



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carriage Drive Elementary School	34-67447-6105910	10/26/2020	November 17, 2020

## Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.



# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Plan Summary ..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 4
  - Data Analysis ..... 4
  - Root Cause Analysis ..... 6
  - Resource Inequities ..... 7
- Stakeholder Involvement ..... 7
- Resource Inequities ..... 8
- Goals, Strategies, & Proposed Expenditures..... 9
  - SPSA/Goal 1 ..... 9
  - SPSA/Goal 2 ..... 13
  - SPSA/Goal 3 ..... 17
  - SPSA/Goal 4 ..... 24
- Budget Summary ..... 30
  - Budget Summary ..... 30
  - Other Federal, State, and Local Funds ..... 30
- Budgeted Funds and Expenditures in this Plan ..... 31
  - Funds Budgeted to the School by Funding Source..... 31
  - Expenditures by Funding Source ..... 31
  - Expenditures by Budget Reference ..... 31
  - Expenditures by Budget Reference and Funding Source ..... 31
  - Expenditures by Goal ..... 32
- School Site Council Membership ..... 33
- Recommendations and Assurances ..... 34

# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on 2019-2020 Trimester 3 engagement data.
2. Engagement in synchronous learning as measured by participation in distance learning.
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data for Fall 2020 shows:

September 2020

Attendance rate: 97.66%

Attendance:

Fall through 3/13/2020:

95.2% overall attendance rate

94.5% ELL attendance rate

94.8% Low SES suspension rate

93.3% McKinney-Vento (homeless) attendance rate

Prior to the pandemic, data shows that:

Text Level Data from 2nd trimester:

50.4% of students K-5 were either At or Exceeding grade level standards.

52.6% of K-2 students were either At or Exceeding grade level standards.

42.1% of K-5 English Language Learners were either At or Exceeding grade level standards.

27.3% of K-5 students identified as McKinney-Vento (homeless) were either At or Exceeding grade level standards.

45.3% of K-5 students identified as Low Income were either At or Exceeding grade level standards.

Winter Survey Data:

High Expectations/Caring Relationships

91% parents (2.2% decrease), 83.6 students (6.7% increase) and 73.7% of staff (3.2% decrease)

Meaningful Participation

87.7% of parents (1.5% decrease), 78% of students (3.6% increase) and 76.9% of staff (8.9% increase)

School Culture:

90% of parents (2.1% increase), 74.3% of students (2.6% decrease) and 85.7% staff (9.2% increase)

School Safety:

96.8% of parents (2.3% decrease), 83.2% students (decrease 5.1%) and 89.3% of staff (increase 24.6%)

#### Suspension Rates:

Fall through 3/13/2020:

0.97% overall suspension rate (check difference)

1.35% Students with Disabilities

7.14% McKinney-Vento (homeless) suspension rate

#### Engagement Rates During Distance Learning

76.8% of all students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks).

#### English Language Learners Engagement during Distance Learning

82.4% of Primary ELL students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 78.9% of English Only Learners.

63.6% of Intermediate ELL students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report marks) as compared 76.6% of English Only learners.

#### Low SES Engagement During Distance Learning:

79.7% of Primary Low SES students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks).

74.2% of Intermediate SWD learners either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks).

#### Students with Disabilities (SWD) Engagement during Distance Learning:

79.7% of Primary SWD learners either exceeded or met expectations for engaging in distance learning (highly or moderately engaged according to report card marks).

74.2% of Intermediate SWD learners either exceeded or met expectations for engaging in distance learning (highly or moderately engaged according to report card marks).

#### Target groups:

#### Analysis prior to Distance Learning:

#### TEXT LEVEL

14. We found that 50% of all students in grades K-2 were at or above grade level proficiency as measured by text level data in June, 2019.

15. We found that 46.2% (increase of 5.2%) of Low Socio-Economic students in grades K-2 were at or above grade level proficiency as measured by text level data in June, 2019.

16. We found that 50% (increase of 12%) of English Language Learners in grades K-2 were at or above grade level proficiency as measured by text level data in June, 2019.

#### ELPAC

We found that 12.3% (a decrease of 4.6%) of all English Language Learners are at a level 1, 33.9% (an increase of 18.6%) are at a Level 2, 40% are at a Level 3 ( decrease of .69%) and 13.6% (decrease of 13.3%) are at a Level 4 as measured by the ELPAC exam spring, 2019.

In Oral Language, we found that 9.23% (a decrease of 6%) of all English Language Learners are at a level 1, 16.9% (an increase of 7.8%) are at a Level 2, 40% (an increase of 7.8%) are at a Level 3 and 33.9% (a decrease of 12.3%) are at a Level 4 as measured by the ELPAC exam spring, 2019.

In Written Language, we found that 21.5% (a decrease of 3.9%) of all English Language Learners are at a level 1, 44.6% (an increase of 9%) are at a Level 2, 29.2% (an increase of 8.9%) are at a Level 3 and 4.6% (a decrease of 14%) are at a Level 4 as measured by the ELPAC exam spring, 2019.

## Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Green	None	None	Orange	Orange
English Learners	Yellow	Blue	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	Yellow	Orange	None	None	None	None
Socioeconomically Disadvantaged	Yellow	Green	None	None	Orange	Orange
Students with Disabilities	Yellow	Orange	None	None	Orange	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Yellow	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Green	None	None	Orange	Orange
Two or More Races	Yellow	Blue	None	None	None	None

## Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
<b>Root Cause Analysis</b>	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative breakout groups to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by:

Attendance: Students are not attending due to parents working and technical issues. Learning loss is anticipated to be greater among groups of students that are low-income, English learners and foster youth.

Root Cause Analysis prior to COVID 19 PAndemic and Distance Learning:

The Carriage Leadership Team and Site Council look at school enrollment by year, enrollment by ethnicity, ELL enrollment, a 3 year trend analysis of economic status, CAASPP results for ELA and Math, and MAP testing scores. When looking at data, the teams are careful to pay particular attention to the scores of economically disadvantaged students, Black or African American students, students with disabilities, ELL students (CELDT scores), and the Winter 2019 Parent Survey results.

Parent and Community Involvement has been identified as a focus area for Carriage. The parent survey shows that Carriage still needs to work with community organizations and institutions and engage in supporting the activities of the school. Additional focus will be directed to safely returning staff and students to site in January 2021, as well as working to continue to bring additional performing arts opportunities to Carriage to engage our subgroups in school involvement.

We continue to focus on intervention and tutoring as our subgroups still continue show limited to no growth in reading and math. We continue to utilize iReady, and Reading A-Z to support these students. Our K-2 teachers are continuing their early reading intervention and phonemic awareness through professional development and book studies to show improvement in Text Level Data.

Based on data from the survey, Carriage is also focusing time and effort on culture and climate to improvement attendance and overall motivation to attend school on a daily basis.

## Resource Inequities

What resource inequities did you discover?

Guidance	
<b>Resource Inequities</b>	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Carriage has continued to focus on restorative practices through professional development to increase student engagement by meeting students' social-emotional learning needs. iReady has been implemented to provide reading support. There is a continued focus on reading instructional through professional development of K-2 focusing on Phonemic awareness and engaging all grade levels in the importance of this work. Carriage continues to provide ELD support daily to continue with integrated and Designated EL support. Carriage is also continuing to focus on VAPA through art instruction, integrating VAPA standards into the classrooms and continuing with a beginning, intermediate and advanced band program for grades 4 and 5. There is the continued focus on the yearly art event focusing on the visual arts. During COVID, a variety of programs have been put on hold, however, we continue to look for ways to expand our programs virtually.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The 2020-21 School Plan for Student Achievement was developed collaboratively with a variety of stakeholders. Carriage began working on the LCFF funding ideas at the end of the last school year. The Leadership Team worked together to propose ideas to our School Site Council. Our School Site Council met twice to discuss the SPSA. We discussed the data and where we began and ended for the last school year. School Site Council approved the SPSA during our second meeting. Listening sessions were held and groups reported the following:

Site Leadership Team met weekly August - October to review and discuss:

- \* Data compared to 2019-20
- \* How to best support teachers and students through a distance learning model
- \* Professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction

Staff engaged during staff meetings in September and October to review and discuss:

- \* Data compared to 2019-2020
- \* Comprehensive Needs Assessment
- \* Site budget
- \* Resources needed to support Distance or Hybrid Learning
- \* How to engage students/increase attendance for synchronous and asynchronous learning

School Site Council met in October to review/discuss:

- \* Data compared to 2019-2020
- \* Comprehensive Needs Assessment
- \* Site Budget
- \* Resources needed to support Distance or Hybrid Learning
- \* How to engage students/increase attendance for synchronous and asynchronous learning

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Carriage has continued to focus on restorative practices through professional development to increase student engagement by meeting students' social-emotional learning needs. iReady has been implemented to provide reading support. There is a continued focus on reading instructional through professional development of K-2 focusing on Phonemic awareness and 3-5 focusing on Writing. Carriage continues to provide ELD support daily to continue with integrated and Designated EL support. Carriage is also continuing to focus on VAPA through art instruction, integrating VAPA standards into the classrooms and continuing with a beginning, intermediate and advanced band program for grades 4 and 5. There is the continued focus on the yearly art event focusing on the visual arts.

As we focus on the Comprehensive Needs Assessment with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to continue to address resource inequities related to engagement in distance learning and mitigating learning loss.

We continue to participate in Equity Professional Development to continue equal access for all students to all educational activities and curriculum. We also are aware of the need for supporting socioemotional needs during virtual learning as well as when we return to in-person learning. Collaboration time will be utilized to build capacity and discuss methods of focus for SEL.

We also know that a very focused intervention will need to be explored. Learning loss will vary widely depending on each students and their access to school during distance learning.

Interventions will be necessary to work to eliminate learning gaps. With regards to technology, we believe the district has made an effort to ensure all the families have access to technology; but there are different concerns regarding the level of comfort with technology and access to programs.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Carriage staff actively builds on community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID-10. Carriage continued to work with student social and emotional needs. These strategies continue to focus on developing relationships with students. We will continue to focus on Zones of Regulation for classes and students that demonstrate need. With COVID, we are aware there is a greater need for SEL lessons when students return in 2021. We purchased iReady to continue from last year and we are also moving from MAP testing to iReady testing for student success. As a team, we will work to create common agreements about usage. We will also work to implement specific and goal-oriented tutoring, however, staffing continues to be the focus and challenge for interventions.

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

No major differences for the 20-21 school year as we are still working with distance learning and COVID restrictions.

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

Due to the newly developed LCAO, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

**2020-21**

**Identified Need**

Connected School Communities - Carriage continues to work towards a school environment that values all students and families. We continue to look at our surveys and strive to identify and support the needs of our community.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	Parents 71.2% - Staff 85.2%	Parents 74.7 - Staff 89.4%
Winter 2020-21 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Parents 91.5% - Staff 85.7%	Parents 96.1% - Staff 90%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Continue to develop high quality staff	X All Students English Learners Low-Income Students	Principal, staff	LCFF Supplemen	4000	Ongoing 2020-21

	professional development to increase the capacity of our staff and students. Provide opportunities for SEL development for the health of staff and students.	Foster Youth Other		LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.2	Provide awards for students who are demonstrating positive behaviors in classrooms and distance learning to foster positive school culture.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	Ongoing 2020-21
1.3	Provide focused family events that encourage community involvement and participation such as; Community Days, Read Across Grades,	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	Ongoing 2020-21

	or Dr. Seuss Day.					
1.4	Provide additional funds for library books to ensure books are representative of our community and culturally relevant.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Librarian	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	Ongoing 20-21
1.5	Provide opportunities for the community to engage in evening activities virtually such as a Family zoom night.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	Ongoing 20-21

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

1. The implementation of the actions described in 2019-20 were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

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

2. Most of the funds that we had remaining for Carriage in this category was re-allocated to support students and families during distance learning.

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

3. Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model on instruction.

**2020-21  
Identified Need**

Increased parent, community engagement and student engagement leads to positive school climate, academic achievement and student success.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
District Survey - School Culture Staff. Percent strongly agree/agree overall.	Staff 85.7%	Staff 90%
District Survey - School Culture Parent. Percent strongly agree/agree overall.	Parents 90%	Parent 94.5%
District Survey - School Culture Student. Percent strongly agree/agree overall.	Student 74.3%	Student 78%
School Chronic Absenteeism.	All groups 11.5%	All groups - 10.9%
School Home Suspension Rate	All groups - .97%	All groups - .99%
District Survey - Safety Staff. Percent strongly agree/agree overall.	Staff 89.3%	Staff 93.8%
District Survey - Safety Parent. Percent strongly agree/agree overall.	Parent 96.8%	Parent 99.8%
District Survey - Safety Student. Percent strongly agree/agree overall.	Student 83.2%	Student 87.4%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide opportunities for all students to have equal access to technology in all classrooms.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	1000	Ongoing 2020-21
2.2	Pay additional hours to Rec. Aides as needed to increase school wide safety measures and support a positive school climate during Hybrid learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	5,000 2,972	Ongoing 2020-21
2.3	Provide storage supplies and bins for safety of student	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	2964	Ongoing 2020-21

materials during Hybrid.

4000-4999:  
Books And  
Supplies



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Carriage focused on restorative practice PD to meet students social-emotional needs. These strategies continue to be effective in developing relationships with students. We will continue to focus on Zones of Regulation training for classes that show the need. iReady was purchased this year to continue from last year. As a team we will work to create common agreements about usage. Tutoring is another area that the Leadership team wants to implement, however, staffing continues to be the focus and the challenge.

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

No midyear changes. The focus will be continuing on the goals that we have set in previous years. These actions were interrupted in March due to the conversion to distance learning in response to COVID 19.

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

3. The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

**2020-21**

**Identified Need**

Connected communities and personal relationships are key for learning. Carriage will continue to work towards engaged curriculum, as well as students and families who are connected to the community ensuring greater academic success.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
SBAC ELA Scores Overall 2019 CA School Dashboard	34.7% Students in grades 3-5	35.4%
SBAC Math Scores Overall 2019 CA School Dashboard	27.2% students in grades 3-5	27.8%
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall.	Student 86.1%	Student 90.1%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Purchase Professional Development books to support reading	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	2000	Ongoing 2020-21

	instruction in foundational support as well as classroom books to support Guided Reading.			5000-5999: Services And Other Operating Expenditures		
3.2	Purchase A-Z reading program for K-1 to continue to support reading intervention and growth	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	Continuing 2020-21
3.3	Provide tutoring to students that are struggling to make reading growth or performance targets and mitigate learning loss from Covid closure.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	November 2020-21

3.4	Provide social emotional curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	Ongoing 20-21
3.5	Continue to provide access to Reading Counts. Allows for students to read and take quizzes to continue reading comprehension .	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teacher	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	November 2020
3.6	Provide professional development trainings for continued focus on increasing academic knowledge for	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating	5000	Ongoing 20-21

	teachers and staff for distance learning and hybrid models.			Expenditures		
3.7	Provide classroom supplies for implementing professional development activities.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	Ongoing 20-21
3.8	Provide library books for all students to have access to books to continue to support our continued focus on literacy and reading comprehension .	X All Students English Learners Low-Income Students Foster Youth Other	Principal, librarian	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	Ongoing 20-21
3.9	Provide professional development to continue the work around CCSS.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation None Specified	0	Ongoing 20-21

3.10	<p>Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.</p> <p>1.0 FTE ELD Teacher</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal, ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	70,025	Ongoing 20-21
3.11	<p>Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal, BIA	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	12,280	Ongoing 20-21

	classroom teacher. .375 FTE BIA					
3.12	Provide Scholastic News online for students to stay current and relevant on news as well as focus on Non-fiction texts.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	Ongoing 20-21
3.13		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college.

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Due to the newly developed LCAP goal, the SPSA was changed to include this goal.

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

We will continue to focus on how to implement this goal through COVID-19, family engagement nights, and community career days.

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

This is a new goal for the 2020-21 school year.



**2020-21**

**Identified Need**

There is a continued need to show students the possibilities for their future in not only college, but in other careers as well. Carriage will utilize this goal and use it to tie in curriculum and activities to enhance student engagement in the education and learning process.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	Students 53.9%	56.6%
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	Parents 62.0%	65.1%
Number of enrichment opportunities offered before, during or after school.	2 - Band and Bridges	Will depend on covid restrictions

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Ensure art specialist provides art instruction according to grade level VAPA standards/CCSS and aids	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Centralized Services (District Only)		Ongoing 20-21

	teachers in established art units.					
4.2	Provide opportunities to integrate technology into the arts.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	2000	Ongoing 20-21
4.3	Art specialists and classroom teachers will evaluate and monitor student progress through ongoing observation of student products and performances. Criteria based on VAPA State Standards and CCSS.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0	Ongoing 20-21

4.4	Expand band program to include beginning, intermediate, and advanced programs for grades 4, 5.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	Ongoing 20-21
4.5	Increase opportunities for students to participate in drama, dance, and singing opportunities.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	Ongoing 20-21
4.6	Establish yearly art event focusing on the visual arts.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	Ongoing 20-21

4.7	Developing zoom night activities that continue to focus on the relationship between home, school and community.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	Ongoing 20-21
4.8	Engagement opportunities to explore career choices that align with this goal to assist students to focus on opportunities that help students expand their knowledge in preparing to be college and career ready. Which would include career day, Author's and Illustrator's	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	Ongoing 20-21

Day or other  
career choice  
presentations.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,741.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$2,972.00
LCFF Supplemental English Learner Central	\$82,305.00
LCFF Supplemental Site Allocation	\$40,464.00

Subtotal of state or local funds included for this school: \$125,741.00

Total of federal, state, and/or local funds for this school: \$125,741.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	40464	0.00
LCFF Supplemental English Learner Central	82,305	0.00
LCFF Supplemental Centralized Services (District Only)	2,972	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	2,972.00
LCFF Supplemental English Learner Central	82,305.00
LCFF Supplemental Site Allocation	40,464.00

## Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	70,025.00
2000-2999: Classified Personnel Salaries	20,252.00
4000-4999: Books And Supplies	11,964.00
5000-5999: Services And Other Operating Expenditures	20,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	2,972.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	70,025.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	12,280.00
	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	5,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,964.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	20,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00
None Specified	LCFF Supplemental Site Allocation	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,000.00
Goal 2	11,936.00
Goal 3	100,305.00
Goal 4	6,500.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kari Nichols	Principal
Michelle Tuvell	Classroom Teacher
Laura Naugle	Classroom Teacher
Nellie Darnell	Classroom Teacher
Paula Anderson	Other School Staff
Carole Blount	Parent or Community Member
Laura Fenner	Parent or Community Member
Shirley Toomer	Parent or Community Member
Dan Darnell	Parent or Community Member
Sherok Mersal	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on Oct. 26, 2020.

Attested:

On file

Principal, Kari Nichols on 10/26/2020

# Budget By Expenditures

## Carriage Drive Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$2,972.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$2,972.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$2,972.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental English Learner Central \$82,305.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.	1000-1999: Certificated Personnel Salaries	\$70,025.00	Engaging Academic Programs	
1.0 FTE ELD Teacher				
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher.	2000-2999: Classified Personnel Salaries	\$12,280.00	Engaging Academic Programs	
.375 FTE BIA				
LCFF Supplemental English Learner Central Total Expenditures:		\$82,305.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

# Carriage Drive Elementary School

**Funding Source: LCFF Supplemental Site Allocation**

**\$40,464.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Scholastic News online for students to stay current and relevant on news as well as focus on Non-fiction texts.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Provide opportunities to integrate technology into the arts.	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Clear Pathways to Bright Futures	
Art specialists and classroom teachers will evaluate and monitor student progress through ongoing observation of student products and performances. Criteria based on VAPA State Standards and CCSS.	4000-4999: Books And Supplies	\$0.00	Clear Pathways to Bright Futures	
Expand band program to include beginning, intermediate, and advanced programs for grades 4, 5.	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures	
Increase opportunities for students to participate in drama, dance, and singing opportunities.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Clear Pathways to Bright Futures	
Establish yearly art event focusing on the visual arts.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
Developing zoom night activities that continue to focus on the relationship between home, school and community.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Clear Pathways to Bright Futures	
Engagement opportunities to explore career choices that align with this goal to assist students to focus on opportunities that help students expand their knowledge in preparing to be college and career ready. Which would include career day, Author's and Illustrator's Day or other career choice presentations.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
Purchase Professional Development books to support reading instruction in foundational support as well as classroom books to support Guided Reading.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs	

## Carriage Drive Elementary School

Purchase A-Z reading program for K-1 to continue to support reading intervention and growth	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Provide tutoring to students that are struggling to make reading growth or performance targets and mitigate learning loss from Covid closure.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs
Provide social emotional curriculum.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs
Continue to provide access to Reading Counts. Allows for students to read and take quizzes to continue reading comprehension.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs
Provide professional development trainings for continued focus on increasing academic knowledge for teachers and staff for distance learning and hybrid models.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Engaging Academic Programs
Provide classroom supplies for implementing professional development activities.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Provide library books for all students to have access to books to continue to support our continued focus on literacy and reading comprehension.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Engaging Academic Programs
Provide professional development to continue the work around CCSS.	None Specified	\$0.00	Engaging Academic Programs
Continue to develop high quality staff professional development to increase the capacity of our staff and students. Provide opportunities for SEL development for the health of staff and students.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Connected School Communities
Provide awards for students who are demonstrating positive behaviors in classrooms and distance learning to foster positive school culture.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Provide focused family events that encourage community involvement and participation such as; Community Days, Read Across Grades, or Dr. Seuss Day.	5000-5999: Services And Other Operating Expenditures	\$500.00	Connected School Communities

## Carriage Drive Elementary School

Provide additional funds for library books to ensure books are representative of our community and culturally relevant.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Provide opportunities for the community to engage in evening activities virtually such as a Family zoom night.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Provide opportunities for all students to have equal access to technology in all classrooms.		\$1,000.00	Healthy Environments for Social-Emotional Growth
Pay additional hours to Rec. Aides as needed to increase school wide safety measures and support a positive school climate during Hybrid learning.	2000-2999: Classified Personnel Salaries	\$5,000.00	Healthy Environments for Social-Emotional Growth
Provide storage supplies and bins for safety of student materials during Hybrid.	4000-4999: Books And Supplies	\$2,964.00	Healthy Environments for Social-Emotional Growth

---

LCFF Supplemental Site Allocation Total Expenditures: \$40,464.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Carriage Drive Elementary School Total Expenditures: \$125,741.00