless students=0%
- Socioeconomically Disadvantaged students= 1.6%

According to the California Healthy Kids Survey (CHKS) students at Carver report feeling welcome, safe and included at school and consistently outperform the state averages. One area we would like to focus on for the 2022-23 school year is in the area of "meaningful participation" as only 54% of students report that they STRONGLY AGREE/AGREE they have meaningful participation in class and school.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	All	Increase Attendance	87.06	92	Attendance	Monthly
June 2023	All	Decrease % of chronically absent students	63	43	Chronic Absenteeism	Monthly
June 2023	All	Decrease Suspension Rate	1.6	1	Suspension	Monthly
June 2023	5th Grade	Increase % of students who report they experience "meaningful participation" in class and school.	54%	64%	CAL-SCHLS (CHKS)	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 5	English Learner	Decrease Chronic Absenteeism	57.14	37	Chronic Absenteeism	Monthly
June 2023	TK -5	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism	35.1	15	Chronic Absenteeism	Monthly
June 2023	TK -5	Black or African American	Decrease Chronic Absenteeism	65.52	45	Chronic Absenteeism	Monthly
June 2023	TK -5	Hispanic or Latino	Decrease Chronic Absenteeism	70.27	50	Chronic Absenteeism	Monthly
June 2023	TK -5	Students with Disabilities	Decrease Chronic Absenteeism	26.5	16	Chronic Absenteeism	Monthly
June 2023	TK -5	Asian	Decrease Chronic Absenteeism	27.59	17	Chronic Absenteeism	Monthly

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June 2023	TK -5	Black or African American	Decrease Suspension Rate	0	0	Suspension	Monthly
June 2023	TK - 5	Hispanic or Latino	Decrease Suspension Rate	0	0	Suspension	Monthly

Supporting Black Youth - Additional Goals

- ✓ 1. Carver’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 Carver 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. Carver’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, Carver 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. Carver 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. Carver’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. Carver 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. Carver will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Support School Wide Programs

*Students to be served by this Strategy/Activity

All Carver Elementary students will benefit from the plan to increase our overall attendance percentage rate to 92% while at the same time decreasing the Suspension Rates and Chronic Absenteeism rate for our students across all student groups including: Black or African American, Students with Disabilities, Hispanic or Latino, and English Learners. Carver Elementary staff firmly believe that all students need to be attending school in order to gain access to core academic curriculum. Carver strives to create a safe and inclusive environment for all our students.

*Strategy/Activity - Description

The Counselor, AmeriCorp, Amani Group, and principal will work collaboratively with students, parents, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease both Chronic Absenteeism and Suspension Rates and allow students to maximize their learning time and academic progress in class.

Strategies include:

- Collaborate with outside agency "Douglas Young" and "SAY" to plan and implement systematic Social Emotional, Mental Health, and positive school culture program. This will allow students to maximize their learning time and academic progress in class.
- Collaborate with district office and county office regarding restorative practices, trauma informed care, No Place for Hate, and LGTBQ to plan and implement systematic Social Emotional, Mental Health, and positive school culture program.
- Collaborate with each other to set goals and monitor suspension and referral rates.
- Conduct home visits to ensure families receive the supports they need.
- Continue to be active member of the Restorative team and/or other subcommittees as needed to support the positive school culture.
- Conduct small group work re: positive play, positive problem solving and conflict resolution.
- Support classrooms with the implementation of Restorative Practices through Community Circles and Restorative Circles when harm occurs
- Connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes
- Second Step lessons in classrooms
- Leader In Me Lessons
- Coordinate the Student/Peer Mediator Group (students helping their peers solve problems on the playground peacefully)
- Meet with individual and small groups of students to promote a safe and inclusive environment for all students (Social/Emotional Small Groups and Friendship Groups)
- Resource to Families (Say San Diego and Family Engagement Office)
- Monitor Attendance/SART and SARB students
- Home Visits
- Individual student counseling support
- Alternative recess play/activities during recess to promote engaging, inclusive, collaborative & safe play. It will promote and create a safe environment.
- Increase Fieldtrips to Chollas Lake in order to increase student engagement in the classroom
- A variety of fieldtrips will be offer to address cultural inclusion
- Communicate with families the site's attendance goal and biweekly attendance outcomes
- Monthly Perfect Attendance Certificate classroom recognition when appropriate
- Quarterly Perfect Attendance Pizza Celebration
- Annual Perfect Attendance Award Ceremony at Sea World sponsored by Assemblywoman Weber
- Bi-weekly or weekly Attendance Meeting: Principal, School Counselor, AmeriCorp, and School Clerk meet regularly to review attendance data. Each member is assigned students/families to follow up to promote positive attendance. The importance of every day and bell to bell attendance will also be included in school-to-home communication

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*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
N005714	Interprogram Svcs/Field Trip		\$3,000.00	\$3,000.00	0057-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		A variety of fieldtrips will be offered across grade levels to cultivate cultural inclusion, address anti-racism, and promote social justice.
N00574J	Supplies		\$11,845.00	\$11,845.00	0057-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		AmeriCorp staff member will be funded to support students with chronic absences, behavior, and academics. Approximately, \$5,000 will be repurpose to pay for this position.
N00575J	Contracted Svcs Less Than \$25K		\$5,000.00	\$5,000.00	0057-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		AmeriCorp staff member will be funded to support students with chronic absences, behavior, and academics.

Professional Development

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

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

***Strategy/Activity - Description**

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

- PD - Possibility from outside agency "Mending Matters."

Hourly pay for front office staff and/or classified staff to support the attendance monitoring.

- Attendance Tracking
- Clerical work
- Report Creation
- Calling families by phone.
- Collaboration with Principal, AmeriCorp, Counselor, and Attendance Clerk

- Create a Safe, Collaborative and Inclusive Culture**
- Continue to Strengthen Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
 - Continue to plan for Intentional SEL instruction
 - Continue to monitor implementation for Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment to ensure students feel safe and confident throughout the instructional day
 - Broaden teachers’ intervention toolbox to support vulnerable learners
 - Engage in Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed are equally responsible; integrated delivery of related services; para-educators training and site PD
 - Continue to have Ed Specialists to participate in collaborative planning, PD, etc.
 - Co-teaching (students/staff); student empowerment/agency
 - Promote student agency and goal setting via Leader In Me
 - Continue to provide a safe and positive Social emotional learning environment to promote sense of belonging; positive behavioral supports
 - Continue school wide Character Ed program and classroom presentations during Monday morning assemblies, and morning opening via screentify/announcements
 - Morning opening presentations via screentify for character trait of the month, recognizing students, etc.
 - Continue positive parent communication
 - Use Social Media to highlight positive happenings at school to promote our safe, collaborative and inclusive culture
 - Report attendance during Teacher-Parent Conferences - teachers give an update on students' attendance

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00575N	Postage Expense		\$500.00	\$500.00	0057-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage, envelopes, paper, ink for attendance parent letter communication to parents regarding SART and SARB communication.
N00578J	Prof&Curriclm Dev Vist Tchr		\$1,616.00	\$2,000.77	0057-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers will be utilize when appropriate to support classroom teachers with home visits or attend PD related to improving attendance for students.

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

Carver Elementary is using all available resources and school personnel to support our students' attendance needs: Guidance Counselor, School Clerk, AmeriCorp, Principal, School Nurse, and Teachers all play an integral role in our students' attendance. It is a priority for our students to increase attendance percentage at Carver Elementary.

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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

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).

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For the 2021-2022 school year Carver's goal was to increase our overall percentage of students who were meeting and/or exceeding State of CA Smarter Balanced standards (SBAC) from 37.2% to 47% across grades 3-5 in English Language Arts (ELA). Our goal was also to increase the overall percentage of students meeting and/or exceeding State of CA Smarter Balanced standards from 33.3% to 43% across grades 3-5 in Mathematics. The subsets of student populations needing additional academic support for meeting and/or exceeding CA State SBAC standards will be listed in our Identified Need sections below.

To support ELA during the 2021-2022 school year, resources were planned to be used for visiting teachers to release classroom teachers from the classroom for PLCs (Professional Learning Communities) for professional learning. Unfortunately; visiting teachers were scarce and PLC were not conducted. Teachers were supposed to work in collaboration to analyze number talk class set, interim assessments, and DRA data, design lessons, and develop formative assessments to strengthen Tier 1 instruction and to support struggling students with Tier 2 interventions and English Learners. Teachers did not have an opportunity to collaborate in designated PLC days due to lack of visiting teachers. Professional learning was supposed to include the strengthening of guided reading/small group instruction, linking lessons to standards and intervention strategies. The only limited PLC conducted at Carver was the LAP PLC with limited amount of time for collaboration in the items listed below. Resources were also used to purchase instructional materials.

Professional learning was supposed to support a total of 9 half days of PLCs per teacher. However, due to the COVID 19 visiting teacher shortages classroom teachers did not complete the total 9 half days of PLC and had a limited collaborative time for monthly professional learning time.

To strengthen ELA, professional learning in the 2021-2022 school year, the site:

- Attempted to Strengthened Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation by using the QTP and focusing on active participation
- Attempted Designated and Integrated ELD with district Benchmark curriculum
- Aligned Learning Targets to critical standards, lessons, and assessments
- Did attempt to some degree Intentional Planning: planning questions, supports, and assessments
- Did create Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment in some classrooms
- Began to shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Broadened teachers' intervention toolbox with online learning throughout the year with district resource teacher coaches in the LAP program.
- Explored the restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; Para educator training (also participating in site PD).
- Ed Specialists to participated in collaborative planning, professional learning with upper and lower grades
- Did not implement the promotion student agency through goal setting
- Continued working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students needed as their next step to propelled them forward
- Consistently tied lessons to standards/Critical Concepts and interim assessment (Aligned teaching and assessments to SBAC format)
- Used guided reading/small group instruction to support vulnerable learners. But on a daily basis.

- Explored the language of mathematics-how can we support students in comprehending word problems through number talks
- Carver did partnered with SDSU and UCSD where college tutors were assigned to each classroom teacher and provided more one on one support and small group intervention support at no cost for the site.

***Major Differences**

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

There were major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities of our articulated goals. The budget expenditures designated for PLC was not implemented due to visiting teacher shortages. Although, the budget was carefully planned out to benefit our students and to promote academic success in English Language Arts & Mathematics the strategy was not implemented and the lack of that strategy contributed for the site not to meet the academic goals set forth. Carver elementary was not close to meeting our stated goals in both in Mathematics and ELA for the 2021-2022 school year. We experienced a decline in our goals. Additionally, the Reading Grant did not go through which required us to adjust budget allocations to support classroom libraries and ensure each classroom teacher had access to a Digital Scholastic Reading Library.

***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.

For the 2022-2023 school year Carver Elementary is anticipating major changes from the 2021-2022 school year. Teachers will attend designated PLC days and will be encouraged to meet and collaborate outside PLC time to further their knowledge of how to be effective instructors of CA Common Core Standards. We also look forward to collaborating with one of our high performing elementary schools in Crawford Cluster. We will also closely examine any learning gaps we see from our students being away from campus and participating in online learning 2 years ago, as those gaps do still exist. This year Carver's teachers and principal will be expected to:

- track and keep assessment level data on our Carver Master PLC form which will house all student data electronically.
- Implement and promote student agency through goal setting.
- Commit to monitoring ELD and Guided Reading groups on a daily basis.
- Ensure open lines of communication with teachers for sharing, and feedback.

We are currently a Literacy Acceleration FOCUS school. This will continue to allow for 1st - 2nd grade teachers district paid PLC for six full days throughout the school year. In addition, teachers will meet 9 1/2 days a year for onsite PLC's. Our TK -2nd grade teachers will be attending district PD as well as our 3rd - 5th grade teachers. This school year, TK - 2nd grade teachers will use the F&P reading assessment and our 3rd - 5th grade teachers will continue to administer ELA FASTaReading and FAST and DEMI for Math. When needed upper grade teachers, will also use F&P or DRA reading assessments.

*Identified Need - English Language Arts

Analysis of the CAASPP data shows that 38% of students school wide are meeting/exceeding standards which has increased by 1% from 2019. Over a 3 year period Carver's rate of students who met and/or exceeded standards in English Language Arts has increased from 33% in 2016 to 38% in 2022. To support the 62% of 3rd through 5th grade students who did not meet and exceed grade level standards we will focus on ELD and Guided Reading during professional development in a variety of ways including teachers' professional learning. During professional learning we will focus on lessons that are aligned with standards, integrating grade level reading behaviors, strengthening Tier 1 instruction and Tier 2 interventions.

*****SBAC performance percentages are from the 2021-2022 school year. Carver teachers and administration will work to address closing the achievement gap with our English Learners, our Black / African American students in ELA, and our Students with Disabilities in both ELA & Math.**

**26.1% of our English Learners (ELs) Met or Exceeded State Standards (SBAC) in ELA.

**30% of our Black or African American students Met or Exceeded SBAC standards in ELA.

**33.3% of our Hispanic students Met or Exceeded SBAC standards in ELA.

**31.3% of our Students with Disabilities Met or Exceeded SBAC standards in ELA.

Carver will align our ELA curriculum through our collective Professional Learning Community (PLC) work with the goal to increase reading proficiency levels to 50% or higher. The main focus for PD and PLC will be to continue to improve Tier 1 instruction by focusing on the critical concepts. Common assessments in Illuminate as well as the DRA or F&P, and FAST assessments will be given this year (2022-2023) to track student progress.

*Goal 2 - English Language Arts

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.	38.2	48	CAASPP ELA	Annually
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards.	31	41	CAASPP ELA	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards.	39.3	50	CAASPP ELA	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards.	43.8	49	CAASPP ELA	Annually

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June 2023	2-5	Percentage of students meeting and exceeding grade level standards.	30.8	40.8	FAST aReading	Three times a year
June 2023	K-2	Increase reading proficiency levels	33.2	44	Fountas and Pinnel	Three times a year
June 2023	All grade levels Inspect/I AB	Increase ELA Proficiency level School wide to 50% or above	**Baseline	40	Inspect	Quarterly

***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	3rd -5th Grade	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	33.3	44	CAASPP ELA	Annually
June 2023	3rd -5th Grade	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	26.1	36	CAASPP ELA	Annually
June 2023	3rd -5th Grade	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	30	40	CAASPP ELA	Annually
June 2023	3rd-5th Grade	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	31.3	41	CAASPP ELA	Annually
June 2023	3rd-5th Grade	Socioeconomically Disadvantaged	Increase the percentage of	33.8	44	CAASPP ELA	Annually

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			students meeting and exceeding grade level standards.				
June 2023	K-2	Hispanic or Latino	Increase Reading Proficiency to Grade Level	20.3	30	Fountas and Pinnel	Three times a year
June 2023	K-2	English Learner	Increase Reading Proficiency to Grade Level	10.3	20	Fountas and Pinnel	Three times a year
June 2023	K-2	Black or African American	Increase Reading Proficiency to Grade Level	25	35	Fountas and Pinnel	Three times a year
June 2023	K-2	Students with Disabilities	Increase Reading Proficiency to Grade Level	9.5	20	Fountas and Pinnel	Three times a year

***Identified Need - Math**

Based on the 2021-2022 CAASPP Smarter Balanced (SBAC) results 26.1% of Carver Elementary students met and/or exceeded standards in Mathematics. This represents a 7.2% decrease from our results in the 2018-2019 school year. Over a 3 year period Carver's rate of students who met and/or exceeded standards in Mathematics has increased from 26.1% to 34.5% in 2016 to 2018. Then, there was a decrease from 33.3% to 26.1% in 2019-2022.

Carver will align our Mathematics curriculum through our collective Professional Learning Community (PLC) work with the goal to increase Illuminate proficiency levels to 40% or higher. The main focus of our PD and PLC will be to improve Tier 1 in Critical Concepts. Common assessments utilizing the District Essential Math Indicator (DEMI) as well as Illuminate will be given this year (2022-2023) to track student progress.

******SBAC performance percentages are from the 2021-2022 school year. Carver teachers and administration will work to address closing the achievement gap with our English Learners, our Black / African American students, and for our Students with Disabilities in both ELA & Math.***

**15.4% of our English Learners (ELs) Met or Exceeded State Standards (SBAC) in Mathematics.

**16.7% of our Black or African American students Met or Exceeded SBAC standards in Mathematics (excellent result for our students).

**17.6% of our Hispanic students Met or Exceeded SBAC standards in Mathematics.

**6.3% of our Students with Disabilities Met or Exceeded SBAC standards in Mathematics.

Carver will utilize mathematics assessments via Inspect/IAB to monitor student progress towards meeting CA common standards. Carver will align our Mathematics curriculum through our collective Professional Learning Communities.

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*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd - 5th	Increase the percentage of students meeting and exceeding grade level standards.	26.1	36	CAASPP Math	Annually	
June 2023	3rd	Increase the percentage of students meeting and exceeding grade level standards.	33.3	44	CAASPP Math	Annually	
June 2023	4th	Increase the percentage of students meeting and exceeding grade level standards.	23.3	34	CAASPP Math	Annually	
June 2023	5th	Increase the percentage of students meeting and exceeding grade level standards.	21.9	32	CAASPP Math	Annually	
June 2023	3rd - 5th	Increase percentage of students on knowledge portion of DEMI proficient and above	61.1	71	DEMI	Three times a year	
June 2023	K-2	Increase percentage of students meeting and/or exceeding grade level standards	*Baseline	36	Inspect	Quarterly	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th Grade	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	17.6	30	CAASPP Math	Annually
June 2023	3rd -5th Grade	English Learner	Increase the percentage of students meeting and	15.4	25	CAASPP Math	Annually

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			exceeding grade level standards.				
June 2023	3rd -5th Grade	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	16.7	27	CAASPP Math	Annually
June 2023	3rd -5th Grade	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	6.3	16	CAASPP Math	Annually
June 2023	3rd -5th Grade	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards.	22.8	33	CAASPP Math	Annually
June 2023	K-2	Hispanic or Latino	Increase percentage of students meeting or exceeding grade level standards	**Baseline	30	Inspect	Three times a year
June 2023	K-2	English Learner	Increase percentage of students meeting or exceeding grade level standards	**Baseline	30	Inspect	Three times a year
June 2023	K-2	Black or African American	Increase percentage of students meeting or exceeding grade level standards	**Baseline	30	Inspect	Three times a year
June 2023	K-2	Students with Disabilities	Increase percentage of students meeting or exceeding grade level standards	**Baseline	30	Inspect	Three times a year
June 2023	K-2	Socioeconomically Disadvantaged	Increase percentage of students meeting or exceeding grade level standards	**Baseline	30	Inspect	Three times a year

*Identified Need - English Learners

The English Learner population makes up approximately 33% of Carver Elementary’s students. Last year's results (2021-2022) show that 26.1% of Carver's EL population met and/or exceeded state Smarter Balanced (SBAC) standards for English Language Arts (ELA), and 15.4% met and/or exceeded SBAC standards for Mathematics. Carver has a focus on increasing the percentage of EL students who are meeting and/or exceeding state standards on SBAC ELA assessments to 36%, and in Math to 25%. These goals are delineated above inside the ELA & Math goals.

For the specific EL goal here Carver wants all English Learners to move up 1 level from their previous year's ELPAC level. In addition, Carver wants to reclassify as Fluent English Proficient 100% of our EL students who scored at a Level 4 - Well Developed on the ELPAC.

For the 2022-2023 school year all students are back on campus and our teachers are embedding ELD content into their lessons for our students for the purpose of increasing our English Learners' ability to meet and/or exceed core instruction content standards.

Carver's root cause analysis involved examining data from CAASPP, performance levels of ELL's in both in ELA and Math have a decrease percentage of 4.3 and 1.2 respectively. In 2018-2019, 20% met or exceed standards in both ELA and Math for 3rd to 5th grade. Based on that data, we need to continue to monitor student progress since the performance level is low.

The following data shows percent of students who performed at the expected level of proficiency on the 2021-2022 summative ELPAC:

TK -2 (ELPAC score: 2 student scored level one)

K - 7 (ELPAC scores:2 student scored level one; 1 student scored level two; 4 student scored level three)

1st - 7 (ELPAC scores: 1 students scored one; 3 students scored three; 3 students scored four)

2nd - 7 (ELPAC scores: 2 students scored one; 4 students scored two; 1 students scored three)

3rd - 6 (ELPAC scores: 1 student scored one; 3 students scored two; 1 students scored three; 1 students scored four)

4th - 9 (ELPAC scores: 2 students scored one; 3 students scored two; 3 students scored three; 1 students scored four)

5th - 14 (ELPAC scores: 3 students scored one; 6 students scored two; 3 students scored three;2 student scored four)

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	All	English Learner	Move Up 1 Level from previous year's ELPAC level	50	65	Summative ELPAC	Annually
June 2023	All	English Learner	To Reclassify all potential students that scored a level 4 as Fluent English Proficient	92	100	Reclassification Rates	Annually

Carver Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need - Graduation/Promotion Rate

Carver's FAST level data show that Carver students are (grades 3 & 5) reading at approximately 33.3% proficiency for their respective grade levels. Carver will align our ELA curriculum through our collective Professional Learning Community (PLC) work with the goal to increase DRA/FAST proficiency levels to 50% or higher in grades lower grades and 41% to 54% in grades 3-5. Common assessments in Illuminate as well as the DRA/ FAST assessments will be given this year (2022-2023) to track student progress.

African-American, Hispanics, English learners, students with disabilities, and socioeconomic disadvantaged students were among the lowest-performing subgroups.

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

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Meet or exceed reading standards	31.0	41	CAASPP ELA	Annually
June 2023	5	Meet or exceed reading standards	43.8	54	CAASPP ELA	Annually
June 2023	TK - 2	F&P at grade level	*baseline	50	Fountas and Pinnel	Three times a year

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3 -5	English Learner	Meet or Exceed Standards	26.1	36	CAASPP ELA	Annually
June 2023	3 -5	Hispanic or Latino	Meet or Exceed Standards	33.3	44	CAASPP ELA	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Meet or Exceed Standards	33.8	44	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Meet or Exceed Standards	31.3	41	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Meet or Exceed Standards	30	40	CAASPP ELA	Annually
June 2023	K-2	English Learner	Increase the # of students meeting or exceeding the	10.3	20	Fountas and Pinnel	Three times a year

Carver Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			standards in ELA on FASTa Reading				
June 2023	K-2	Hispanic or Latino	Increase the # of students meeting or exceeding the standards in ELA on FASTa Reading	20.3	30	Fountas and Pinnel	Three times a year
June 2023	K-2	Students with Disabilities	Increase the # of students meeting or exceeding the standards in ELA on FASTa Reading	9.5	20	Fountas and Pinnel	Three times a year
June 2023	K-2	Black or African American	Increase the # of students meeting or exceeding the standards in ELA on FASTa Reading	25	35	Fountas and Pinnel	Three times a year

Support Tier 1 Instruction

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanics, African-Americans, and English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. In grades 3-5, 33.8% of Carver's student population is considered socioeconomically disadvantaged. All of these groups are addressed in the goal for all students.

*Strategy/Activity - Description

Professional learning will be supported by a total of 9 1/2 days of PLCs per teacher. In addition, TK -2nd grade teachers will attend 6 district PLC's. Teachers will work collaboratively during monthly professional learning. At least three student monitoring meetings will be conducted with the Principal. Monthly monitoring meetings with TK -2nd grade teachers will be conducted to monitor reading levels.

To strengthen ELA, professional learning in the 2022-23 school year, will include the following:

- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
- Designated and Integrated ELD
- Aligning Learning Targets to critical standards, lessons, and assessments
- Intentional Planning: planning questions, supports, and assessments
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies

- Broaden teachers' intervention toolbox
- Restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; Para educator training (also participating in site PD)
- Ed Specialists to participate in collaborative planning, professional learning
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting via Leader in Me
- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward
- Consistently tying lessons to standards/Critical Concepts and interim assessment (Aligning teaching and assessments to SBAC format)
- Using daily guided reading/small group instruction to support all students.
- Explore the language of mathematics-how can we support students in comprehending word problems

The site resource teacher, and reading district resource teacher, instructional coordinator, data resource teacher, and principal:

- Support and collaborate with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's
- Provide direct interventions to struggling readers and students "at risk" of becoming LTEL's,
- Support and implement professional development for staff to strengthen the literacy block instructional practice.
- The team mentioned above will facilitate professional learning communities in all grade levels and site resource teacher and principal will work directly with parents and ELAC.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F005719	Inschool Resource Tchr	0.45000	\$44,512.20	\$64,120.83	0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		RT will support teachers in PLC to plan lessons, analyze data, and develop PD to focus on targeted students.
N00573	Supplies		\$9,380.00	\$9,380.00	0057-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Yearly teacher classroom supplies to pay for paper, whiteboards, markers, crayons, pencils, notebooks, reading books, construction paper, glue, scissors, etc.
N0057U	Supplies		\$932.00	\$932.00	0057-30106-00-4301-	Title I Supplmnt	[no data]		Funds to purchase instructional supplies as this is an integral part of teaching.

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					1000-1110-01000-0000	Prog Imprvmt			
N0057Z	PullOut/Push in Hrly		\$2,827.00	\$3,500.12	0057-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher to work in small groups to support ELA and Math instruction.
N00574Y	Interprogram Svcs/Duplicating		\$1,000.00	\$1,000.00	0057-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Duplicating services for instructional supplies to support teaching and learning.
N0057A0	Interprogram Svcs/VAPA		\$21,924.00	\$21,924.00	0057-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt	[no data]		PLC days will be provided via VAPA using VAPA visiting teachers. These PLC's will allow teachers the opportunity to collaborate in lesson design, data analysis, visiting classrooms, etc. The rest of the budget will be repurpose for yearly teacher classroom supplies. Yearly teacher classroom supplies to pay for paper, whiteboards, markers, crayons, pencils, notebooks, reading books, construction paper, glue, scissors, etc.
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
F00571A	Inschool Resource Tchr	0.05000	\$4,945.80	\$7,124.53	0057-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		RT will work with small groups in Math and ELA and will focus on targeted students

University Tutors and Reading Resource Teacher

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

As part of the district Literacy Acceleration Plan Carver has received a full time Reading Teacher to push into classrooms daily for Tier 1 reading support. This will be an incredible support to ensure we accelerate reading development for our students below grade level. Additionally we will continue the partnerships with SDSU where college tutors are assigned to each classroom teacher to provide more one on one support and small group intervention support. There is no cost to the school.

Digital Resources/Licenses

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

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

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.
 Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.

- RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction
- Scholastic Reading Pro - Digital Leveled Library
- Accelerated Reader to monitor independent reading time as well as make sure the students are reading their chapter books
- We will continue to utilize ST Math, a district funded math program. This is no cost to the school. This program is aligned with standards and have an assessment component to monitor growth and individualize instruction. It provides opportunities for students to practice their math skills at their individual instructional level. ST Math focuses on the conceptual component which is critical for why certain algorithms are utilized in math.

***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
N00575R	Software License		\$1,000.00	\$1,000.00	0057-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Scholastics Digital Online app to increase resources for students to read books and instill the love of reading.
N00576S	Software License		\$4,110.00	\$4,110.00	0057-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Raz-Kids software license will be purchased to support students in reading foundational knowledge and skills. Accelerated reader software to monitor student reading time and track the number of books they read.

After School Tutoring

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

All demographic subgroups not meeting grade level standards.

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*Strategy/Activity - Description									
After school tutoring will be offered to targeted students in all subgroups not meeting grade level standards.									
*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
N0057AS	Non Clsrm Tchrr Hrly		\$3,231.00	\$4,000.31	0057-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		After-school tutoring will be offered to targeted students in all subgroups not meeting grade-level standards.
Professional Development									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity.									
*Strategy/Activity - Description									
<p>Visiting teachers are essential to release Gen Ed Classroom Teachers and Education Specialists from duties to participate in professional development/PLC with classroom teachers and engage in the following;</p> <ul style="list-style-type: none"> - Data Analysis in ELA/MATH, ELPAC, CAASPP, IAB's, FAST, and F&P's -Instructional practices dELD, iELD) - Lesson study, planning, and design - Cross classroom visits. - Implementation of new School-wide programs (Benchmark Advanced - ELD) -Small group target instruction and learning target goals will be implemented. <p>Teacher will collaborate and plan with Education Specialist during PLC; monitoring student progress, strengthening Tier 1 instruction, making Tier 1 instruction accessible to students with disabilities, and sharing instructional strategies for students with disabilities.</p> <p>Release time for Para educators to participate in professional development facilitated by Education Specialist.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With	Funding Source	Funding Source	LCFF Student Group	Reference	Rationale

Carver Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

				Benefits/Non Salary cost	Budget Code				
N005771	Prof&Curriclm Dev Vist Tchr		\$808.00	\$1,000.39	0057-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Teacher collaboration time to examine Analyze data in ELA/MATH, ELPAC, CAASPP, IAB's, FAST, and F&P's, plan lessons, and engage in lesson study.
	Prof&Curriclm Dev Vist Tchr				0057-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00578J	Teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC) which adheres to common core learning standards.

Math Resource Teacher

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

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

***Strategy/Activity - Description**

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

After School Tutoring

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

Targeted students not meeting Math standards and in all demographics subgroups will be included.

***Strategy/Activity - Description**

Math Tutoring will be provided to targeted subgroups not meeting their grade level standards. Tutoring will happen after school for an hour.

***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
	Non Clsrm Tchr Hrly				0057-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0057AS	After-school tutoring for targeted students not meeting their grade level standards in Math and ELA.

Professional Learning Communities

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

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

***Strategy/Activity - Description**

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

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

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
	Interprogram Svcs/VAPA				0057-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0057A0	Professional learning will include analysis of EL student data strategic lesson designed.

PLC and Data Monitoring

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

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

***Strategy/Activity - Description**

Monitoring:

- Will continue to Focus SWD student group during Principal Monitoring Meetings
- Will hold at least one Monthly Special Education Meeting
- Will attempt to hold at least one 3rd-5th Grade Meetings a month between general education meeting and Educational Specialist
- Will hold PARA and Ed Specialist Meetings
- PARAs will attend whenever possible site PD to assist gen ed teacher with one on one or small group instruction and Ed Specialist with specific student IEP goals
- Principal will continue to attend IEP Meetings
- Will Conduct a Professional Development with a Special Education Focus
- Will review IEP progress reports three times a year
- Will Seek additional assistance from CORT to help provide resources
- Will ask teachers to provide Differentiate instruction for students with IEP
- Professional Learning Communities: Grade levels will meet for at least 2 hours a month

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

***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
N0057Q	PullOut/Push in Hrly		\$404.00	\$500.19	0057-30106-00-1159-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Repurpose this amount for visiting teachers to provide time for teachers to meet with the principal to engage in monitoring data meetings for ELA and Math.

Guided Reading

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

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

***Strategy/Activity - Description**

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

***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
	Inschool Resource Tchr				0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F005719	RT will provide push-in in the classroom for small group reading support in guided reading/small group.
	Inschool Resource Tchr				0057-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F00571A	RT will provide push-in in the classroom for small group reading support in guided reading/small group.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

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

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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).

Last year (2021-2022) was Carver's first full year back to on-site learning since the COVID 19 pandemic and we focused on increasing parent engagement and connectedness. Carver saw slow but steady growth in parents coming to the site regularly, as much as was allowable based on County Health Department Guidelines. This growth was obviously mitigated by the inability for all parents to be fully on campus as in previous years. For example, Family Friday meetings (which used to be in person) had to be held via zoom. Another example is that in pre-COVID years we would have quite a few parents volunteer in classrooms. This was not allowed last year and we are just now entering a scenario where we can begin to rebuild this practice. Unfortunately, we had low parent participation rates with our parents via Zoom. ClassDojo has been an excellent tool for teacher/principal/parent communication. During these meetings, we engaged parents in all the necessary discussions regarding the importance of school attendance, testing data, safety plans, student achievement, and the importance of being involved in their child's education for their academic, social, and emotional success. ClassDojo has been effective in that we have increased parent communication at our school. For the 2022-2023 school year we no longer have the Health Department's COVID visitation restrictions with regard to parents physically visiting the school campus, and our goal is to return to pre-COVID levels of parent participation on-site.

In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school.

- Carver did have an active SSC, and ELAC (But was challenging to keep at the end of last year), SGT has not been implemented due to the lack of parent participation.

According to the 2022 California School Parent Survey (CSPS), the average parent involvement rate is at 41% (with the response of "strongly agree" each of the indicators (see below).

- Parent Involvement (indicators):

- Parents feel welcome to participate at this school=39%
- School encourages me to be an active partner with the school in educating my child=41%
- School actively seeks the input of parents before making important decisions=39%
- School staff takes parent concerns seriously=39%

Analysis of strategies/actions we implemented to achieve this goal:

- We published our events in School messenger, website, marquee, and flyers are sent home to notify parents of events (Spanish and English)
- 20 - 25 parents on average attended Family Friday as evident by sign-in sheets while on-site. That number dropped when we moved to online as evident by Zoom entries
- There was a lack of Families participation in the parent meetings as well as the Back to School Evening and Spring Open House as evident by Zoom visiting parents
- Online learning support Workshops were offered to families by the Family Engagement Department
- SSC and ELAC functioning Committees with parent representation lacked the participation from parents.
- According to CSPA 66% attended school or class event
- According to CSPA 63% attended a meeting of the parent-teacher organization or association (PTA), only parent representatives attend the committee meetings

***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).

The major difference for the difference between the planned and executed strategies/actions related to our parent engagement goals was that for the majority of the year parents couldn't physically be on campus and all our events were online via zoom. Our community struggled with connectivity and attending online events.

***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.

The major difference for the 2022-2023 school year will be to increase parent participation with on-site events such as Family Friday, parent volunteers, and Parent workshops. We will continue to seek out parent training opportunities through the district and the community to support our community. For the 2022-2023 school year, Carver will continue to review and monitor sign-in sheets, send home and increase utilization of flyers & messages, and continue the use of School Messenger to notify parents & community members of parent involvement opportunities. Peach Jar, Facebook, and Twitter have all been implemented to keep our families informed of school happenings and we will continue these efforts. Our teachers and school counselor will meet multiple times per year to analyze student progress using site developed criteria.

Carver Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Principal has started recruiting interested parents for official PTO board positions and has 4 parents who are interested. Official PTA meeting will take place in late October.

*Identified Need

Because of the COVID 19 pandemic, Carver has not had parents or students on our site since March 13, 2020. For the 2021-2022 school year we still had parent restrictions with respect to being on campus. For the 2022-2023, COVID restrictions have been lifted and parents are welcome back on campus. We plan to recruit as many parents possible to continue to serve on the different committees in person. Our goal is to increase overall parent engagement, involvement and strengthen the school-home relationships with families.

Parents need to feel valued and that their opinions are taken into account during the decision making process.

According to the 2022 California School Parent Survey (CSPS), the average parent involvement rate is at 41% (with the response of “strongly agree” each of the indicators (see below).

- Parent Involvement (indicators):
- Parents feel welcome to participate at this school=39%
- School encourages me to be an active partner with the school in educating my child=41%
- School actively seeks the input of parents before making important decisions=39%
- School staff takes parent concerns seriously=39%

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase # of parents attending online or in person trainings	**Baseline	25	Other - Describe in objective
June 2023	Other (Describe in Objective)	Increase % of families who STRONGLY AGREE feeling welcome to participate at the school.	39%	49%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Monthly Representation at the DAC meeting	~50	60	Attendance
June 2023	Other (Describe in Objective)	Improve parent-school communication via ClassDojo parent membership in each teacher classroom	~70	100	Other - Describe in Objective

Parent Communication

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

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

***Strategy/Activity - Description**

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

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

Family Communication

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

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

***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
N0057AT	Supplies		\$193.00	\$193.00	0057-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	[no data]		Communication purchases like paper, ink, envelopes, postages, and apps.

Parent Participation									
*Families to be served by this Strategy/Activity									
All families at the school will benefit from increased parent participation.									
*Strategy/Activity - Description									
Through our partnerships with "SAY San Diego" and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year:									
<ul style="list-style-type: none"> - Early Childhood Behavior - Positive Parenting workshop - Workshops covering family needs such as: - Medi-Cal, - Covered California 101 - How to access and utilize benefits - Community Resources 101 - Housing, food, social support and other socioeconomic assistance 									
Increase Parent participation in school committees and volunteer opportunities:									
<ul style="list-style-type: none"> - SSC - ELAC - SGT - Volunteers 									
Provide childcare for parent trainings/meetings. Subcommittees of Wellness committee will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00573B	Interprogram Svcs/Duplicating		\$200.00	\$200.00	0057-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Budget to pay for flyers, paper, ink, document copies, binders, duplicating services etc.
N0057AU	Inservice supplies		\$500.00	\$500.00	0057-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Refreshment items during in-person meetings.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Carver Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 83,504
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)	\$ 141,831

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)	\$ 30,481
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 30,481

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)	\$ 27,846
[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): \$ 27,846

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 141,831

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Carver Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$1,616.00
Carver Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	\$3,231.00
Carver Elementary			3000 Benefits		0	\$1,154.08
Carver Elementary			4301 Supplies	Supplies	0	\$11,845.00
Carver Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	0	\$1,000.00
Carver Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$3,000.00
Carver Elementary			5841 Software License	Software License	0	\$1,000.00
Carver Elementary			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	0	\$5,000.00
Carver Elementary		(blank) Total			0	\$27,846.08
Carver Elementary	09800 LCFF Intervention Support Total				0	\$27,846.08
Carver Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.45	\$44,512.20
Carver Elementary			3000 Benefits		0	\$19,608.63
Carver Elementary		Inschool Resource Tchr Total			0.45	\$64,120.83
Carver Elementary		(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	0	\$2,827.00
Carver Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$808.00
Carver Elementary			3000 Benefits		0	\$865.51
Carver Elementary			4301 Supplies	Supplies	0	\$9,380.00
Carver Elementary			5841 Software License	Software License	0	\$4,110.00
Carver Elementary		(blank) Total			0	\$17,990.51
Carver Elementary	30100 Title I Basic Program Total				0.45	\$82,111.34
Carver Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	0	\$193.00
Carver Elementary			4304 Inservice supplies	Inservice supplies	0	\$500.00
Carver Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	0	\$200.00
Carver Elementary			5920 Postage Expense	Postage Expense	0	\$500.00
Carver Elementary		(blank) Total			0	\$1,393.00
Carver Elementary	30103 Title I Parent Involvement Total				0	\$1,393.00
Carver Elementary	30106 Title I Supplmnt Prog Imprvmt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.05	\$4,945.80
Carver Elementary			3000 Benefits		0	\$2,178.73
Carver Elementary		Inschool Resource Tchr Total			0.05	\$7,124.53
Carver Elementary		(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	0	\$404.00
Carver Elementary			3000 Benefits		0	\$96.19
Carver Elementary			4301 Supplies	Supplies	0	\$932.00
Carver Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$21,924.00
Carver Elementary		(blank) Total			0	\$23,356.19
Carver Elementary	30106 Title I Supplmnt Prog Imprvmt Total				0.05	\$30,480.72

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Carver Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, **Carver Elementary** 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])

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

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

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

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

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how **Carver Elementary** 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])
 - *A Title 1 parent meeting will be held in the fall to review and give parents an opportunity to give input to Title 1 parent & family engagement policy (in both English and Spanish)*
 - *In the fall, the school will send home the Title 1 parent & family engagement policy with students (in both English and Spanish)*
 - *In the fall, an email with a copy of our Title 1 parent & family engagement policy will be sent out to all families (in both English and Spanish)*

- *The Title I parent & family engagement policy will be posted on the school website (in both English and Spanish)*

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])

- *Carver will offer a flexible number of meetings and may provide, with funds provided under this part, transportation, and child care of home visits as such services relate to parental involvement.*

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])

- *Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.*
- *Provide school staff members with workshops and/or PD in collaboration with the Family Engagement office to strengthen the partnership between parents and staff.*
- *Provide school staff members with opportunities to engage in home visits to continue to collaborate with families to improve students' achievement.*
- *Provide school staff members with opportunities to continue to communicate with families on a daily basis using ClassDojo app. Parents are able to translate in their own language.*
- *Staff meetings focused on how to conduct home visits and parent-student-teacher conferences to solicit parent collaboration.*
- *SART (Student Attendance Review Team) - review the role of each member student, parent, teacher, counselor, and principal to best support the student, and focusing on the parent role as the essential member of the team and how to positively involved the parent*
- *SST (Student Study Team) - Reviews this process as to how to involve the parents and be an active participant in this process.*

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])

- *Offer morning and afternoon meetings in person and also via Zoom. Also, share PowerPoint presentations in ClassDojo communication system.*
- *Provide parents of participating students with timely information about Title I programs.*
- *An annual meeting will be convened on October 7, 2022 at 8:00 am to inform parents of participating students of the requirements of Title I and their right to be involved (in English, Spanish, and Vietnamese).*

- ***An annual meeting will be convened on Octoberber 3, 2022 at 5:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved (in English, Spanish, and Vietnamese).***
 - 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])
- ***Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.***
 - 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])
- ***Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.***
 - 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])
- The site shares the SWP to the parents at Family Friday meetings and parents are encouraged to provide input.
- Any school member is invited to participate in the SSC meeting to share their ideas and concerns.

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])

- Family Engagement Office Workshops
- Site Staff Workshop
- Parent Request
- Teacher Initiate Offered

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])

- Parent Workshops
- Parent Conferences
- Class Observations
- Family Friday/Coffee with the Principal

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])

- *Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.*
- *Collaborate with the Family Engagement office to conduct staff meetings and/or PD related to parents as partners.*

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])

- Crawford Cluster Meetings
- Crawford Cluster Center Presentation at the school site
- Crawford Cluster Vision 2030 Parent meeting collaboration

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])

- ClassDojo communication system
- Interpreters available at parent meetings
- Offer bilingual documents to parents (ex. flyers, letters, materials).
- Bilingual personnel available upon request

- f) The school provides other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- Upon parent request the school site will provide the necessary support such as child care.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, **Carver Elementary**, 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])

- *A Title I parent meeting will be held in the fall to review and give parents an opportunity to give input to Title I parent & family engagement policy (English, Spanish, and Vietnamese)*
- *In the fall, the school will send home the Title I parent & family engagement policy with students (English and Spanish)*
- *In the fall, an email with a copy of our Title I parent & family engagement policy will be sent out to all families (in both English and Spanish)*
- *The Title I parent & family engagement policy will be posted on the school website (in both English and Spanish)*
- *Carver will offer a flexible number of meetings and may provide, with funds provided under this part, transportation, and child care of home visits as such services relate to parental involvement.*
- *An annual meeting will be convened on October 7, 2022 at 8:00 am to inform parents of participating students of the requirements of Title I and their right to be involved. (English, Spanish, and Vietnamese)*
- *An annual meeting will be convened on Octoberber 3, 2022 at 5:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved. (English, Spanish, and Vietnamese)*
- *Flyers, phone calls and emails sent home in both English and Spanish*
- *Bilingual staff*
- *Quarterly Standards-Based Report Card Report in both English and Spanish*
- *Teacher communication with parents*
- *Messaging on Facebook, Twitter, Instagram, and ClassDojo (translation available in the program)*
- *When possible and upon request, Family members with disabilities will be provided with information or school reports in a manner of which they can understand.*
- *When possible and upon request, Family members of migratory children students will be provided with information or school reports in a language native to the parents.*

APPENDIX C

SCHOOL PARENT COMPACT



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

Title I School-Parent Compact 2022-2023
Carver Elementary

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])
- *Carver will offer a flexible number of meetings and may provide, with funds provided under this part, transportation, and child care of home visits as such services relate to parental involvement.*
 - *Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.*
 - *Provide parents of participating students with timely information about Title I programs.*
 - *Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.*
 - *Provide parents of participating students with two opportunities in the year to attend parent-student-teacher conferences to go over student expectations, progress in expected curriculum and standards, and monitor student progress.*
 - *Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.*
 - *Provide parents of participating students with parent meetings with teacher, counselor, and/or principal upon request to support them in understanding*

the classroom assessments, grade level standards, and or monitor of student growth.

- *All students are provided with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards. Each classroom teacher implements a guaranteed and viable curriculum with a focus on critical concepts.*
- *Parent-teacher Conferences are part of Carver’s first and second student progress reporting periods. Scheduled Parent/Teacher conferences. November, 14, 15 , 16, 17, 18; 2022 and March 27, 28, 29, 30, 31; 2023.*
- *Communication between home and school is tremendously important; meetings may be arranged by note, telephone, email, or Zoom Meeting*
- *Principal Family Friday Meetings that include:*
 - *The overview of the common core state standards*
 - *Workshops for reading, writing, and Math*
- *Back to school and Spring Open House*
- *Back To School Night occurs in September, 2022*
- *Spring Open House planned for May, 2023*
- *Annual Title 1 meeting*
- *Monthly Open SSC Meetings*
- *School site and District offered parent Zoom workshops*
- *SST Meetings (Meetings scheduled around individual students to ensure the strongest academic support possible - Teachers and parents can request one of these meetings.)*
- *Annual Title 1 meeting*
- *ELAC Parent Meetings*
- *Family Engagement workshops*
- *In-School Resource Teacher in collaboration with the OLA Office - Workshops*
- *Translation Services are in place during school meetings and are used to translate IEPs documents*
- *End of Trimester Awards Assemblies*
- *School Site Council*
- *PTA*
- *ELAC*
- *Monthly Parent Coffees (Cafè)/ Family Friday*
- *Carver Coyotes Assemblies (weekly)*
- *End of Trimester Awards Assemblies*
- *SGT*
- *Principal Family Fridays include:*
 - *Announcements, workshops, and tips on how to support children in their learning*
 - *Announcements shared with families from Family Engagement Office regarding workshops related to state standards, setting academic goals, and State Test CAASPP.*
 - *Overview of the different applications used in the classroom to support, reading, math, and science*
 - *Periodic English Learner Advisory Committee (ELAC) Meetings*
 - *Opportunities for visiting child's classrooms*

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])

- *Annual Title 1 meeting*
- *Provide parents of participating students with timely workshops during Family Fridays that educate parents on student goal setting, ELA and Math state standards, and grade level state testing.*
- *Provide parents of participating students with timely workshops during the school year on workshops on how to monitor their student progress and growth towards state standards.*
- *Provide parents of participating students with parent meetings with teacher, counselor, and/or principal upon request to support them in understanding the classroom assessments, grade level standards, and or monitor of student growth.*
- *Parent-teacher Conferences are part of Carver's first and second student progress reporting periods. Scheduled Parent/Teacher conferences. November, 14, 15, 16, 17, 18; 2022 and March 27, 28, 29, 30, 31; 2023.*
- *Back to school and Spring Open House*
- *Back To School Night occurs in September, 2022*
- *Spring Open House planned for May, 2023*
- *Learning Contract conferences (on-going)*
- *Parents have access to teachers each school day before and after school in person, via email, phone call, ClassDojo, or Zoom meeting.*
- *Zoom Meetings conducted in both English and Spanish when required*
- *Flyers, phone calls and emails sent home in both English and Spanish*
- *Updated Website*
- *Messaging on Facebook, Twitter, Instagram, and ClassDojo*
- *Translation Services are in place during school meetings and are used to translate IEPs documents*
- *Principal Family Fridays include:*
 - *Announcements, workshops, and tips on how to support children in their learning*
 - *Announcements shared with families from Family Engagement Office regarding workshops related to state standards, setting academic goals, and State Test CAASPP.*
 - *Overview of the different applications used in the classroom to support, reading, math, and science*
 - *Periodic English Learner Advisory Committee (ELAC) Meetings*
 - *Opportunities for visiting child's classrooms*

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

- *Provide parents of participating students with two opportunities in the year to attend parent-student-teacher conferences to go over student expectations, progress in expected curriculum and standards, and monitor student progress.*
- *Provide parents of participating students with timely workshops during Family Fridays that educate parents on student goal setting, ELA and Math state standards, and grade level state testing.*
- *Provide parents of participating students with timely workshops during the school year on workshops on how to monitor their student progress and growth toward state standards.*

- *Provide parents of participating students with parent meetings with teacher, counselor, and/or principal upon request to support them in understanding the classroom assessments, grade level standards, and or monitor of student growth.*
- *Provide parents of participating students with student's progress reports during parent-teacher conferences.*
- *On going reports at parent requests: three times a year at reporting periods: November, March, and June*
- *School Attendance Workshops*
- *Learning Contract conferences (on-going)*
- *School site and District offered parent Zoom workshops*
- *Parents have access to teachers each school day before and after school in person, via email, phone call, ClassDojo, or Zoom meeting.*
- *Quarterly Standards Based Report Card Report in both English and Spanish*
- *Zoom Meetings conducted in both English and Spanish when required*
- *Translation Services are in place during school meetings and are used to translate IEPs documents*

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])

- *Parent Conferences*
- *Parent requested conferences*
- *Parent classroom observation requests*
- *Open door policy for parents to volunteer in the classroom, field trips, school events, and school committees*
- *Daily Volunteer Opportunities for certified Parent Volunteers*
- *Carver Coyotes Assemblies (weekly)*
- *Parents have access to teachers each school day before and after school in person, via email, phone call, ClassDojo, or Zoom meeting.*

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])

- *Provide school staff members with workshops and/or PD in collaboration with the Family Engagement office to strengthen the partnership between parents and staff.*
- *Provide school staff members with opportunities to engage in home visits to continue to collaborate with families to improve students' achievement.*
- *Provide school staff members with opportunities to continue to communicate with families on a daily basis using ClassDojo app. Parents are able to translate in their own language in ClassDojo.*
- *Staff meetings focused on how to conduct home visits and parent-student-teacher conferences to solicit parent collaboration.*
- *SART (Student Attendance Review Team) - review the role of each member (student, parent, teacher, counselor, and principal to best support the student, and focusing on the parent role as the essential member of the team and how to positively involved the parent*
- *SST (Student Study Team) - Reviews this process as to how to involve the parents and be an active participant in this process.*
- *Monthly Parent Coffees (Cafè)/ Family Fridays*
- *School site and District offered parent Zoom workshops*

- *Parents have access to teachers each school day before and after school in person, via email, phone call, ClassDojo, or Zoom meeting.*
- *Zoom Meetings conducted in both English and Spanish when required*
- *Translation Services are in place during school meetings and are used to translate IEPs documents*
- *Parent conferences supported by district/school interpreters*
- *Bilingual staff*

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from 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
Carver
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	%	%	%
Total	110	33.6	90	36.7	82	41.5	78	37.2	89	38.2	4.6	1.0	111	26.1	90	30.0	84	34.5	78	33.3	92	26.1	0.0	-7.2
Female	50	38.0	41	41.5	45	46.7	40	37.5	45	35.6	-2.4	-1.9	50	22.0	41	29.3	46	32.6	40	32.5	47	23.4	1.4	-9.1
Male	60	30.0	49	32.7	37	35.1	38	36.8	44	40.9	10.9	4.1	61	29.5	49	30.6	38	36.8	38	34.2	45	28.9	-0.6	-5.3
African American	29	27.6	20	45.0	13	30.8	10	40.0	10	30.0	2.4	-10.0	29	13.8	19	31.6	13	23.1	10	10.0	12	16.7	2.9	6.7
Asian	1	-	1	-	2	-	14	35.7	18	61.1	-	25.4	1	-	1	-	3	-	14	78.6	19	52.6	-	-26.0
Filipino	3	-	2	-	1	-	2	-	1	-	-	-	3	-	2	-	1	-	2	-	1	-	-	-
Hispanic	48	18.8	46	26.1	44	38.6	45	35.6	51	33.3	14.5	-2.3	49	16.3	47	23.4	44	31.8	45	22.2	51	17.6	1.3	-4.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
White	3	-	3	-	3	-	2	-	3	-	-	-	3	-	3	-	3	-	2	-	3	-	-	-
Multiracial	8	-	5	-	6	-	4	-	5	-	-	-	8	-	5	-	6	-	4	-	5	-	-	-
English Learner	36	11.1	18	0.0	21	23.8	30	20.0	23	26.1	15.0	6.1	37	21.6	19	5.3	23	21.7	30	20.0	26	15.4	-6.2	-4.6
English-Speaking	74	44.6	72	45.8	61	47.5	48	47.9	66	42.4	-2.2	-5.5	74	28.4	71	36.6	61	39.3	48	41.7	66	30.3	1.9	-11.4
Reclassified†	23	69.6	32	56.3	21	66.7	21	52.4	21	57.1	-12.5	4.7	23	52.2	32	46.9	21	66.7	21	42.9	21	42.9	-9.3	0.0
Initially Eng. Speaking	51	33.3	40	37.5	40	37.5	27	44.4	45	35.6	2.3	-8.8	51	17.6	39	28.2	40	25.0	27	40.7	45	24.4	6.8	-16.3
Econ. Disadv.*	103	33.0	82	35.4	70	41.4	72	38.9	77	33.8	0.8	-5.1	104	24.0	82	26.8	71	35.2	72	33.3	79	22.8	-1.2	-10.5
Non-Econ. Disadv.	7	-	8	-	12	41.7	6	-	12	66.7	-	-	7	-	8	-	13	30.8	6	-	13	46.2	-	-
Gifted	23	69.6	17	70.6	8	-	3	-	0	-	-	-	23	65.2	17	47.1	8	-	3	-	0	-	-	-
Not Gifted	87	24.1	73	28.8	74	36.5	75	34.7	89	38.2	14.1	3.5	88	15.9	73	26.0	76	30.3	75	32.0	92	26.1	10.2	-5.9
With Disabilities	0	-	12	0.0	11	0.0	12	0.0	16	31.3	-	31.3	19	0.0	11	9.1	11	9.1	12	16.7	16	6.3	6.3	-10.4
WO Disabilities	91	40.7	78	42.3	71	47.9	66	43.9	73	39.7	-1.0	-4.2	92	31.5	79	32.9	73	38.4	66	36.4	76	30.3	-1.2	-6.1
Homeless	0	-	9	-	7	-	3	-	6	-	-	-	6	-	8	-	7	-	3	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	5	-	5	-	4	-	-	-	6	-	4	-	5	-	5	-	2	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Carver
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	%	%	%
Total	35	25.7	26	30.8	26	34.6	0	-	29	31.0	5.3	-	35	45.7	26	38.5	26	38.5	34	38.2	30	33.3	-12.4	-4.9
Female	16	37.5	16	37.5	17	35.3	0	-	14	28.6	-8.9	-	16	50.0	16	43.8	17	41.2	17	29.4	14	35.7	-14.3	6.3
Male	19	15.8	10	20.0	9	-	0	-	15	33.3	17.5	-	19	42.1	10	30.0	9	-	17	47.1	16	31.3	-10.8	-15.8
African American	7	-	5	-	6	-	0	-	2	-	-	-	7	-	5	-	6	-	5	-	3	-	-	-
Asian	1	-	0	-	1	-	0	-	3	-	-	-	1	-	0	-	1	-	6	-	3	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	2	-	0	-	-	-
Hispanic	14	28.6	16	25.0	14	57.1	0	-	19	26.3	-2.3	-	14	50.0	16	25.0	14	50.0	16	18.8	19	26.3	-23.7	7.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	2	-	0	-	0	-	0	-	2	-	-	-	2	-	0	-	0	-	2	-	2	-	-	-
Multiracial	3	-	0	-	2	-	0	-	3	-	-	-	3	-	0	-	2	-	2	-	3	-	-	-
English Learner	12	25.0	9	-	11	36.4	0	-	10	20.0	-5.0	-	12	58.3	9	-	11	36.4	14	14.3	11	27.3	-31.0	13.0
English-Speaking	23	26.1	17	47.1	15	33.3	0	-	19	36.8	10.7	-	23	39.1	17	52.9	15	40.0	20	55.0	19	36.8	-2.3	-18.2
Reclassified†	5	-	5	-	3	-	0	-	0	-	-	-	5	-	5	-	3	-	8	-	0	-	-	-
Initially Eng. Speaking	18	16.7	12	41.7	12	25.0	0	-	19	36.8	20.1	-	18	27.8	12	41.7	12	25.0	12	58.3	19	36.8	9.0	-21.5
Econ. Disadv.*	31	25.8	26	30.8	22	31.8	0	-	28	28.6	2.8	-	31	45.2	26	38.5	22	40.9	30	36.7	28	32.1	-13.1	-4.6
Non-Econ. Disadv.	4	-	8	-	4	-	0	-	1	-	-	-	4	-	8	-	4	-	4	-	2	-	-	-
Gifted	7	-	3	-	8	-	0	-	0	-	-	-	7	-	3	-	8	-	1	-	0	-	-	-
Not Gifted	28	21.4	23	30.4	26	34.6	0	-	29	31.0	9.6	-	28	32.1	23	39.1	26	38.5	33	36.4	30	33.3	1.2	-3.1
With Disabilities	0	-	2	-	1	-	0	-	4	-	-	-	4	-	2	-	1	-	5	-	4	-	-	-
WO Disabilities	31	29.0	24	33.3	25	36.0	0	-	25	28.0	-1.0	-	31	51.6	24	41.7	25	40.0	29	37.9	26	34.6	-17.0	-3.3
Homeless	0	-	3	-	1	-	0	-	2	-	-	-	3	-	3	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	3	-	0	-	1	-	-	-	2	-	0	-	3	-	2	-	0	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Carver
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	%	%	%
Total	37	32.4	29	41.4	26	38.5	0	-	28	39.3	6.9	-	37	21.6	28	39.3	27	29.6	21	28.6	30	23.3	1.7	-5.3
Female	16	25.0	12	58.3	15	53.3	0	-	17	35.3	10.3	-	16	0.0	12	41.7	15	26.7	11	36.4	19	15.8	15.8	-20.6
Male	21	38.1	17	29.4	11	18.2	0	-	11	45.5	7.4	-	21	38.1	16	37.5	12	33.3	10	20.0	11	36.4	-1.7	16.4
African American	14	28.6	4	-	5	-	0	-	4	-	-	-	14	21.4	3	-	5	-	2	-	5	-	-	-
Asian	0	-	1	-	0	-	0	-	3	-	-	-	0	-	1	-	1	-	3	-	4	-	-	-
Filipino	2	-	1	-	0	-	0	-	1	-	-	-	2	-	1	-	0	-	0	-	1	-	-	-
Hispanic	14	7.1	13	30.8	16	25.0	0	-	18	38.9	31.8	-	14	0.0	13	53.8	16	12.5	14	28.6	18	11.1	11.1	-17.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
Multiracial	2	-	3	-	1	-	0	-	1	-	-	-	2	-	3	-	1	-	2	-	1	-	-	-
English Learner	17	5.9	2	-	9	-	0	-	9	-	-	-	17	5.9	2	-	10	10.0	11	18.2	11	9.1	3.2	-9.1
English-Speaking	20	55.0	27	44.4	17	52.9	0	-	19	36.8	-18.2	-	20	35.0	26	42.3	17	41.2	10	40.0	19	31.6	-3.4	-8.4
Reclassified†	5	-	13	53.8	5	-	0	-	3	-	-	-	5	-	13	53.8	5	-	3	-	3	-	-	-
Initially Eng. Speaking	15	46.7	14	35.7	12	50.0	0	-	16	37.5	-9.2	-	15	26.7	13	30.8	12	25.0	7	-	16	25.0	-1.7	-
Econ. Disadv.*	34	29.4	24	37.5	25	40.0	0	-	25	40.0	10.6	-	34	17.6	23	34.8	25	28.0	19	31.6	27	22.2	4.6	-9.4
Non-Econ. Disadv.	3	-	5	-	1	-	0	-	3	-	-	-	3	-	5	-	2	-	2	-	3	-	-	-
Gifted	6	-	7	-	2	-	0	-	0	-	-	-	6	-	7	-	2	-	3	-	0	-	-	-
Not Gifted	31	25.8	22	27.3	24	37.5	0	-	28	39.3	13.5	-	31	16.1	21	28.6	25	28.0	21	28.6	30	23.3	7.2	-5.3
With Disabilities	0	-	3	-	5	-	0	-	5	-	-	-	8	-	2	-	5	-	2	-	5	-	-	-
WO Disabilities	29	41.4	26	46.2	21	47.6	0	-	23	39.1	-2.3	-	29	27.6	26	38.5	22	36.4	19	31.6	25	28.0	0.4	-3.6
Homeless	0	-	3	-	2	-	0	-	3	-	-	-	0	-	2	-	2	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	1	-	0	-	1	-	-	-	3	-	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
Carver
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	%	%	%
Total	38	42.1	35	37.1	30	50.0	0	-	32	43.8	1.7	-	39	12.8	36	16.7	31	35.5	23	30.4	32	21.9	9.1	-8.5
Female	18	50.0	13	30.8	13	53.8	0	-	14	42.9	-7.1	-	18	16.7	13	0.0	14	28.6	12	33.3	14	21.4	4.7	-11.9
Male	20	35.0	22	40.9	17	47.1	0	-	18	44.4	9.4	-	21	9.5	23	26.1	17	41.2	11	27.3	18	22.2	12.7	-5.1
African American	8	-	11	36.4	2	-	0	-	4	-	-	-	8	-	11	27.3	2	-	3	-	4	-	-	-
Asian	0	-	0	-	1	-	0	-	12	66.7	-	-	0	-	0	-	1	-	5	-	12	41.7	-	-
Filipino	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Hispanic	20	20.0	17	23.5	14	35.7	0	-	14	35.7	15.7	-	21	4.8	18	0.0	14	35.7	15	20.0	14	14.3	9.5	-5.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	1	-	3	-	0	-	1	-	-	-	0	-	1	-	3	-	0	-	1	-	-	-
Multiracial	3	-	2	-	3	-	0	-	1	-	-	-	3	-	2	-	3	-	0	-	1	-	-	-
English Learner	7	-	7	-	1	-	0	-	4	-	-	-	8	-	8	-	2	-	5	-	4	-	-	-
English-Speaking	31	51.6	28	46.4	29	51.7	0	-	28	50.0	-1.6	-	31	16.1	28	21.4	29	37.9	18	27.8	28	25.0	8.9	-2.8
Reclassified†	13	69.2	14	57.1	13	69.2	0	-	18	61.1	-8.1	-	13	38.5	14	28.6	13	53.8	10	40.0	18	38.9	0.4	-1.1
Initially Eng. Speaking	18	38.9	14	35.7	16	37.5	0	-	10	30.0	-8.9	-	18	0.0	14	14.3	16	25.0	8	-	10	0.0	0.0	-
Econ. Disadv.*	38	42.1	32	37.5	23	52.2	0	-	24	33.3	-8.8	-	39	12.8	33	12.1	24	37.5	23	30.4	24	12.5	-0.3	-17.9
Non-Econ. Disadv.	7	-	3	-	7	-	0	-	8	-	-	-	0	-	3	-	7	-	6	-	8	-	-	-
Gifted	10	90.0	7	-	6	-	0	-	0	-	-	-	10	50.0	7	-	6	-	2	-	0	-	-	-
Not Gifted	28	25.0	28	28.6	24	37.5	0	-	32	43.8	18.8	-	29	0.0	29	13.8	25	24.0	21	28.6	32	21.9	21.9	-6.7
With Disabilities	0	-	7	-	5	-	0	-	7	-	-	-	7	-	7	-	5	-	5	-	7	-	-	-
WO Disabilities	31	51.6	28	46.4	25	60.0	0	-	25	52.0	0.4	-	32	15.6	29	20.7	26	38.5	18	38.9	25	28.0	12.4	-10.9
Homeless	0	-	3	-	4	-	0	-	1	-	-	-	3	-	3	-	4	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	1	-	0	-	2	-	-	-	1	-	2	-	1	-	0	-	2	-	-	-

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APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: CARVER ELEMENTARY**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820****SCHOOL YEAR: 2021-22****Goal 1 - Safe, Collaborative and Inclusive Culture****Support School Wide Programs*****Strategy/Activity - Description**

The Counselor, Resource Teacher, and Principal:

Suspension Rate:

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

- The Resource Teacher and Principal will support to reduce Suspension Rates by:
 - Collaborating with school counselor.
 - Conducting home visits to ensure families receive the supports they need.
 - Active member of the Restorative team and/or other subcommittees as needed to support the positive school culture.
 - Counselor and principal will conduct small group work on: positive play; positive problem solving; conflict resolution'
 - They will support classrooms with Restorative Practices through Community Circles and Restorative Circles when harm occurs
 - They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes
- To support this goal, the counselor, resource teacher, and administrator will coordinate and collaborate in the following activities:
- Second Step lessons in classrooms
 - Coordinates the student Peer Mediator (students helping their peers solve problems on the playground peacefully)
 - Meets with individual and small groups of students to promote a safe and inclusive environment for all students (Social/Emotional Small Groups and Friendship Groups)
 - Resource to Families (Say San Diego and Family Engagement Office)
 - Monitor Attendance/SART and SARB students within the limitations of COVID protocols
 - Home Visits

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Individual student counseling support
- Carver will implement alternative recess play/activities during recess to promote engaging, inclusive, collaborative & safe play. It will promote and create a safe environment.
- Fieldtrips with Chollas Lake will increase in order to increase student engagement in the classroom
- A variety of fieldtrips will be offer to address cultural inclusion
- Monthly Perfect Attendance Certificate classroom recognition when appropriate within COVID protocol limitations
- Quarterly Perfect Attendance Pizza Celebration will be put on hold for this school year
- Annual Perfect Attendance Award Ceremony at Sea World sponsored by Assemblywoman Weber will be pending based on COVID status
- Bi-weekly Attendance Meeting: Principal, School Counselor, Resource Teacher, and School Clerk meet regularly to review attendance data. Each member is assigned students/families to follow up to promote positive attendance. The importance of every day and bell to bell attendance will also be included in school-to-home communication within COVID protocols limitations.

***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.

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p style="text-align: center;">Inschool Resource Tchr</p>	<p style="text-align: center;">0.11000</p>	<p style="text-align: center;">\$14,821.16</p>	<p style="text-align: center;">30106-1109</p>	<p style="text-align: center;">RT to work with counselor in providing home visits to support in reducing chronic absenteeism. RT to help develop attendance school plan, communicate with families in regards to attendance.</p>	<p style="text-align: center;">The RT collaborated with counselor and Principal to create a comprehensive attendance plan and communicated with families.</p>	<p style="text-align: center;">The weekly attendance meeting is not working well. We experienced a serious shortage of staff due to COVID related symptoms and illnesses. We constantly had to covered staff that was out.</p>	<p style="text-align: center;">We will assign each attendance team member a number of families to be responsible and we will have weekly check-ins on tasks. We need develop and assigned specific tasks to each team member to present to the following meeting.</p>
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Goal 2 - English Language Arts

Support Tier 1 Instruction

***Strategy/Activity - Description**

Professional learning will be supported by a total of 9 half days of PLCs per teacher. In addition, TK -2nd grade teachers will attend 7 district PLC's. Teachers will work collaboratively during monthly professional learning. At least three student monitoring meetings will be conducted with the Principal. An attempt will be made to meet monthly with TK -2nd grade teachers to monitor reading levels.

To strengthen ELA, professional learning in the 2021-22 school year, will include the following:

- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
- Designated and Integrated ELD
- Aligning Learning Targets to critical standards, lessons, and assessments
- Intentional Planning: planning questions, supports, and assessments
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Broaden teachers’ intervention toolbox
- Restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; Para educator training (also participating in site PD)
- Ed Specialists to participate in collaborative planning, professional learning
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting
- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward
- Consistently tying lessons to standards/Critical Concepts and interim assessment (Aligning teaching and assessments to SBAC format)
- Using daily guided reading/small group instruction to support all students.
- Explore the language of mathematics-how can we support students in comprehending 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	What is not working (ineffective)	Modifications based on
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Carver Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Inschool Resource Tchr	0.39000	\$52,547.76	30100-1109	RT will support with small guided reading groups in the classrooms.	RT conducts weekly small group reading interventions, providing Tier 2 support. RT also helps facilitate PDs and PLDs.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	Carver will restructure the intervention model: Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model. Students will be monitored throughout the

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							<p>intervention cycle for growth.</p> <p>Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to include (but not limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.</p>
Prof&Curriclm Dev Vist Tchr		\$5,595.13	30100-1192	VT to release teachers to analyze data and lesson planning.	During the 2021-2022 school year, we were operating under very challenging times; unfortunately, visiting teachers were very scarce and teachers did not have the	Visiting teachers did not worked out last year. There was a shortage of visiting teachers in our district, county, and state. Visiting teachers were very hard to get.	This school year 2022-2023, I believe will not be as challenging as last year due to the removal of COVID protocols. I do not anticipate any problems getting

Carver Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					opportunity to complete the budgeted PLC days.		visiting teachers to cover PLC/PD.
PullOut/Push in Hrly		\$4,350.31	30100-1159	RT will support with small guided reading groups in the classrooms.	RT conducts weekly small group reading interventions, providing Tier 2 support. RT also helps facilitate PDs and PLDs.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	<p>Carver will restructure the intervention model:</p> <p>Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model.</p> <p>Students will be monitored throughout the intervention cycle for growth.</p> <p>Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to</p>

Carver Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							include (but not limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.
Interprogram Svcs/VAPA	--	--	30106-5738	VT to release teachers to analyze data and lesson planning. As well as collaborate with RT in planning a balanced literacy block.	During the 2021-2022 school year, we were operating under very challenging times; unfortunately, visiting teachers were very scarce and teachers did not have the opportunity to complete the budgeted PLC days.	Visiting teachers did not worked out last year. There was a shortage of visiting teachers in our district, county, and state. Visiting teachers were very hard to get.	This school year 2022-2023, I believe will not be as challenging as last year due to the removal of COVID protocols. I do not anticipate any problems getting visiting teachers to cover PLC/PD.

Goal 3 - Mathematics

Professional Development

***Strategy/Activity - Description**

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

- Data Analysis in ELA/MATH, ELPAC, CAASPP, IAB's, FAST, and F&P's
- Instructional practices dELD, iELD)
- Lesson study, planning, and design
- Cross classroom visits.
- Implementation of new School-wide programs (Benchmark Advanced - ELD)
- Small group target instruction and learning target goals will be implemented.

Teacher will collaborate and plan with Education Specialist during PLC; monitoring student progress, strengthening Tier 1 instruction, making Tier 1 instruction accessible to students with disabilities, and sharing instructional strategies for students with disabilities.

Release time for Paraeducators to participate in professional development facilitated by Education Specialist.

***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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Carver Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies		\$1,110.00	30100-4301	Instructional supplies to plan math lessons like: whiteboards, binders, math journals, and projects based learning.	Instructional supplies were purchased to support teaching and learning.	I could not keep track of all the budget spent in a timely manner.	This year, I will work closer with our Budget Analyst so that every dollar amount is spent.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	VT to release teachers to analyze data and lesson planning.	During the 2021-2022 school year, we were operating under very challenging times; unfortunately, visiting teachers were very scarce and teachers did not have the opportunity to complete the budgeted PLC days.	Visiting teachers did not worked out last year. There was a shortage of visiting teachers in our district, county, and state. Visiting teachers were very hard to get.	This school year 2022-2023, I believe will not be as challenging as last year due to the removal of COVID protocols. I do not anticipate any problems getting visiting teachers to cover PLC/PD.
Interprogram Svcs/VAPA	--	--	30106-5738	VT to release teachers to analyze data and lesson planning.	During the 2021-2022 school year, we were operating under very challenging times; unfortunately, visiting teachers were very scarce and teachers did not have the opportunity to	Visiting teachers did not worked out last year. There was a shortage of visiting teachers in our district, county, and state. Visiting teachers were very hard to get.	This school year 2022-2023, I believe will not be as challenging as last year due to the removal of COVID protocols. I do not anticipate any problems getting visiting teachers to cover PLC/PD.

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					complete the budgeted PLC days.		
Strategy/Activity 1							
*Strategy/Activity - Description							
Carver will partner with SDUSD math resource teacher to offer Math PD's and/or coach one on one teachers to plan purposeful lessons, analyze student data, and match interventions with students' needs.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>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.</p>							
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	--	--	30100-1109	RT will provide small groups of students math support with math skills and number talk.	RT conducts weekly small group reading interventions, providing Tier 2 support. RT also	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource	Carver will restructure the intervention model: Students will be identified based on need (target groups)

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					helps facilitate PDs and PLDs.	teacher is only funded for 2.5 FTE	<p>and will receive specific, needs based, ELD and/or Reading intervention by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model.</p> <p>Students will be monitored throughout the intervention cycle for growth.</p> <p>Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional Leadership team. These areas are to include (but not limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through</p>
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Carver Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							collaboration, coaching, and delivering professional development.
PullOut/Push in Hrly	--	--	30100-1159	RT will provide small group support with math skills and math discourse.	RT conducts weekly small group reading interventions, providing Tier 2 support. RT also helps facilitate PDs and PLDs.	Interventions need to be targeted to specific student subgroups daily. Unfortunately, our current resource teacher is only funded for 2.5 FTE	<p>Carver will restructure the intervention model:</p> <p>Students will be identified based on need (target groups) and will receive specific, needs based, ELD and/or Reading intervention by the Resource teacher and General Ed teacher, Education specialist, and SEA's using a push-in and/or pull-out model.</p> <p>Students will be monitored throughout the intervention cycle for growth.</p> <p>Teachers will continue to receive Professional Development in areas of need as determined by student performance data analyzed by the Instructional</p>

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

								<p>Leadership team. These areas are to include (but not limited to) Early Reading and English Language Development. The Resource Teacher will also provide leadership and support to teachers through collaboration, coaching, and delivering professional development.</p>
After School Tutoring								
*Strategy/Activity - Description								
Math Tutoring will be provided to targeted subgroups not meeting their grade level standards. Tutoring will happen after school for an hour.								
*Proposed Expenditures for this Strategy/Activity								
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>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.</p>								
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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.	

Carver Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License		\$1,000.00	30100-5841	Repurpose budget to offer tutoring to targeted students not meeting math grade level standards.	Raz-Kids software license worked well as a support to help students improve their reading while the teacher conducted guided reading books. Accelerated Reader app worked well as it provides individualized data about their reading.	The retrieval of data did not work well. Nevertheless we had teachers find how to utilize the app to give us more data. Not all upper grade teachers implemented this app in the classroom.	Based on the data in order to have more fidelity running the reading app/programs and retrieving student reading data, I will provide some PLC time to organize this.

Goal 4- Supporting English Learners

Professional Learning Communities

***Strategy/Activity - Description**

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

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

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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/VAPA		\$10,100.00	30106-5738	VAPA VTs will release teachers for planning and analyzing data.	During the 2021-2022 school year, we were operating under very challenging times; unfortunately, visiting teachers were very scarce and teachers did not have the opportunity to complete the budgeted PLC days.	Visiting teachers did not worked out last year. There was a shortage of visiting teachers in our district, county, and state. Visiting teachers were very hard to get.	This school year 2022-2023, I believe will not be as challenging as last year due to the removal of COVID protocols. I do not anticipate any problems getting visiting teachers to cover PLC/PD.
Supplies		\$693.00	30106-4301	Instructional supplies to help with delivery of lessons: chart paper, markers, erasers, etc.	Instructional supplies were purchased to support teaching and learning.	I could not keep track of all the budget spent in a timely manner.	This year, I will work closer with our Budget Analyst so that every dollar amount is spent.
In school Resource Tchr	--	--	30100-1109	RT to collaborate and support teachers with lesson planning.	The RT was able to provide support to teachers in ELD in both dELD and iELD during PLC.	Classroom visitations while teaching ELD did not work out.	Create a schedule for focus ELD classroom observations and feedback.

Goal 5 - Supporting Students with Disabilities

PLC and Data Monitoring

***Strategy/Activity - Description**

Monitoring:

- Will continue to Focus SWD student group during Principal Monitoring Meetings
- Will hold at least one Monthly Special Education Meeting
- Will attempt to hold at least one 3rd-5th Grade Meetings a month between general education meeting and Educational Specialist
- Will hold PARA and Ed Specialist Meetings
- PARAs will attend whenever site PD to assist gen ed teacher with one on one or small group instruction and Ed Specialist with specific student IEP goals
- Principal will continue to attend IEP Meetings
- Will Conduct a Professional Development with a Special Education Focus
- Will review IEP progress reports three times a year
- Will Seek additional assistance from CORT to help provide resources
- Will ask teachers to provide Differentiate instruction for students with IEP
- Professional Learning Communities: Grade levels will meet for at least 2 hours a month

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

***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,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Carver Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/VAPA	--	--	30106-5738	VAPA VTs to release teaches to do some lesson planning after analyzing data.	During the 2021-2022 school year, we were operating under very challenging times; unfortunately, visiting teachers were very scarce and teachers did not have the opportunity to complete the budgeted PLC days.	Visiting teachers did not worked out last year. There was a shortage of visiting teachers in our district, county, and state. Visiting teachers were very hard to get.	This school year 2022-2023, I believe will not be as challenging as last year due to the removal of COVID protocols. I do not anticipate any problems getting visiting teachers to cover PLC/PD.

Goal 7 - Family Engagement

Parent Communication

***Strategy/Activity - Description**

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

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

Family Communication

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

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

***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,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Tech Professional OTBS Hrly		\$501.75	30103-2455	Spanish and Vietnamese translators to attend the parent meeting on Family Friday and other workshop events.	Translators were booked to translate during Family Friday event.	Translators were in high demand and sometimes were hard to book.	The ESA and Principal will work early in the year to have better success at booking the translators.
Postage Expense		\$75.00	30103-5920	Send parents communication via us mail.	We were able to send communication via US mail to the parents.	Some times when we do not have the current parent, address parents do not get the mail that was sent home.	We will send quarterly communication for parents to update their home address.
In-service supplies	--	--	30103-4304	Supplies (paper, envelopes, certificates of appreciation) for communicating with parents certain events/flyers or sending parents important information	The list of materials needed to conduct parent meetings like: Flyers, toners, and copy paper.	Some parents do not make a note of the event info.	No modifications at this time.

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				regarding their children.			
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>Through our partnerships with "SAY San Diego" and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year:</p> <ul style="list-style-type: none"> - Early Childhood Behavior - Positive Parenting workshop - Workshops covering family needs such as: - Medi-Cal, - Covered California 101 - How to access and utilize benefits - Community Resources 101 - Housing, food, social support and other socioeconomic assistance <p>Increase Parent participation in school committees and volunteer opportunities:</p> <ul style="list-style-type: none"> - SSC - ELAC - SGT - Volunteers <p>Provide childcare for parent trainings/meetings. Subcommittees of Wellness committee will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
In-service supplies		\$575.00	30103-4304	In-service supplies for copies related to workshops that parents attend as well as refreshments during onsite meetings. Also, supplies (paper, envelopes, certificates of appreciation) for communicating with parents certain events/flyers or sending parents important information regarding their children.	The list of materials needed to conduct parent meetings like: Flyers, toners, and copy paper.	Some parents do not make a note of the event info.	No modifications at this time.

Goal 6 - Supporting Black Youth

Decrease Suspension Rate/Improve attendance

*Strategy/Activity - Description

Suspension Rate:

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

- The Resource Teacher and Principal will support to reduce Suspension Rates by:

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

To support this goal, the counselor, resource teacher, and administrator will coordinate and collaborate in the following activities:

- Continue offering Second Step lessons in classrooms
- Continue Coordinating the student Peer Mediator (students helping their peers solve problems on the playground peacefully)
- Begin the implementation of Leader In Me
- Continue Meeting with individual and small groups of students to promote a safe and inclusive environment for all students (Social/Emotional Small Groups and Friendship Groups)
- Refer resource to Families (Say San Diego and Family Engagement Office)
- Continue Monitoring Attendance/SART and SARB students
- Continue Conducting Home Visits
- Offer Individual student counseling support
- Carver will implement alternative recess play/activities during recess to promote engaging, inclusive, collaborative & safe play. It will promote and create a safe environment.
- Offer Fieldtrips with Chollas Lake will increase in order to increase student engagement in the classroom
- Revamp the significance of Monthly Perfect Attendance Certificate classroom recognition during this COVID 19 period
- this item will be PENDING - Continue Awarding Annual Perfect Attendance Award Ceremony at Sea World sponsored by Assemblywoman Weber

Carver Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Continue with Bi-weekly Attendance Meeting: Principal, School Counselor, Resource Teacher, and School Clerk meet regularly to review attendance data. Each member is assigned students/families to follow up to promote positive attendance. The importance of every day and bell to bell attendance will also be included in school-to-home communication.

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

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.
PullOut/Push in Hrly		\$5,850.31	30106-1159	RT will help with monitoring attendance. RT to analyze data, call parents, conduct home visits, and create data reports.	The RT collaborated with counselor and Principal to create a comprehensive attendance plan and communicated with families.	The weekly attendance meeting is not working well. We experienced a serious shortage of staff due to COVID related symptoms and illnesses. We constantly had to covered staff that was out.	We will assign each attendance team member a number of families to be responsible and we will have weekly check-ins on tasks. We need develop and assigned specific tasks to each team member to present to the following meeting.

SCHOOL NAME: CARVER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Support School Wide Programs

***Strategy/Activity - Description**

The Counselor, Resource Teacher, and Principal:

Suspension Rate:

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

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

To support this goal, the counselor, resource teacher, and administrator will coordinate and collaborate in the following activities:

- Second Step lessons in classrooms
- Coordinates the student Peer Mediator (students helping their peers solve problems on the playground peacefully)
- Meets with individual and small groups of students to promote a safe and inclusive environment for all students (Social/Emotional Small Groups and Friendship Groups)
- Resource to Families (Say San Diego and Family Engagement Office)
- Monitor Attendance/SART and SARB students within the limitations of COVID protocols
- Home Visits
- Individual student counseling support

Carver Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- Carver will implement alternative recess play/activities during recess to promote engaging, inclusive, collaborative & safe play. It will promote and create a safe environment.
- Fieldtrips with Chollas Lake will increase in order to increase student engagement in the classroom
- A variety of fieldtrips will be offer to address cultural inclusion
- Monthly Perfect Attendance Certificate classroom recognition when appropriate within COVID protocol limitations
- Quarterly Perfect Attendance Pizza Celebration will be put on hold for this school year
- Annual Perfect Attendance Award Ceremony at Sea World sponsored by Assemblywoman Weber will be pending based on COVID status
- Bi-weekly Attendance Meeting: Principal, School Counselor, Resource Teacher, and School Clerk meet regularly to review attendance data. Each member is assigned students/families to follow up to promote positive attendance. The importance of every day and bell to bell attendance will also be included in school-to-home communication within COVID protocols limitations.

***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.
Contracted Svcs Less Than \$25K		\$5,000.00	09800-5853	Repurposing this budget to clerical	OTBS helped with calling families	Often, clerical staff had to leave voice	We might have to ask the clerical staff

Carver Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				OTBS hourly through a justification form. New string will be for our attendance clerk and ESA to support with monitoring attendance.	regarding student absences to help support the monitoring of student attendance.	mail because parents would not pick up the call.	to help with home visits.
Interprogram Svcs/Field Trip		\$2,000.00	09800-5735	Provide a variety of fieldtrips to address cultural inclusion.	During the 2021-2022 school year, field trip were not allowed.	The COVID protocols did not allow for fieldtrips to happen.	This school year 2022-2023 there are not restrictions, so we are going to have fieldtrips.
Prof&Curriclm Dev Vist Tchr		\$3,594.30	09800-1192	Professional Development for teacher teachers to participate in school-wide programs to improve attendance.	During the 2021-2022 school year, we were operating under very difficult time therefore no visiting teachers were hard to get.	Visiting teachers did not worked out last year while we were experiences shortage of subs. Visiting teachers were hard to get.	This school year 2022-2023, I do not anticipate problems getting visiting teachers.

Strategy/Activity 1

*Strategy/Activity - Description

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

- PD - from outside agency "Mending Matters."

Hourly pay for Para educators to support the attendance monitoring.

- Attendance Tracking
- Clerical work
- Report Creation
- Calling families by phone.
- Collaboration with Principal, Resource Teacher, Counselor, and Attendance Clerk

Create a Safe, Collaborative and Inclusive Culture

- Continue to Strengthen Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
- Continue to plan for Intentional SEL instruction
- Continue to monitor implementation for Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment to ensure students feel safe and confident throughout the instructional day
- Broaden teachers’ intervention toolbox to support vulnerable learners
- Engage in Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed are equally responsible; integrated delivery of related services; para-educators training and site PD
- Continue to have Ed Specialists to participate in collaborative planning, PD, etc.
- Co-teaching (students/staff); student empowerment/agency
- Promote student agency and goal setting
- Continue to provide a safe and positive Social emotional learning environment to promote sense of belonging; positive behavioral supports
- Continue school wide Character Ed program and classroom presentations during morning opening via screencast
- Continue morning opening presentations via screencast for character trait of the month, recognizing students, etc.
- Continue positive parent communication
- Use Social Media to highlight positive happenings at school to promote our safe, collaborative and inclusive culture
- Report attendance during Teacher-Parent Conferences - teachers give an update on students' attendance

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

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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Carver Elementary

 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	VT will release teacher for lesson planning SEL lessons and restorative justice practice skills and strategies. Also, plan for character traits and/or emotional and physical wellness activities.	During the 2021-2022 school year, we were operating under very difficult time therefore no visiting teachers were hard to get.	Visiting teachers did not worked out last year while we were experiences shortage of subs. Visiting teachers were hard to get.	This school year 2022-2023, I do not anticipate problems getting visiting teachers.
Supplies	--	--	09800-4301	Supplies for integrated lessons to the STEAM program: laptops, monitors, science project supplies (googles, hammers, plastic needles) etc.	Instructional learning supplies were purchased to enhance the core instructional subject areas. The STEAM instructional supplies integration did work for some teachers.	Some teachers did not take on with fidelity the STEAM program with fidelity and did not know how to it.	Provide in-school STEAM training.

Goal 2 - English Language Arts

University Tutors

***Strategy/Activity - Description**

As part of the district Literacy Acceleration Plan Carver has received a full time Reading Teacher to push into classrooms daily for Tier 2 reading support. This will be an incredible support to ensure we accelerate reading development for our students below grade level. Additionally we will continue the partnerships with SDSU and UCSD where college tutors are assigned to each classroom teacher to provide more one on one support and small group intervention support. There is no cost to the school.

***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.

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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		\$11,417.00	09800-4301	Tutors to use instructional supplies such as paper, pencils,	Tutors used the instructional supplies effectively to conduct effective	All the instructional tutor supplies were effective.	No modifications at this time.

Carver Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				pens, highlighters, etc.	small group academic sessions		
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.</p> <p>Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.</p> <ul style="list-style-type: none"> - RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction - Scholastic Reading Pro - Digital Levelled Library 							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.

Carver Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Software License		\$5,000.00	09800-5841	Raz-Kids will be purchased to promote reading skills: comprehension and decoding. Scholastic will be purchased to promote language development and vocabulary. Also, repurpose some funds to purchase reading books for classroom libraries and other materials, like markers, whiteboards, etc.	Raz-Kids worked very well. Students engaged daily and practice their reading skills. Teachers were monitoring their reading levels and engagement time. Unfortunately, we did not purchase Scholastics Online. Every teacher got a list of cultural awareness books of their choice.	We can better at monitoring Raz-Kids participation time and scores.	I will like to offer hourly pay for teachers to monitor student reading.
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After School Tutoring

***Strategy/Activity - Description**

After school tutoring will be offered to targeted students in all subgroups not meeting grade level standards.

***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	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.
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SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Duplicating		\$1,000.00	09800-5721	Duplicating services for instructional services to be used for tutoring.	The duplicating services was used to support SDUS tutors to help implement the visual reading strategies	Not having the materials ahead of time causes an interruption to the flow of the learning time.	Plan and anticipate what the tutors might need so that they are better equipped to service and support our students.
Contracted Svcs Less Than \$25K	--	--	09800-5853	Repurposing budget to offer target student subgroups tutoring after school.	This activity did not happened.	Could not find teachers to conduct after school tutoring.	Teachers interested in tutoring will continue to be recruited.

Goal 3 - Mathematics

SDSU TUTORS

***Strategy/Activity - Description**

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

***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.

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Supplies	--	--	09800-4301	Instructional materials such as journals, whiteboards, and markers.	Instructional supplies were purchased to support teaching and learning.	I could not keep track of all the budget spent in a timely manner.	This year, I will work closer with our Budget Analyst so that every dollar amount is spent.

After School Tutoring

***Strategy/Activity - Description**

Carver Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Math Tutoring will be provided to targeted subgroups not meeting their grade level standards. Tutoring will happen after school for an hour.

***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.

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Supplies	--	--	09800-4301	Supplies needed for after school program like: pencils, paper, whiteboards, and chart paper.	Tutors used the instructional supplies effectively to conduct effective small group academic sessions	All the instructional tutor supplies were effective.	No modifications at this time.

Goal 5 - Supporting Students with Disabilities

PLC and Data Monitoring

***Strategy/Activity - Description**

Monitoring:

- Will continue to Focus SWD student group during Principal Monitoring Meetings
- Will hold at least one Monthly Special Education Meeting
- Will attempt to hold at least one 3rd-5th Grade Meetings a month between general education meeting and Educational Specialist
- Will hold PARA and Ed Specialist Meetings
- PARAs will attend whenever site PD to assist gen ed teacher with one on one or small group instruction and Ed Specialist with specific student IEP goals
- Principal will continue to attend IEP Meetings
- Will Conduct a Professional Development with a Special Education Focus
- Will review IEP progress reports three times a year
- Will Seek additional assistance from CORT to help provide resources
- Will ask teachers to provide Differentiate instruction for students with IEP
- Professional Learning Communities: Grade levels will meet for at least 2 hours a month

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

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

Directions:

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Carver Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	VT to release teachers to analyze data and lesson planning.	During the 2021-2022 school year, we were operating under very difficult time therefore no visiting teachers were hard to get.	Visiting teachers did not worked out last year while we were experiences shortage of subs. Visiting teachers were hard to get.	This school year 2022-2023, I do not anticipate problems getting visiting teachers.
Software License	--	--	09800-5841	Repurpose funding fund hourly pay for PARAs to attend PD to help support students they are serving in class.	Minimal occurrence with this activity due to the absence of staff due to COVID related illnesses or symptoms.	It was hard to conduct or offer PD's for PARAs as a group due to the constant staff absences.	I anticipate a higher number of PARAs participating in school PD or district PD since we do not have the COVID symptoms or illnesses.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

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

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

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Carver Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Software License	--	--	09800-5841	<p>Raz-Kids will be purchased to promote reading skills: comprehension and decoding. Scholastic will be purchased to promote language development and vocabulary.</p>	<p>Raz-Kids worked very well. Students engaged daily and practice their reading skills. Teachers were monitoring their reading levels and engagement time. Unfortunately, we did not purchase Scholastics Online. Every teacher got a list of cultural awareness books of their choice.</p>	<p>We can better at monitoring Raz-Kids participation time and scores.</p>	<p>I will like to offer hourly pay for teachers to monitor student reading.</p>
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