

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
Carmela Elementary School	19-65037-6022800	April 22, 2021	May 18, 2021

Purpose and Description

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

Briefly describe 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.

Our Single Plan for student Achievement is a comprehensive school-wide plan that allocates site funds for programs and resources to meet the needs of all student groups and provide support for families. The goals and actions in this plan align with the District LCAP.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, all stakeholders (SSC, ELAC, staff, and the general population) at Carmela are surveyed in order to evaluate the efficacy of school practices, programs, and interventions. The results from the analyzed data are used to select future conditions of success. Surveys include staff and student morale, Healthy Kids Survey, as well as survey analysis of documentation such as the SPSA and School Safety Plan. Additionally, stakeholders participate in the District LCAP brainstorming session as well as the LCAP survey.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Carmela currently uses two models for classroom observations which includes formal and informal observations. The administrator follows the SWTA contract in scheduling formal observations. The formal observation consists of a pre-observation conference to discuss the lesson, an observation of a formal lesson, and a post observation conference to provide feedback and discuss next steps.

Teachers are informally observed on a regular basis. These informal observations consist of written feedback. The site administrator observes in classrooms on a regular basis as a means of supporting instruction, ensuring that all components of a balanced curriculum are in place, and that all classrooms are maximizing instructional time. Classroom observation include a focus on the implementation of Common Core State Standards (CCSS) and 21st Century Skills, academic discourse, and clear learning objectives.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The principal and teachers will analyze the following assessment pieces (at the local and state levels) using the District multiple measure tools: Renaissance STAR 360 (reading and math), Dibels (reading fluency), Interim Assessment Blocks (IAB's), Chapter or Unit tests for math and Reading Language Arts, ELPAC Assessments, and teacher/coach-created formative assessments. Data will be analyzed during vertical articulation data meetings, grade-level or PDAR meetings to determine student groupings, establish intervention/enrichment classes, and design classroom instruction. (LCAP)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Carmela staff are able to disaggregate STAR 360 data, Dibels fluency data, and teacher created assessments and use that information to modify their instruction. Small group and one to one instruction are used to enable students to meet mastery of grade level standards. Universal Access block is implemented to ensure the needs of students are met.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirements for ESEA

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Carmela are highly qualified and appropriately placed according to their credentials. District coaches have provided additional professional development using HMH Go Math, and HMH Journeys. All teachers have received training in ELD standards and strategies, CGI math strategies, GLAD, Write From the Beginning, and Deconstructing of Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All school-wide professional development at Carmela is aligned to the goals of the SPSA, and district (Board-Adopted Annual Goals) and state/federal performance goals for the CAASPP. All teachers have received training in targeting key and essential standards through the use of high-leverage instructional strategies, bell-to-bell instruction, and successful implementation of core curricula with fidelity to the standards.

Strong emphasis has been placed on Integrated & Designated ELD and strategies, Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices. Staff development has mostly consisted of the implementation of CGI, GLAD, and Writing.

Ongoing support for previous areas of training include ELD standards, Thinking Maps, Write From the Beginning, and GLAD Strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Carmela teachers have received assistance from district coaches and outside consultants. The focus this year has been successful implementation of ELA curriculum and Cognitively Guided Instruction in math. This year, some staff participated in the co-Plan /co-teach lessons with our district instructional coaches. Coaches also offered support with Think Central, district benchmark tests, and grade level meetings. Teachers will also continue to attend refresher workshops for the effective use of Thinking Maps, Write From the Beginning, and GLAD Strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Carmela teachers meet weekly to participate in grade level discussions of data, student achievement, and intervention planning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All local-adopted curricula are standards- aligned by the State Board of Education. Instruction and materials are designed and implemented with scheduled target goals of teaching and mastery of essential and key content standards, especially those aligned with Common Core State Standards. This is done through faculty meetings and staff training throughout the year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms implement the state-recommended number of daily instructional minutes for reading language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Scope and sequence guides and curriculum maps are provided by the district for all staff.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The faculty uses current state adopted materials for instructional purposes.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Only SBE- adopted and standards-aligned instructional materials are used.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

SBE adopted Intervention materials are used by faculty to assist underperforming students.

Evidence-based educational practices to raise student achievement

All teachers use research-based educational practices that aim at raising the achievement of all our students: checking for understanding, posting of learning objectives, total physical response (TPR); SDAIE, GLAD, Thinking Maps, and Accelerated Reader.

They have access to ongoing training in research-based instructional practices that pertain to bell-to-bell instruction focused on streamlined Direct Interactive Instruction geared toward specific content mastery. Carmela teachers are required to use a variety of necessary strategies including posted, stated, and measurable learning objectives, accountable student talk (including think-pair-share and think-pair-ink and whisper partners), Cognitive Guided Instruction (CGI), as well as student movement, Total Physical Response (TPR), chanting, written/oral sentence frames, Thinking Maps, use of technology (ranging from Chrome Books, Ipads, laptops, Ladybug document cameras, LCDs and web-based programs (Moby Max, MyOn). All teachers have and will continue to complete follow-up training in Thinking Maps, Direct Interactive Instruction, Think Central, CGI, or other areas of focus; as deemed by the school district.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The following resources are available at Carmela School: Services such as Operation School Bell, vision assistance, dental screenings, THINK Together after school program (ASES grant), a partnership between Whole Child and Pacific Clinics, District provided school psychologist services, The SST process, and At-Risk articulation meetings with the principal.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The school has a School Site Council and the district has various district committees and meetings to assist in the planning, implementation and evaluation of consolidated application programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide a variety of on-site services and opportunities for under-performing students. Services include staff to run the before school and after-school intervention classes including a Reading Club, tutoring, one library clerk; and a classified RTI aide.

District Level Funds (Services):

Title 1 Centralized Services

Professional Development and Site-based Coaches

Fiscal support (EPC)

See budget pages

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

An annual review and update were conducted with school staff on April 12, 2021. An annual review and update were conducted with stakeholders during a school site council meeting on April 22, 2020.

As part of the planning and parent involvement process for the annual review/update and SPSA, Parent groups take part in the input and recommendation process. These parent groups periodically with the principal. All groups have parent leadership roles through the process of an election or nomination and follow the bylaws established by the team.

School Site Council (SSC)

The school site council is comprised of five parent representatives and five school representatives. All hold a vote in the decision-making goals on the SPSA for the school year. Collectively, the council determines the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA. Members of the SSC give their input, opinion, and guidance to the principal on determining goals for the year. The SPSA is monitored and evaluated on a yearly basis with the SSC through the use of the SPSA evaluation tool.

English Language Advisory Committee (ELAC)

The ELAC serves as an advisory committee. The committee is comprised of the principal, the community liaison, teachers and parent representatives that serve as a chairperson, vice-chair, secretary, and representative to the District ELAC. ALL SPSA information is shared with parents that attend the ELAC. Once the information is shared, all attendees give input, opinion, and guidance to the principal on determining goals for the year. Collectively, the committee reviews the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA.

Resource Inequities

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

As a result of the needs assessment performed by SSC and ELAC, a need for after school intervention for struggling students and EL learners was identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.48%	0.26%	0.54%	2	1	2
Asian	%	%	0.27%			1
Filipino	0.48%	0.26%	0.54%	2	1	2
Hispanic/Latino	97.34%	98.46%	97.32%	403	383	363
Pacific Islander	%	%	0%			0
White	1.69%	1.03%	1.34%	7	4	5
Multiple/No Response	%	%	0%			0
Total Enrollment				414	389	373

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	72	51	59
Grade 1	52	62	44
Grade 2	51	55	57
Grade3	55	47	53
Grade 4	59	55	45
Grade 5	58	61	54
Grade 6	67	58	61
Total Enrollment	414	389	373

Conclusions based on this data:

1. Based on 2019- 2020 Student Enrollment data, the number of student declined by 27 from prior year.
2. Across South Whittier School District, enrollment has declined due to the following factors: Lack of job opportunities, and cost of living.
3. Carmela Elementary will continue our efforts to increase enrollment by providing a safe school environment by Capturing Kids Hearts and PBIS Strategies.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	247	210	171	59.7%	54.0%	45.8%
Fluent English Proficient (FEP)	29	31	50	7.0%	8.0%	13.4%
Reclassified Fluent English Proficient (RFEP)	2	23	28	0.8%	9.3%	13.3%

Conclusions based on this data:

1. Based on the 2019-2020 English Learner enrollment data, the number of English language learners has decreased by 39 from the previous year.
2. With new enrolled students at Carmela, there has been a decrease in families indicating on home language survey that a language other than English is spoken in the home.
3. The EL Coordinator, Community Liaison, and/or Carmela Principal will provide parent workshops to provide clarity on services available to English Language Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61	56	44	59	56	44	59	56	44	96.7	100	100
Grade 4	58	58	57	58	58	56	58	58	56	100	100	98.2
Grade 5	67	57	60	66	57	60	66	57	60	98.5	100	100
Grade 6	79	65	58	78	65	58	78	65	58	98.7	100	100
All	265	236	219	261	236	218	261	236	218	98.5	100	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2374.	2388.	10.17	10.71	15.91	20.34	12.50	15.91	28.81	26.79	25.00	40.68	50.00	43.18
Grade 4	2401.	2445.	2413.	3.45	20.69	12.50	10.34	22.41	12.50	31.03	15.52	23.21	55.17	41.38	51.79
Grade 5	2431.	2424.	2464.	3.03	5.26	11.67	16.67	10.53	26.67	24.24	22.81	21.67	56.06	61.40	40.00
Grade 6	2488.	2502.	2473.	6.41	6.15	1.72	28.21	30.77	22.41	28.21	35.38	34.48	37.18	27.69	41.38
All Grades	N/A	N/A	N/A	5.75	10.59	10.09	19.54	19.49	19.72	27.97	25.42	26.15	46.74	44.49	44.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.86	10.71	11.36	40.68	35.71	40.91	47.46	53.57	47.73
Grade 4	6.90	17.24	10.71	50.00	50.00	50.00	43.10	32.76	39.29
Grade 5	6.06	5.26	16.67	40.91	40.35	41.67	53.03	54.39	41.67
Grade 6	11.54	10.77	3.45	44.87	47.69	46.55	43.59	41.54	50.00
All Grades	9.20	11.02	10.55	44.06	43.64	44.95	46.74	45.34	44.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.17	7.14	11.36	45.76	32.14	47.73	44.07	60.71	40.91
Grade 4	5.17	17.24	8.93	50.00	43.10	48.21	44.83	39.66	42.86
Grade 5	10.61	8.77	15.00	50.00	28.07	50.00	39.39	63.16	35.00
Grade 6	11.54	9.23	10.34	48.72	64.62	50.00	39.74	26.15	39.66
All Grades	9.58	10.59	11.47	48.66	42.80	49.08	41.76	46.61	39.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.95	7.14	18.18	61.02	60.71	63.64	22.03	32.14	18.18
Grade 4	3.45	20.69	12.50	55.17	56.90	55.36	41.38	22.41	32.14
Grade 5	3.03	1.75	5.00	48.48	56.14	58.33	48.48	42.11	36.67
Grade 6	6.41	10.77	5.17	70.51	64.62	55.17	23.08	24.62	39.66
All Grades	7.28	10.17	9.63	59.39	59.75	57.80	33.33	30.08	32.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.47	14.29	6.82	55.93	53.57	52.27	35.59	32.14	40.91
Grade 4	8.62	27.59	12.50	44.83	50.00	41.07	46.55	22.41	46.43
Grade 5	3.03	5.26	15.00	37.88	47.37	53.33	59.09	47.37	31.67
Grade 6	19.23	18.46	10.34	52.56	60.00	50.00	28.21	21.54	39.66
All Grades	10.34	16.53	11.47	47.89	52.97	49.08	41.76	30.51	39.45

Conclusions based on this data:

1. Area of Weakness: Based on the 2018-2019 school data, the number of students performing Below Standard overall decreased; however, 44% of students are still performing Below Standard.
2. Barriers: Lack of data conversations between teachers, students and families to identify areas of weakness.
3. Next Steps: Based on the data, we will increase grade level collaboration opportunities with the Principal and Instructional Coach to analyze assessment data and develop action plans to differentiate instruction. Knowledge of baseline data to improve scale scores

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61	56	44	59	56	44	59	56	44	96.7	100	100
Grade 4	58	58	57	58	58	57	58	58	57	100	100	100
Grade 5	67	57	60	66	57	60	66	57	60	98.5	100	100
Grade 6	79	65	58	79	65	58	79	65	58	100	100	100
All	265	236	219	262	236	219	262	236	219	98.9	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2405.	2382.	2398.	8.47	5.36	11.36	20.34	14.29	22.73	30.51	26.79	22.73	40.68	53.57	43.18
Grade 4	2405.	2448.	2413.	0.00	3.45	8.77	6.90	25.86	8.77	36.21	43.10	26.32	56.90	27.59	56.14
Grade 5	2437.	2398.	2450.	1.52	0.00	5.00	1.52	0.00	10.00	33.33	21.05	28.33	63.64	78.95	56.67
Grade 6	2467.	2486.	2443.	0.00	3.08	0.00	17.72	21.54	3.45	35.44	30.77	34.48	46.84	44.62	62.07
All Grades	N/A	N/A	N/A	2.29	2.97	5.94	11.83	15.68	10.50	33.97	30.51	28.31	51.91	50.85	55.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.34	8.93	25.00	33.90	33.93	25.00	45.76	57.14	50.00
Grade 4	1.72	13.79	8.77	24.14	34.48	19.30	74.14	51.72	71.93
Grade 5	1.52	0.00	6.67	27.27	3.51	25.00	71.21	96.49	68.33
Grade 6	5.06	7.69	0.00	36.71	33.85	24.14	58.23	58.46	75.86
All Grades	6.87	7.63	9.13	30.92	26.69	23.29	62.21	65.68	67.58

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.86	10.71	11.36	49.15	37.50	56.82	38.98	51.79	31.82
Grade 4	1.72	12.07	7.02	34.48	51.72	24.56	63.79	36.21	68.42
Grade 5	0.00	1.75	5.00	25.76	24.56	45.00	74.24	73.68	50.00
Grade 6	2.53	3.08	0.00	41.77	50.77	39.66	55.70	46.15	60.34
All Grades	3.82	6.78	5.48	37.79	41.53	40.64	58.40	51.69	53.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.25	8.93	22.73	52.54	42.86	34.09	32.20	48.21	43.18
Grade 4	0.00	8.62	14.04	29.31	58.62	35.09	70.69	32.76	50.88
Grade 5	3.03	0.00	6.67	39.39	26.32	40.00	57.58	73.68	53.33
Grade 6	2.53	4.62	0.00	43.04	47.69	32.76	54.43	47.69	67.24
All Grades	4.96	5.51	10.05	41.22	44.07	35.62	53.82	50.42	54.34

Conclusions based on this data:

1. Areas of weakness: Based on the 2018-2019 school data, the percentage of students performing Below Standard overall increased by 5% from the previous year.
2. Barriers: Based on the data in the Communicating Reasoning claim, students need to be exposed to writing during Mathematics in order to develop higher level thinking skills, such as the ability to explain their mathematical reasoning through identifying process steps in order to solve problems and explain answers.
3. Next Steps: Based on the data, we will increase grade level collaboration opportunities with the Principal and Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1434.0	1431.5	1439.5	1434.4	1421.2	1424.5	41	25
Grade 1	1469.9	1434.7	1473.4	1448.6	1465.9	1420.2	30	26
Grade 2	1490.9	1501.4	1492.1	1511.7	1489.3	1490.8	29	21
Grade 3	1481.5	1478.1	1473.5	1467.7	1489.1	1488.0	30	20
Grade 4	1505.0	1511.9	1486.0	1505.8	1523.6	1517.6	29	30
Grade 5	1506.1	1537.2	1485.0	1523.8	1526.6	1550.0	37	25
Grade 6	1528.6	1528.4	1513.3	1516.1	1543.3	1540.1	29	36
All Grades							225	183

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.02	20.00	36.59	36.00	*	36.00	*	8.00	41	25
1	36.67	3.85	36.67	30.77	*	42.31	*	23.08	30	26
2	44.83	33.33	*	38.10	*	23.81	*	4.76	29	21
3	*	5.00	36.67	30.00	*	45.00	*	20.00	30	20
4	*	13.33	58.62	56.67	*	23.33	*	6.67	29	30
5	*	20.00	51.35	68.00	*	8.00	*	4.00	37	25
6	*	19.44	51.72	33.33	*	41.67	*	5.56	29	36
All Grades	25.78	16.39	43.56	42.08	21.33	31.69	9.33	9.84	225	183

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.78	32.00	34.15	40.00	*	20.00	*	8.00	41	25
1	53.33	23.08	*	26.92	*	38.46	*	11.54	30	26
2	62.07	57.14	*	33.33	*	9.52	*	0.00	29	21
3	*	15.00	36.67	30.00	*	40.00	*	15.00	30	20
4	*	40.00	41.38	36.67	*	20.00	*	3.33	29	30
5	*	36.00	29.73	56.00	29.73	4.00	*	4.00	37	25
6	*	27.78	51.72	38.89	*	30.56		2.78	29	36
All Grades	40.00	32.79	36.44	37.70	16.00	23.50	7.56	6.01	225	183

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.15	24.00	*	24.00	36.59	40.00	*	12.00	41	25
1	36.67	0.00	*	15.38	*	46.15	*	38.46	30	26
2	*	9.52	*	47.62	*	28.57	*	14.29	29	21
3		0.00	*	40.00	*	30.00	43.33	30.00	30	20
4	*	3.33	48.28	53.33	*	20.00	*	23.33	29	30
5	*	12.00	37.84	28.00	32.43	56.00	*	4.00	37	25
6	*	13.89	*	30.56	41.38	38.89	*	16.67	29	36
All Grades	22.67	9.29	30.67	33.88	29.78	37.16	16.89	19.67	225	183

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.85	20.00	29.27	68.00	*	12.00	41	25
1	60.00	30.77	36.67	61.54	*	7.69	30	26
2	72.41	42.86	*	57.14		0.00	29	21
3	*	15.00	63.33	75.00	*	10.00	30	20
4	37.93	33.33	44.83	56.67	*	10.00	29	30
5	29.73	28.00	56.76	64.00	*	8.00	37	25
6	*	22.22	68.97	72.22	*	5.56	29	36
All Grades	45.78	27.32	46.22	65.03	8.00	7.65	225	183

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.83	32.00	70.73	60.00	*	8.00	41	25
1	60.00	7.69	*	80.77	*	11.54	30	26
2	68.97	61.90	*	38.10	*	0.00	29	21
3	*	20.00	46.67	40.00	*	40.00	30	20
4	*	40.00	44.83	56.67	*	3.33	29	30
5	32.43	44.00	54.05	52.00	*	4.00	37	25
6	37.93	30.56	62.07	63.89		5.56	29	36
All Grades	40.00	33.33	49.33	57.38	10.67	9.29	225	183

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.00	70.73	68.00	*	16.00	41	25
1	46.67	11.54	36.67	50.00	*	38.46	30	26
2	37.93	19.05	*	57.14	*	23.81	29	21
3	*	0.00	46.67	60.00	50.00	40.00	30	20
4	*	3.33	58.62	66.67	*	30.00	29	30
5	*	16.00	59.46	80.00	*	4.00	37	25
6	*	16.67	*	36.11	51.72	47.22	29	36
All Grades	23.56	12.02	50.22	58.47	26.22	29.51	225	183

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.78	44.00	46.34	40.00	*	16.00	41	25
1	*	3.85	60.00	73.08	*	23.08	30	26
2	44.83	14.29	48.28	80.95	*	4.76	29	21
3	*	25.00	53.33	60.00	*	15.00	30	20
4	41.38	30.00	51.72	66.67	*	3.33	29	30
5	29.73	20.00	70.27	80.00		0.00	37	25
6	*	30.56	89.66	69.44		0.00	29	36
All Grades	32.89	24.59	59.56	67.21	7.56	8.20	225	183

Conclusions based on this data:

1. Area of Weakness: Based on 2018-19 school data, the number of students performing in the Beginning level of the Reading Domain was 29.51%.

2. English language learners in grades 3-6 are scoring low in reading even though students have been in US school since Kindergarten.
3. Next Steps: Instructional coach will continue to provide professional development on ELD standards and provide support for ELPAC like task at each grade level.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
389	94.9	54.0	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	210	54.0
Foster Youth	4	1.0
Homeless	19	4.9
Socioeconomically Disadvantaged	369	94.9
Students with Disabilities	64	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
Filipino	1	0.3
Hispanic	383	98.5
White	4	1.0





Conclusions based on this data:

1. Weakness: Based on this data, 54.4% of students are English Language Learners, 95% are Socioeconomically Disadvantaged, and 16.5% are Students with Disabilities.
2. Barriers: The above mentioned sub groups may not have access to the appropriate resources.
3. Next steps: The Community Liaison will communicate with families to provide available resources and parent workshops while instructional coach will work with teachers on EL instructional strategies to help increase student achievement.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. Weakness: Based on 2019 data we need to increase CAASPP scores in ELA and Math in order to increase overall dashboard color.
2. Barrier: Based on the data in the Communicating Reasoning claim, students need to be exposed to writing during Mathematics in order to develop higher level thinking skills, such as the ability to explain their mathematical reasoning through identifying process steps in order to solve problems and explain answers. In Language Arts, a lack of data conversations between teachers, students and families to identify areas of weakness. .
3. Next Steps: Based on the data, we will increase grade level collaboration opportunities with the Principal and Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks.

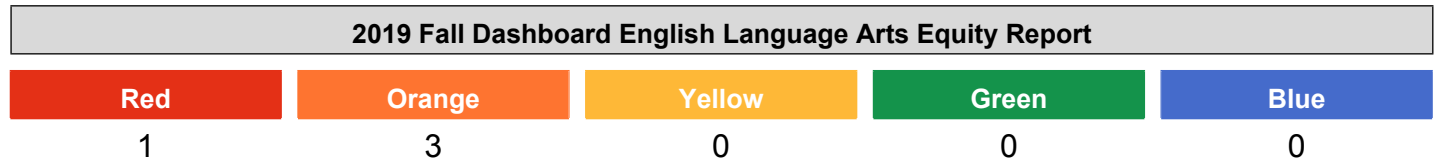
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Orange 49.8 points below standard Declined -5.2 points 209	 Orange 58.7 points below standard Declined -7.3 points 139		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 51 points below standard Declined -4.9 points 201		 Red 108.9 points below standard Declined -12.6 points 33		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Orange 49.8 points below standard Declined -5.3 points 209	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 93.3 points below standard Declined -9.6 points 105	Reclassified English Learners 48.1 points above standard Increased ++13.6 points 34	English Only 33.7 points below standard Maintained -2.3 points 65
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Conclusions based on this data:

1. Weakness: Based on the 2019 Fall Dashboard English Language Arts Equity Report, English Language Learners scored at the orange performance level. This subgroup decreased from the prior year.
2. Barriers: English language learners in grades 3-6 are scoring low in reading and writing domains even though students have been in US school since kindergarten.
3. Next Steps: Based on the data, we will increase grade level collaboration opportunities with the Principal and Instructional Coach to analyze assessment data and develop action plans to differentiate instruction. Instructional coach will continue to provide professional development on ELD standards and provide support for ELPAC like task at each grade level.

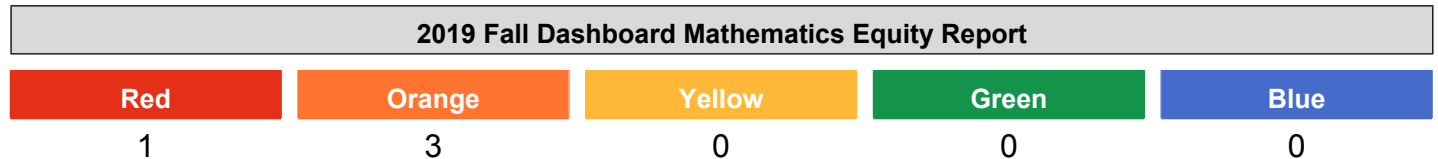
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 76.6 points below standard Declined -6.2 points 209	English Learners  Orange 82.7 points below standard Declined -6 points 139	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Socioeconomically Disadvantaged  Orange 78.4 points below standard Declined -7 points 201	Students with Disabilities  Red 113.3 points below standard Declined Significantly -26.6 points 33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.6 points below standard Declined -6.5 points 209			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.8 points below standard Declined -6.6 points 105	4.9 points below standard Increased ++6.4 points 34	62.9 points below standard Declined -8.2 points 65

Conclusions based on this data:

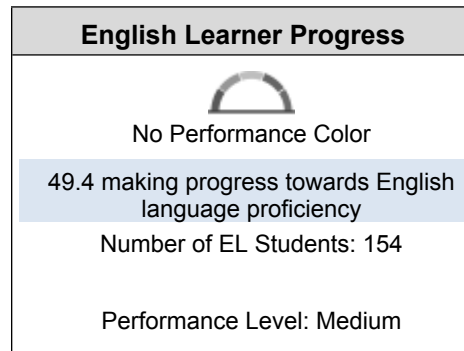
1. Weakness: Based on the the 2019 Fall Dashboard Mathematics Performance, All Students scored at an Orange performance level, declining 6.2 points from the previous year.
2. Barrier: Based on the data in the Communicating Reasoning claim, students need to be exposed to writing during Mathematics in order to develop higher level thinking skills, such as the ability to explain their mathematical reasoning through identifying process steps in order to solve problems and explain answers.
3. Next steps:Based on the data, we will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.3	25.3	3.2	46.1

Conclusions based on this data:

1. Based on the 2019 Fall Dashboard English Learner Progress Indicator 39 students Decreased one ELPI level.
2. The complexity of the text in the reading section it is harder to move ELPI levels.
3. The Instructional coach will continue to provide professional development on ELD standards and provide support for ELPAC like task at each grade level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 8.2 Increased +2.7 416	English Learners  Orange 5.4 Increased +1.1 223	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless  No Performance Color 22.7 Increased +17.5 22	Socioeconomically Disadvantaged  Orange 8.1 Increased +2.9 397	Students with Disabilities  Orange 14.1 Increased +8.1 71

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Orange 7.8 Increased +3 408	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

1. Weakness: Based on 2019 Dashboard data, Chronic Absenteeism is a necessary area of focus for all students.
2. Barriers: Students often choose to stay home even if they are well enough to come to school due to lack of accountability and motivation to come to school.
3. Next Steps: Directly related to this data, we will implement a targeted tracking system, where students are celebrated and earn incentives for regular attendance. Carmela has also applied to enroll in the ACT (Abolish Chronic Truancy) program.

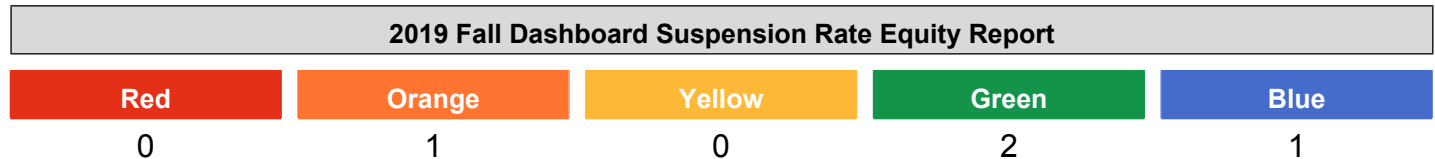
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.2 Maintained 0 432	English Learners  Blue 0.4 Declined -0.3 233	Foster Youth  No Performance Color Less than 11 Students - Data Not 7
Homeless  No Performance Color 4.2 Increased +4.2 24	Socioeconomically Disadvantaged  Green 1 Maintained 0 404	Students with Disabilities  Green 1.4 Declined -3 72

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3			 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.2 Increased +0.3 424			 No Performance Color Less than 11 Students - Data 4

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	1.2

Conclusions based on this data:

1. Weakness: Based on 2019 Dashboard data, the Suspension Rate for Hispanic/Latinos is a necessary area of focus.
2. Barriers: Students may be unclear on school expectations and procedures and parent contact will be made in order to ensure parental support.
3. Next Steps: Capturing Kids Hearts will be fully implemented in all classrooms and outside. Refresher lessons for PBIS expectations, Parent conference, SST or IEP will be held to confirm students needs have been addressed and all necessary services have been offered.

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

Culture & Climate

LEA/LCAP Goal

Create a learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.

Goal 1

Carmela Elementary will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff.

Identified Need

Based on stakeholder needs assessments, increase social, emotional, and behavioral learning opportunities to provide for a safe and secure school environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Tier Fidelity Inventory, implementation checklist, and Check in Check out	Four out of 10 students knew the Behavior expectations based on the Tier Fidelity Inventory checklist.	We will increase the the Behavior expectations based ont he Tier Fidelity Inventory checklist.
Capturing Kids Hearts Survey - Admin and Staff Checklist	100 percent of classrooms have created and used a social Contract.	Increase the number of students using the Social Contract to self monitor by 25 percent.
Healthy Kids Survey -	The percentage of students feeling "safe all of the time/most of the time" at Carmela school maintained at 85% as measured by the California Healthy Kids Survey during the 2019-2020 school year.	The percentage of students feeling "safe all of the time/most of the time" at Carmela school will maintain at 85% or increase by 5% as measured by the California Healthy Kids Survey during the 2021-2022 school year.
Dashboard Data	In attendance, based on 2019 Dashboard data, 34 students, 23 percent of the homeless population had more than 18 absences, an increase in Chronic Absenteeism for this sub-group.	Based on 2019 Dashboard data, we will decrease the Chronic Absenteeism focusing on our Homeless sub-group population by 10 percent.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Based on the 2019 suspension data, 5 students, 1.2 percent of all students were suspended, an increase on suspensions.	Based on the 2019 Suspension Data, we will decrease the Suspension data of all students by 10 percent.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 Programs and materials that will support attendance and positive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Attendance Incentives, PBIS incentives
3000	LCFF 5000-5999: Services And Other Operating Expenditures Programs to implement Capturing Kids
2500	LCFF 4000-4999: Books And Supplies Materials/incentives for PBIs and Character Education

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.2 Planning Meeting and supports to assist with on going implementation of Positive Behavior strategies and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries MTSS and Instructional Leadership Team
1500	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Support
500	LCFF 3000-3999: Employee Benefits Classified Extra Support
2000	LCFF 1000-1999: Certificated Personnel Salaries Certificated extra hours to support Student Council
500	LCFF 3000-3999: Employee Benefits Benefits for Certificated extra hours to support Student Council

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.3 Assemblies and events to promote a positive and safe school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 5000-5999: Services And Other Operating Expenditures PBIS and Character Trait Events

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

Continuous Improvement

LEA/LCAP Goal

Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.

Goal 2

Carmela Elementary will fully implement CCSS and provide access to core programs, engage and utilize data analysis, and provide support systems to increase student achievement.

Identified Need

Based on local and state assessments, increase opportunities for deconstruction of standards, data analysis, planning, and reflection.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 ELA	Based on the Spring 2020-21 STAR 360 data, the Average Scale Score by grade level in ELA is First - 92 Second- 90 Third- 266 Fourth- 352 Fifth- 376 Sixth- 442	Increase in student scale scores at each grade level to meet cut score goal First -114 Second - 312 Third - 433 Fourth - 513 Fifth - 583 Sixth - 676
STAR 360 Math	Based on the Spring 2021-21 STAR 360 data, the Average Scale Score by grade level in Math is First - 323 Second- 365 Third- 485 Fourth- 570 Fifth- 634 Sixth- 685	Increase in student scale scores at each grade level to meet cut score goal First - 393 Second -506 Third - 602 Fourth - 647 Fifth - 770 Sixth - 798
CAASPP ELA	Based on the 2019 CAASPP data, we need to increase	Increase scores in ELA by 10% in met or exceeded in order to increase overall dash color

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	sores in ELA in order to increase overall dash color	
CAASPP Math	Based on the 2019 CAASPP data, we need to increase sores in Math in order to increase overall dash color	Increase scores in Math by 10% in met or exceeded in order to increase overall dash color
Fluency	Based on District Fluency scores DIBELS, All grade levels have made progress under DIBELS average Fluency Scores for Spring benchmark.	An increase of 10 % of students will score at the met or exceeded at their grade level standard.
ELPAC	22 percent of our EL students in grades K-6 are scoring level 1.	We wil increase by 10% of studetns in K-6 who increase by one ELPAC level based on ELPAC test scores.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including Economically disadvantaged students, Hispanic, Homeless & Foster Youth, and students with disabilities

Strategy/Activity

2.1 Programs and materials that will support student achievement for all students in English Language Arts, Math, and English Language Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies materials and web based subscriptions materials and supplies to enrich core curriculum
2000	LCFF 4000-4999: Books And Supplies Replenishing technology equipment
1000	LCFF 4000-4999: Books And Supplies

	AR books to support student reading skills
1473	Title I 4000-4999: Books And Supplies To replace damaged chromebooks and replenish technology equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Economically disadvantaged students, homeless & foster youth, EI learners

Strategy/Activity

2.2 Meetings, personnel, and supports that would support student learning; meet and enrich the academic needs of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
95396	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach Salary
21000	Title I 2000-2999: Classified Personnel Salaries Two Instructional Aide Salaries
4000	Title I 3000-3999: Employee Benefits Instructional Aides Benefits
625	Title I 1000-1999: Certificated Personnel Salaries Certificated hours for Trimester Reviews & sub days
3000	LCFF 1000-1999: Certificated Personnel Salaries Certificated hourly for ILT, Grade level meetings, data meetings, trimester reviews, learning walks, coaching cycles, & Sub release for professional learning opportunities
2000	Title I 4000-4999: Books And Supplies Math intervention materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Assemblies and events that enrich core curriculum activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Fieldtrips, assemblies and 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

Educator Leadership

LEA/LCAP Goal

Provide a strong educator support system for all staff to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.

Goal 3

All staff will have access to professional development training opportunities at the district and site level.

Identified Need

Provide training for all staff members to drill deeper into English Language Learners, Standard based instruction, Cognitive Guided Instruction, Social Emotional Learning, and Technology

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance in site level and district level trainings monitored by sign in sheets and google form reflection forms.	All teachers received professional development in the areas of CGI, ELD standards, Designated/Integrated ELD, ELD tasks, CAASPP performance tasks, and IAB's at the site level.	All teachers will continue to receive professional development in the areas of CGI, ELD standards, Designated/Integrated ELD, ELD tasks, CAASPP performance tasks, and IAB's at the site level.
Checklists and/or feedback from walkthrough observations.	All teachers received professional development in the areas of CGI, Math, ELD Standards, Designated/Integrated ELD, ELD tasks, CAASPP performance tasks, IAB's, and writing calibration at the site level.	Increased use of a strategy taught during a PD measured by walkthrough checklist.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.1 Programs and materials to support training in order to deliver data-proven instructional practices to increase student success and raise achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

LCFF
4000-4999: Books And Supplies
Instructional materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2 Extra hours for Professional Development to extend and support trainings. Teachers will be given the opportunity to receive ongoing trainings in CGI, mathematical practices, English Language Development strategies, Social Emotional Development and technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Teacher collaboration/planning

500

LCFF
3000-3999: Employee Benefits
Benefits for Teacher collaboration/planning

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

Family and Community Engagement

LEA/LCAP Goal

Strengthen communications and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.

Goal 4

Carmela School will strengthen communication and increase participation of parents and community members by providing resources and opportunities for families to engage in their students' education.

Identified Need

Strengthen communication and increase participation of parents and community members by providing resources and opportunities for families to engage in their students' education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parent training/workshops Aeries Weekly Summary Parent Portal Parent Square	Increase parent participation in all forms of communication 376 followers on Facebook 128 followers on Instagram 54 followers on Twitter	We will increase parent participation in all forms of communication by 10 percent based on sign-in/ participation rates, Social media, Prent portal Aeries Weekly summary, and Parent Square.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.1 Programs and materials to engage families and stakeholders in their child's education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Subscription to online communication programs (Smores, canva; etc)
500	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies for parent workshops and engagement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.2 Meetings and support to enhance parental understanding of school programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF 1000-1999: Certificated Personnel Salaries Family Educational Nights extra hours for staff
350	LCFF 3000-3999: Employee Benefits Benefits for Family Educational Nights extra hours for staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

4.3 School events to provide resources and opportunities for meaningful engagement for all families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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1500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra hours for community liasion/other classified staff to support parent needs and child care.
500	Title I Part A: Parent Involvement 3000-3999: Employee Benefits Family educational nights extra hours for staff
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Family ed nights - Outside agencies

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

MTSS

LEA/LCAP Goal

Provide a comprehensive, multi-tiered system of support within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for all student groups.

Goal 5

Carmela Elementary School will provide academic and behavioral strategies to meet the needs of all students.

Identified Need

Based on stakeholder needs assessments, increase academic & socio emotional intervention support before, during, and after the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
progress monitoring tools: STAR 360, fluency (running records), SIPS (diagnostic and summative assessments) Office Referrals Check in/out SST Referrals Wellness Referrals	Carmela Elementary will use progress monitoring tools in order to measure the implementation checklists, surveys, check in check out information, and a positive school climate.	Based on the implementation of the progress monitoring tools, we plan to increase academic scores while decrease behavior, SST and wellness referrals in order to create a positive learning environment.
PBIS rewards	Carmela provides PBIS rewards in order to continuously recognize students for meeting behavior expectations from anywhere in the school. There is no baseline due to new PBIS program	Carmela will increase its participation in PBIS rewards to students for meeting behavior expectations from anywhere in the school during the 2021-22 school year based on the PBIS rewards system program.
Office Referrals	Carmela had two office refferrals in 2020-21 and 0 prinripal referrals during the 2020-21 school year	Carmela will maintain low level of office referrals for the 2021-2022 school year.
SST Referrals	4 SST's were held during the 2020-21 school year.	Carmela will provide supports and progress monitor those students referred to the SST team by bring together all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		resources in the best interest of helping students reach their potential.
Wellness referrals	35 wellness referrals to interns were made during the 2020-21 school year.	80% of referred families will make contact to resources via Care Solace

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.1 Program and materials to provide support for student to enhance the comprehensive system of support services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Book Club material and supplies
700	LCFF 4000-4999: Books And Supplies SEL Materials
1000	LCFF 4000-4999: Books And Supplies Academic supplemental materials
609	LCFF 4000-4999: Books And Supplies Purchase of Diverse books
1000	LCFF 4000-4999: Books And Supplies Art/Music materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.2 Meetings, personnel and supports to provide interventions or enrichment opportunities based on student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries After school Intervention hourly pay certificated
1500	LCFF 2000-2999: Classified Personnel Salaries After school intervention hourly pay classified
460	LCFF 3000-3999: Employee Benefits After school intervention hourly pay classified benefits
6000	LCFF 1000-1999: Certificated Personnel Salaries Extra pay for before, after school intervention, enrichment, SST, 504 & IEP (certificated)
1150	LCFF 3000-3999: Employee Benefits Extra pay for before, after school intervention, enrichment, SST, 504 & IEP (certificated)
3000	LCFF 5000-5999: Services And Other Operating Expenditures Moving Mindz intervention/enrichement
200	LCFF 2000-2999: Classified Personnel Salaries Extra pay for classified to support PBIS rewards

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	\$170,163.00

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 (\$)
Title I	\$124,494.00
Title I Part A: Parent Involvement	\$2,700.00

Subtotal of additional federal funds included for this school: \$127,194.00

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 (\$)
	\$0.00
	\$0.00
LCFF	\$42,969.00

Subtotal of state or local funds included for this school: \$42,969.00

Total of federal, state, and/or local funds for this school: \$170,163.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
	0.00
LCFF	42,969.00
Title I	124,494.00
Title I Part A: Parent Involvement	2,700.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	110,521.00
2000-2999: Classified Personnel Salaries	25,700.00
3000-3999: Employee Benefits	7,960.00
4000-4999: Books And Supplies	17,982.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00

1000-1999: Certificated Personnel Salaries	LCFF	14,500.00
2000-2999: Classified Personnel Salaries	LCFF	3,200.00
3000-3999: Employee Benefits	LCFF	3,460.00
4000-4999: Books And Supplies	LCFF	13,809.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	96,021.00
2000-2999: Classified Personnel Salaries	Title I	21,000.00
3000-3999: Employee Benefits	Title I	4,000.00
4000-4999: Books And Supplies	Title I	3,473.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,000.00
Goal 2	131,494.00
Goal 3	6,500.00
Goal 4	5,050.00
Goal 5	16,119.00

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
- 4 Parent or Community Members

Name of Members	Role
Karina Hartl	Principal
Brittany Jaurigue	Classroom Teacher
Alexandria Patton	Classroom Teacher
James Brannan	Classroom Teacher
Maria Baltazar	Other School Staff
Ana Elizarraras	Parent or Community Member
Inocente Tobar	Parent or Community Member
Laura Gazcon	Parent or Community Member
Janett Romero	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

Other: School Site Council

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 5/6/2021.

Attested:

Principal, Karina Hartl on

SSC Chairperson, Janett Romero on

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.