School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James E. Carter Elementary School Mike Williams, Principal michael.williams@desertsands.us	33-67058-6113880	April 26, 2023	

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

Additional Targeted Support and Improvement

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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Located in the central region of Palm Desert, James E. Carter Elementary School serves a socioeconomically and ethnically diverse population of students in grades TK-5. At the beginning of the 2021-2022 school year, 528 students were enrolled, including 13.8% in special education, 17% qualifying for English Language Learner support, 74% EO, and 60.2% qualifying for free or reduced price lunch. The unduplicated count at Carter Elementary is 65.3%, which includes ELs, those who are homeless (0.4%) and those who are living in a foster home (.8%), The ethnic breakdown of our population is as follows: 46.4% Hispanic, 32.2% Caucasian, 5.7% Asian, 1.7% Filipino, 2.3% African American, Pacific Islander 0.0% two or more races 4.5%, and 6.8% Other or not reported.

Carter Elementary offers programs which benefit students at all academic levels. These include before and after school tutoring; a STEM lab, Robotics and Math Field Day classes; as well as aesthetic arts, (cabaret music and dance production, violin, and choir instruction were put on hold due to COVID restrictions, but will be included for the 22-23 school year). We have also added ELOP for both before and afterschool enrichment activities. Professional development continues to focus on rigor, relevance, and engagement, as well as Kagan cooperative learning structures. We are part of the second cohort of MTSS implementation.
At Carter Elem., we believe in fostering strong home-school connections. We strive to have our parents, teachers, and community members actively involved in student learning. We provide information about school events such as Meet the Teacher and Back-to-School Night, Winter Carnival, Parent/Teacher conferences, Family Science Fair Night, PTO activities, Cabaret, and other community events through school messenger, email communication, the school marquis, and monthly newsletters.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

During the 2022-2023 school year, teachers focused on engagement and math based on our data review. Trained staff members regularly shared strategies and materials with grade level colleagues. The teams used weekly collaboration time to align their practices. Teachers and intervention specialists, provided intervention before, during, and after school in ELA and Math. During the after school ELOP program, students are provided with the opportunity to participate in a variety of engaging and enrichment curricular extensions by trained staff.
We also focused on Early Literacy development in grades K-2 with district guidance and support. We will continue this effort for the 2023-2024 school year with a focus on solidifying the foundational skills, and early intervention/prevention by incorporating a system (K-5) or Response to Intervention with vertically aligned teams identifying essential standards at each grade level, challenges and incorporating research based strategies based on individual student needs.
Creating a culture of collaboration will also be a highlight for Carter Elem., through AVID strategies, data and vertical team meetings regularly to identify site and grade level needs in an effort to truly become a Professional Learning Community.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Based on the 2022-23 CAASPP Dashboard results:
Overall, Carter students performed well in English Language Arts, the data shows that all students scored 18.7 points above the standards; total of 250 students.

In looking at the subgroups demonstrating the greatest progress; the white population was 32.7 points above standards, this is a total of 85 students; socioeconomic disadvantage students were 2.5 points above standards, this is a total of 161 students; Hispanic population showed some progress; however, they were 2.7 points below standards, total of 118 students. A great progress is that 42.9% of Carter's English Learners are making progress toward English language proficiency.

ELA- Reclassified English Learners were 65 points above standards, this is a total of 25 students.

Math was an area of need for all students, 4.7 points below standards; total of 250 students. However, we had our white population 9.2 points above standards, a total of 85 students.
In looking at the subgroups; English Learners were 22.2 points below standards, that is a total of 58 students; Socioeconomically Disadvantaged group were 24 points below standards, total of 161 students.

In Math, a great progress is that Reclassified English Learners were 39.7 points above standards.

Based on 22-23 iReady results, the areas of greatest progress are:

2021-22 Currently, iReady data for Reading shows 56% of students are performing at grade level in Tier 1, this is an 19% increase from Fall Diagnostic; 35% are one grade level below, in Tier 2, and only 9% are at risk of Tier 3. On average 88% of Carter students are using the program consistently for 30-60 minutes weekly; 81% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Phonemic Awareness, Phonics and High Frequency Words are areas of strength across grade levels.Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3.

iReady Diagnostic data for Math shows 42% of students are performing at grade level, Tier 1; 46% are one grade level below; Tier 2 and only 11% are at risk Tier 3. From the Fall Diagnostic to now, there was 21% increase of students in Tier I. On average 98% of Carter students are using the program consistently for 30-60 minutes weekly; 89% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Algebra/Algebraic Thinking and Numbers and Operations are areas of strength across the grade levels. Overall, there was a great increase in Tier 1 students, with the greatest increase in Measurement and Geometry.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on the 2022-23 CAASPP Dashboard results, areas in need of support are:

ELA-Students with Disabilities were 71.8 points below standards; a total of 41 students.
English Language Arts- English Language Learners, the data shows this group was 60.9 points below standards; a total of 33 students.
Hispanic group was 2.7 points below standards; a total of 118 students.

Overall, Math was an area of need for all students. All students were 4.7 points below standards
Math-Hispanic group were 28.4 points below standard; a total of 118 students.
Math-English Language Learners, the data shows they were 69 points below standard; a total of 33 students.

We have 42.9% of our English Learners making progress towards English language proficiency; this is a total of 56 students.

Based on 22-23 iReady results, areas in need of support are:
Vocabulary, Literature & Informational comprehension across grade levels.
Vocabulary is foundational for Info & Literature reading comprehension. 43% of students are not at grade level in the vocabulary domain that is impacting literature and informational comprehension.
Measurement & Data and Geometry are overall the lowest performing domains for the Winter Diagnostic.
59% of students are not at grade level in Geometry domain; 49% are not at grade level in the Measurement & Data domain.

Based on this data we have identified we will continue a Systematic Response to Intervention model that will be incorporated into this school year to help address the learning gaps.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

According to 22-23 Dashboard data, performance gap exists between ELA and Math performance; All students in ELA were 18.7 points above standards; in Math, all students were 4.7 points below. There is also a great gap between the ELA performance level of our student groups; white population 32.7 points above standards; however, SWD group was 71.8 points below standards and English Learners 6.6 points below standards.
In Math, there was also a gap in performance lever of our student groups; white population 9.2 points above standards; however, SWD group was 74 points below standards and English Learners 28.4 points below standards.

In looking at the iReady data, we have 26% of EL students in Tier I. However, we have 74% of EL students two or more levels below grade level. In looking at 2022-23 iReady and Dashboard data, we have made progress but Carter will continue to look at students group data to implement a Systematic Response to Intervention model into the school year to reach our struggling students and English Language Learners.

Resource Inequities

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

Intervention services are not available to all students that need it and it might be available to the same group of students during the school year. Intervention has been inconsistent and some grade levels did not have an intervention teacher working with their students. The data shows that Algebra and Geometry was the greatest area of need for all students. At risk students are getting access to during school intervention and before school tutoring; however, we don't have extra enrichment opportunities for of GATE students.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

During the 2022-2023 school year, Carter Elem. completed a comprehensive needs assessment of all students, which included the analysis of student performance in relation to state academic content standards. During Leadership meetings, TRAC team meetings, grade level planning time, School site council meetings and ELAC meetings, administration and teaching staff considered the results of the following to identify areas of strength and weakness:

- Parent survey
- Teacher survey
- Student survey
- Analysis of student performance data
- ---District developed Unit assessments
- ---ELPAC results
- ---iReady results
- ---Teacher created assessments
- ---Phonics inventory surveys

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

Conclusions from the needs assessments were used to identify SPSA goals and program support goals, with the support of school committees such as SSC, ELAC, TRAC days, and MTSS training days.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$38,100
Total Centralized Services:	$122,777
Total Supplemental Concentration Funds	$87,197
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$125,297.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Carter Elem. will use Supplemental/concentration and ESSER funds to support an Intervention Specialists to provide instructional Tier 2 support for students in K-5. Professional development in identified areas for staff, and to allow for grade level collaboration time for teachers to analyze data with a Response to Intervention system.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	2.2%	2.27%	1.74%	12	12	9
Asian	6.2%	5.68%	6.4%	34	30	33
Filipino	1.8%	1.70%	1.74%	10	9	9
Hispanic/Latino	47.6%	46.40%	48.64%	262	245	251
Pacific Islander	0.4%	0.38%	0.58%	2	2	3
White	34.3%	32.20%	30.62%	189	170	158
Multiple/No Response	5.6%	4.55%	4.84%	31	24	25
			Total Enrollment	551	528	516

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	84	88	88
Grade 1	95	82	85
Grade 2	93	96	76
Grade3	94	85	96
Grade 4	92	87	85
Grade 5	93	90	86
Total Enrollment	551	528	516

Conclusions based on this data:

1. We have had a decrease on student enrollment over the past 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	88	90	68	16.00%	17.0%	13.2%
Fluent English Proficient (FEP)	42	31	35	7.60%	5.9%	6.8%
Reclassified Fluent English Proficient (RFEP)	22	12	4	25.0%	13.3%	6.4%

Conclusions based on this data:

1. We need to continue to focus on our EL students in the primary grades so more students are meeting reclassification criteria and lowering our number of LTELs.
2. Based on Dashboad, 42.9% are making progress towards English language proficiency.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	81		0	80		0	80		0.0	98.8	
Grade 4	89	86		0	86		0	86		0.0	100.0	
Grade 5	85	90		0	90		0	90		0.0	100.0	
All Grades	261	257		0	256		0	256		0.0	99.6	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2459.			42.50			25.00			15.00			17.50	
Grade 4		2476.			20.93			34.88			20.93			23.26	
Grade 5		2528.			28.89			35.56			18.89			16.67	
All Grades	N/A	N/A	N/A		30.47			32.03			18.36			19.14	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.50			52.50			15.00	
Grade 4		17.44			74.42			8.14	
Grade 5		25.56			62.22			12.22	
All Grades		25.00			63.28			11.72	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.50			57.50			25.00	
Grade 4		12.79			73.26			13.95	
Grade 5		28.89			58.89			12.22	
All Grades		19.92			63.28			16.80	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.75			73.75			7.50	
Grade 4		17.44			68.60			13.95	
Grade 5		15.56			73.33			11.11	
All Grades		17.19			71.88			10.94	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.75			51.25			15.00	
Grade 4		13.95			76.74			9.30	
Grade 5		23.33			61.11			15.56	
All Grades		23.44			63.28			13.28	

Conclusions based on this data:

1. Writing and research and Inquiry show significant growth in third grade. We need to identify and support grades 4-5 in all areas.
2. Writing and research and Inquiry show significant growth in thrid grade. We need to identify and support grades 4-5 in all areas.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	81		0	80		0	80		0.0	98.8	
Grade 4	89	86		0	86		0	86		0.0	100.0	
Grade 5	85	90		0	90		0	90		0.0	100.0	
All Grades	261	257		0	256		0	256		0.0	99.6	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2453.			25.00			43.75			16.25			15.00	
Grade 4		2469.			16.28			31.40			27.91			24.42	
Grade 5		2514.			30.00			17.78			24.44			27.78	
All Grades	N/A	N/A	N/A		23.83			30.47			23.05			22.66	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.75			61.25			15.00	
Grade 4		29.07			45.35			25.58	
Grade 5		30.00			40.00			30.00	
All Grades		27.73			48.44			23.83	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.50			53.75			18.75	
Grade 4		13.95			54.65			31.40	
Grade 5		26.67			48.89			24.44	
All Grades		22.66			52.34			25.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.75			61.25			10.00	
Grade 4		17.44			61.63			20.93	
Grade 5		17.78			61.11			21.11	
All Grades		21.09			61.33			17.58	

Conclusions based on this data:

1. Math will need to be an area of schoolwide focus, through intervention and professional development for teachers using Cognitively guided instruction.
2. Problem solving and communicating reasoning are area t focus professional development around as well.
3. Need for small group and targeted intervention for all students.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		10	8	
1	1456.3	1455.3		1432.7	1470.7		1479.4	1439.3		14	12	
2	1505.6	1514.8		1494.1	1518.1		1516.7	1510.8		20	12	
3	1509.3	1494.3		1518.4	1490.4		1499.6	1497.8		14	14	
4	1522.4	1510.9		1531.5	1516.6		1512.8	1504.7		15	12	
5	*	1541.4		*	1550.4		*	1532.0		7	12	
All Grades										80	70	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	14.29	8.33		50.00	41.67		21.43	33.33		14.29	16.67		14	12	
2	40.00	41.67		40.00	25.00		10.00	33.33		10.00	0.00		20	12	
3	23.08	7.14		46.15	50.00		23.08	35.71		7.69	7.14		13	14	
4	33.33	8.33		33.33	50.00		26.67	25.00		6.67	16.67		15	12	
5	*	33.33		*	33.33		*	25.00		*	8.33		*	12	
All Grades	24.05	21.43		43.04	35.71		20.25	32.86		12.66	10.00		79	70	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	14.29	25.00		35.71	50.00		42.86	25.00		7.14	0.00		14	12	
2	35.00	50.00		45.00	8.33		15.00	41.67		5.00	0.00		20	12	
3	46.15	28.57		53.85	42.86		0.00	21.43		0.00	7.14		13	14	
4	66.67	50.00		26.67	33.33		0.00	16.67		6.67	0.00		15	12	
5	*	50.00		*	33.33		*	16.67		*	0.00		*	12	
All Grades	36.71	37.14		40.51	32.86		13.92	27.14		8.86	2.86		79	70	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	14.29	8.33		50.00	16.67		14.29	50.00		21.43	25.00		14	12	
2	35.00	8.33		40.00	50.00		10.00	41.67		15.00	0.00		20	12	
3	23.08	0.00		23.08	42.86		30.77	50.00		23.08	7.14		13	14	
4	6.67	8.33		40.00	33.33		20.00	33.33		33.33	25.00		15	12	
5	*	8.33		*	25.00		*	50.00		*	16.67		*	12	
All Grades	16.46	10.00		36.71	30.00		22.78	45.71		24.05	14.29		79	70	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	28.57	58.33		64.29	41.67		7.14	0.00		14	12	
2	25.00	50.00		65.00	50.00		10.00	0.00		20	12	
3	53.85	21.43		38.46	57.14		7.69	21.43		13	14	
4	33.33	41.67		66.67	50.00		0.00	8.33		15	12	
5	*	16.67		*	75.00		*	8.33		*	12	
All Grades	27.85	35.71		62.03	54.29		10.13	10.00		79	70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	0.00	0.00		78.57	91.67		21.43	8.33		14	12	
2	40.00	50.00		55.00	50.00		5.00	0.00		20	12	
3	46.15	28.57		53.85	64.29		0.00	7.14		13	14	
4	86.67	50.00		6.67	50.00		6.67	0.00		15	12	
5	*	66.67		*	25.00		*	8.33		*	12	
All Grades	38.46	35.71		50.00	60.00		11.54	4.29		78	70	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	28.57	8.33		57.14	41.67		14.29	50.00		14	12	
2	35.00	8.33		45.00	91.67		20.00	0.00		20	12	
3	23.08	7.14		46.15	71.43		30.77	21.43		13	14	
4	13.33	0.00		53.33	66.67		33.33	33.33		15	12	
5	*	16.67		*	66.67		*	16.67		*	12	
All Grades	20.25	11.43		54.43	67.14		25.32	21.43		79	70	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	21.43	8.33		64.29	75.00		14.29	16.67		14	12	
2	40.00	41.67		45.00	50.00		15.00	8.33		20	12	
3	16.67	14.29		75.00	78.57		8.33	7.14		12	14	
4	13.33	16.67		73.33	75.00		13.33	8.33		15	12	
5	*	8.33		*	91.67		*	0.00		*	12	
All Grades	24.36	21.43		60.26	70.00		15.38	8.57		78	70	

Conclusions based on this data:

1. We are moving students forward in this area but need to continue with supporting ELL students as a focus here at Carter.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
528	**61.2**	**17.0**	**0.8**
Total Number of Students enrolled in James E. Carter Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	90	17.0
Foster Youth	4	0.8
Homeless	2	0.4
Socioeconomically Disadvantaged	323	61.2
Students with Disabilities	73	13.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.3
American Indian		
Asian	30	5.7
Filipino	9	1.7
Hispanic	245	46.4
Two or More Races	24	4.5
Pacific Islander	2	0.4
White	170	32.2

Conclusions based on this data:

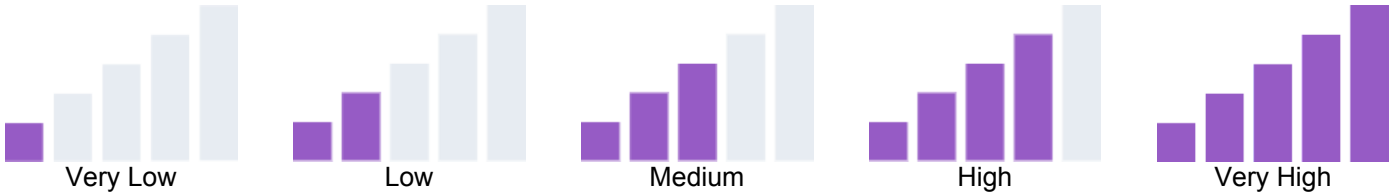
1. We have a diverse population of students.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Medium		
English Learner Progress: Low		

Conclusions based on this data:

1. In ELA, there is no significant difference in performance levels among student groups.
2. In Math, students with disabilities scored lower than students in other groups.
3. The Suspension data indicates a disproportionality among student groups.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

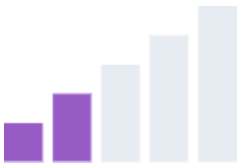
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

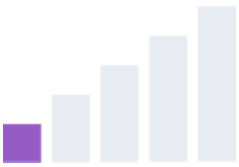
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	1	2	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
High	Low	No Performance Level
18.7 points above standard	6.6 points below standard	5 Students
250 Students	58 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Level	Medium	Very Low
2 Students	2.5 points above standard	71.8 points below standard
	161 Students	41 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 69.5 points above standard 13 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 2.7 points below standard 118 Students	No Performance Level 36.7 points above standard 18 Students		High 32.7 points above standard 85 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
60.9 points below standard 33 Students	65.0 points above standard 25 Students	26.7 points above standard 181 Students

Conclusions based on this data:

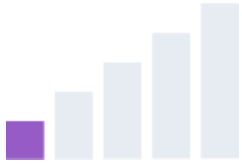
1. The performance of English Learners, Socioeconomically Disadvantaged, and White students in ELA was high, with increases in all but the White student group.
2. Hispanic student performance in ELA was maintained at medium status.
3. The ELA performance of Students with Disabilities increased by 12 points, although their overall performance was low.

School and Student Performance Data

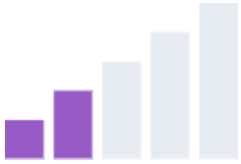
Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Very Low
Lowest Performance



Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Medium

4.7 points below standard

250 Students

English Learners

Medium

22.2 points below standard

58 Students

Foster Youth

No Performance Level

5 Students

Homeless

No Performance Level

2 Students

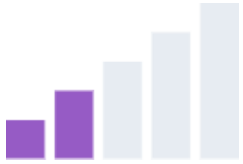
Socioeconomically Disadvantaged

Medium

24.0 points below standard

161 Students

Students with Disabilities



Low

74.0 points below standard

41 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
3 Students		62.7 points above standard	6 Students
		13 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level		High
28.4 points below standard	23.5 points above standard		9.2 points above standard
118 Students	18 Students		85 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.0 points below standard	39.7 points above standard	0.7 points below standard
33 Students	25 Students	181 Students

Conclusions based on this data:

1. The performance of in English Learners, Socioeconomically Disadvantaged, and White students in Math was high, with an increase in SED, a decrease in EL, and maintenance in the White populations.
2. Hispanic students maintained their math performance at a medium status.

3. The performance of Students with Disabilities in math was low. They maintained that status.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

42.9 making progress towards English language proficiency

Number of EL Students: 56 Students

Performance Level: 2

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.

2022 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
21.4%	35.7%	0.0%	42.9%

Conclusions based on this data:

1. English Learner ELA achievement was high, and it increased by 4.4 points.
2. English Learner Math achievement was high, but it declined by 5.2 points.

3. .

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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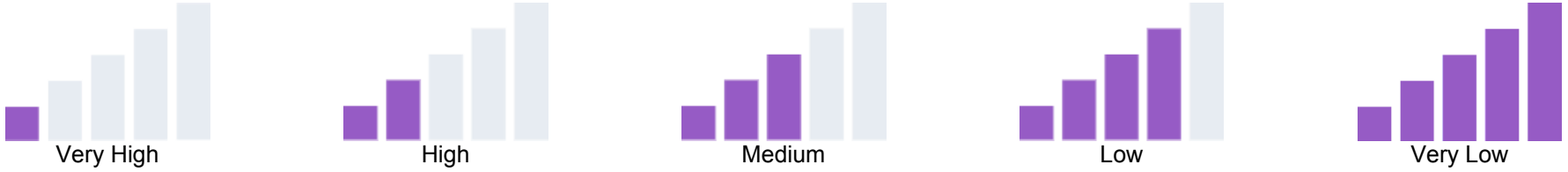


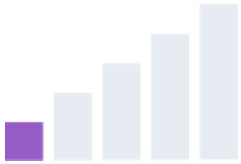
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	1	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

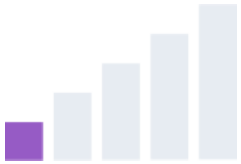


Very High

37% Chronically Absent

557 Students

English Learners



Very High

37.6% Chronically Absent

93 Students

Foster Youth

No Performance Level

Less than 11 Students

6 Students

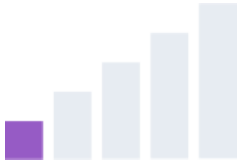
Homeless

No Performance Level

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

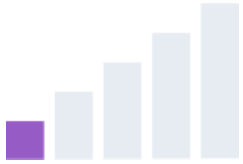


Very High

43.4% Chronically Absent

350 Students

Students with Disabilities



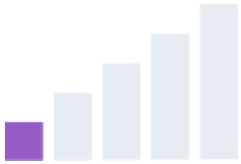
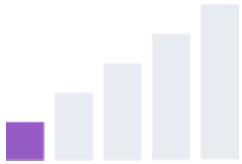
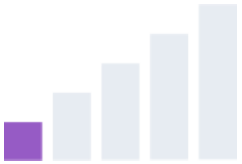
Very High

55.3% Chronically Absent

85 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		High	No Performance Level
21.4% Chronically Absent		18.2% Chronically Absent	Less than 11 Students
14 Students		33 Students	9 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	No Performance Level	Very High
43% Chronically Absent	40.6% Chronically Absent	Less than 11 Students	32.9% Chronically Absent
256 Students	69 Students	3 Students	173 Students

Conclusions based on this data:

1. Students with Disabilities have the highest rate of absenteeism. 17.2%
2. Kindergarten students have a high rate of absenteeism. 13.6%
3. Asian and Filipino students seem to have the best attendance based on this data.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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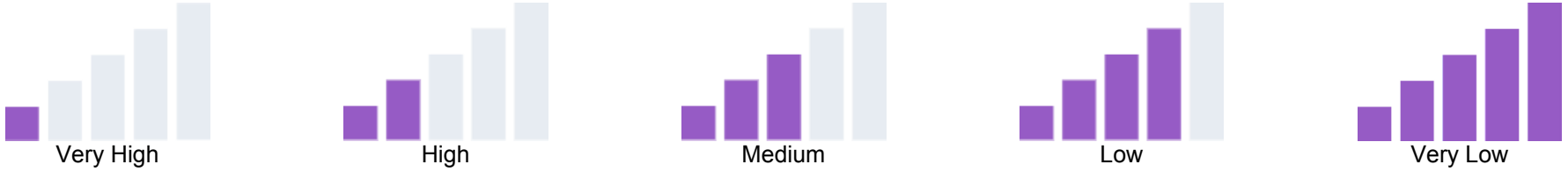

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	5	0	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Medium

1.6% suspended at least one day

569 Students

English Learners

Very Low

0% suspended at least one day

93 Students

Foster Youth

No Performance Level

Less than 11 Students

7 Students

Homeless

No Performance Level

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

Medium

2.2% suspended at least one day

356 Students

Students with Disabilities

Medium

2.3% suspended at least one day

88 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Very Low	No Performance Level
0% suspended at least one day		0% suspended at least one day	Less than 11 Students
15 Students		33 Students	9 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium	No Performance Level	Medium
1.5% suspended at least one day	1.4% suspended at least one day	Less than 11 Students	2.3% suspended at least one day
262 Students	70 Students	3 Students	177 Students

Conclusions based on this data:

1. The Suspension rate for Homeless and Asian students is very low. 0%
2. Suspensions for students with Two or More Races is high and increased by 5.9%. (DATA based on 2018-2019)

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 2: State Standards (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
All: 3 pts 51.5 points above standard (blue) EL:3 pts. to 20.4 points above standard (green) Hispanic: 3pts. to 30.8 points above standard (green) SED: 3pts. to 31.4 points above standard (green) White: 3pts. to 58.9 points above (blue) SWD: 7pts to -8.9 ELA- In previous years, the 2018-19 CAASPP Dashboard data was used to plan goals and actions. As a result of COVID-19, iReady data has been the focus to analyze student performance and to support instruction. 2021-22 iReady ELA data shows: 34% of students are performing at grade level in Tier 1, this is a 20% increase from Fall Diagnostic; 48% are one grade level below In Tier 2, and only 18% are at risk of Tier 3. On average 56% of Carter students are using the program consistently for 30-60 minutes weekly; 85% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Phonemic Awareness, Phonics and High Frequency Words are areas of strength across grade levels. Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3.	ELA- According to 21-22 Dashboard data, all students in ELA were 18.7 points above standards; The ELA performance level of our student groups was; white population 32.7 points above standards, Socioeconomically Disadvantaged 2.5 points above standard; however, our Hispanic group was 2.7 points below standards, our Students with Disabilities group was 71.8 points below standards and English Learners 6.6 points below standards. ELA- Reclassified English Learners we 65 points above standards, this is a total of 25 students. 2021-22, iReady Data for Reading shows 56% of students are performing at grade level in Tier 1, this is an 19% increase from Fall Diagnostic; 35% are one grade level below, in Tier 2, and only 9% are at risk of Tier 3. On average 88% of Carter students are using the program consistently for 30-60 minutes weekly; 81% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Phonemic Awareness, Phonics and High Frequency Words are areas of strength across grade levels.Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3. The Needs Analysis Report by Domains shows that Phonemic Awareness, Phonics and High Frequency Words are areas of strength across grade

Expected Outcomes	Actual Outcomes
This is our subgroup data; 69% of All students are at grade level; 62% of ELs; 68% Students with disabilities and 65% Hispanic. All in all, the median percent progress towards Typical Growth for Carter is 68%. From Diagnostic 1 to end of the year, students have made great gains towards meeting end of the year growth goals for Reading through iReady personalized instruction.	levels. Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3. All in all, the median percent progress towards Typical Growth for Carter is 69%. From Diagnostic 1 to end of the year, students have made great gains towards meeting end of the year growth goals for Reading through iReady personalized instruction. In looking at 2022-23 iReady and Dashboard data, we have made progress but the data shows that Math in an area of greatest need of support. Carter will continue to look at student group data to implement a Systematic Response to Intervention model into the school year to reach our struggling students and English Language Learners.
All: 3 pts. to 30.2 points above standard (Green) EL:3 pts. to 16.1 points above standard(green) Hispanic: 3 pts. to 18.9 points above (green) SED: 3 pts to 13.9 points above (green) White: 3 pts to 31.5 above standard (green) SWD: 10 pts to -19.7 (yellow) MATH- In previous years, the 2018-19 CAASPP Dashboard data was used to plan goals and actions. As a result of COVID-19, iReady data has been the focus to analyze student performance and to support instruction. 2021-22 iReady Math data shows: 42% of students are performing at grade level, Tier 1; 47% are one grade level below; Tier 2 and only 12% are at risk Tier 3. On average 63% of Carter students are using the program consistently for 30-60 minutes weekly; 87% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Algebra/Algebraic Thinking and Numbers and Operations are areas of strength across the grade levels. Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3. This is our subgroup data; 65% All students; 62% EL students; 51% Students with disabilities and 65% Hispanic population. All in all, the median percent progress towards Typical Growth for Carter is 65%. From Diagnostic 1 to end of the year, students continue to make gains towards meeting end of the year growth goals for Math through iReady personalized instruction.	MATH-According to 21-22 Dashboard data, in Math, all students were 4.7 points below standards. There was also a gap in performance level of our student groups; white population 9.2 points above standards; however, Students with Disabilities group was 74 points below standards and English Learners 28.4 points below standards. Overall, Math was an area of need for all students. However, we had our white population 9.2 points above standards. English Learners were 22.2 points below standards. The Socioeconomically Disadvantaged group were 24 points below standards. In Math, Reclassified English Learners were 39.7 points above standards. iReady Diagnostic Data for Math shows 42% of students are performing at grade level, Tier 1; 46% are one grade level below; Tier 2 and only 11% are at risk Tier 3. From the Fall Diagnostic to now, there was 21% increase of students in Tier I. On average 98% of Carter students are using the program consistently for 30-60 minutes weekly; 89% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Algebra/Algebraic Thinking and Numbers and Operations are areas of strength across the grade levels. Overall, there was a great increase in Tier 1 students, with the greatest increase in Measurement and Geometry.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs	Yes, all classrooms provided instruction in core areas with district adopted materials including Benchmark Advance, Think Central, iReady, Elevate Science Curriculum, Go Math, Studies Weekly, etc.	District 0	
All classroom teachers are appropriately assigned and fully credentialed	Carter staff were fully credentialed and considered highly qualified based on ESSA guidelines.	District 0	
All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English	Carter continues to refine designated ELD time; however, we continue focusing on Integrated ELD based on the needs and levels of the students. Most students are performing at the Expanding and Bridging levels. This year, we've had four newcomers, we have strategically placed them to provide extra language supports. Benchmark Advanced is the curriculum used with great focus on Visual Supports and Accommodations for English Learners such as sensory, graphics & interactive supports.	District	
Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC	Guidance was provided by SFPO to support site commitments and goals. Instructional resources such as ELD Elementary Website with informational resources and ELD Lessons & Planning Resources are provided to support EL students. Many after school academies have been provided by the district to	Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	support and facilitate English Language Learner supports.		
Teachers will use data tools to analyze and monitor student progress	Throughout the year, time for vertical articulation and time to analyze data has been provided to guide instruction, intervention and to support teachers in the planning and sharing of strategies to support student learning.	Title I	
Site leadership will participate in the District lead process MTSS to address identified school wide and district instructional goals	Carter continues to participate in the District Lead process such as leadership Tier I and Tier II MTSS to continue to identify and implement school wide and district instructional goals.	Title I	
Provide Before/During/After school reading and math interventions for students not meeting standards	Before/after school intervention was provided to K-5 students at Carter. This was data driven to strategically select students to best support their academic needs.	District	
Teachers will continue to receive professional development on effective research-based strategies to support all learners	At the site level, Kagan training was provided to support our teachers with research based strategies for student engagement. The Data showed that math was an area needing extra support; therefore, PD in CGI was provided at our site to support with Math instruction, strategies, and a different way of engaging students in math. In addition, PD in writing was provided and we continued to support our staff in early literacy.	Title I	
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment	The instructional coach supported teachers with planning, lesson delivery, resources, EL monitoring, reclassification and data.	Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling	Highly qualified and fully credentialed counselor supported the social emotional needs of Carter students.	Supplemental/Concentration	
Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process	Extra duty hours was provided to the Leadership/Guiding Coalition Team to attend meetings, collect student data related to the MTSS tiered system and continue supporting MTSS goals.	Title I	
Provide support for early literacy and continued support for students below grade level	Early Literacy continues to be a focus for K-2nd grade; after school academies are provided throughout the school year to allow teachers to collaborate and plan. At the school, systems are in place to provide extra intervention supports.	Title I	
Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	Multiple means of data was gathered from iReady Dashboard, Benchmark Universe, and District Common Assessments to monitor progress and differentiate to maintain a clear focus on Carter's goals and commitments. As well as a target focus on strategies and the action plan.	Title I	
Provide intervention specialist for English language learners and other at-risk students. This may include materials, tutoring/extra/duty, specialist, technology software, AR/REN, and other research based intervention	Intervention Specialists for 1st-2nd and a 3rd-5th were provided for a great portion of the year to support at-risk students. In addition, technology software including iReady, Seesaw, Nearpod, Mobymax, AR, Wordly Wise, BrainPop, Benchmark, Imagine Learning and Think	As funds become available Supplemental/Concentration 3295	Supplemental/Concentration 3295

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
programs to support student learning.	Central are strategically implemented throughout the school day to support student learning.		
Provide professional development opportunities via conferences/workshops to improve academic achievement. (ie. KAGEN, AVID, PLC) As funds become available	Some professional development opportunities was provided at the site including, KAGAN, Cognitive Guided Instruction for math, and Step up to Writing (NVF). During the summer, a group of teachers had the opportunity to attend AVID Summer Institute.	Supplemental/Concentration 8000 Supplemental/Concentration	Supplemental/Concentration 7584.50
Provide research based supplemental materials to support and close achievement gaps in all content areas. Including software programs (AR/REN, Mobymax, Splashtop, BrainPop, Generation Genius, Kami, Flocabulary, Mountain Math/Language, Breakout EDU) and print shop	AR/REN, Mobymax, Wordly Wise, BrainPop, Seesaw, Nearpod, iReady, Mystery Science, Generation Genius, Splashtop, Benchmark and Think Central were intentionally used during the school day to provide extra support and enhance student learning.	Title I 20360 Supplemental/Concentration 13765	Title I 20355.35 Supplemental/Concentration 9778.90
Provide parent education events to promote family involvement and strategies to for working with students at home. Includes certificated extra duty and materials for Trainings, which could include IEP meetings that are scheduled after contract hours.	Many opportunities to promote family involvement were offered by Carter's PTO during the school year. In addition, IEPs, SSTs, parent conferences, School Site Council, and Math Night, Science Night offered opportunities for parents.	None Specified Title I 2875	Title I 2874.27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide time for teachers to analyze and use assessment data and data systems through the use of substitutes during monthly grade/course level meetings in order to facilitate student assessment discussions in all content areas, lesson planning and delivery.	Teachers continued to meet monthly to plan, analyze data, backwards map and focus on essential standards with the focus on improving and addressing academic gaps.	Supplemental/Concentration 4000	4000
Case management/Student study team comprised of administration, teachers,school psychologists to work collaboratively with parents to identify academic/social-emotional needs of students. Substitutes may be provided to cover classroom teachers to provide additional.	We continued to have SST meetings with classroom teachers, counselor, Instructional Coach, Principal and families coming together to discuss academic and/or social emotional challenges to better support students.	Supplemental/Concentration 2760	Supplemental/Concentration 2760
Provide before/during/after school reading and math interventions for students not meeting standards	Funds have been allocated by the school site. In addition, 54 district hours were allocated to support At Risk students not meeting grade-level standards. Before and after school intervention was provided by a total of 6 teachers.	Title I 18499 As funds become available Supplemental/Concentration	Title I 17726.13
Provide extra service hours to Create a Guiding Coalition of teachers to lead and make site based decisions	The school site provided additional hours to each teacher in the Leadership/Guiding Coalition Team to meet to discuss MTSS, make school decision, and provide school-wide instructional decisions	Supplemental/Concentration 11000	Supplemental/Concentration 10988.86

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to support academics, social emotional, and behavior.		
Provide extra duty funding for Instructional coach. Funding to provide direct services to eligible students identified as At-Risk. To allow for progress monitoring students' progress, paperwork, and assist with our title 1 parent involvement nights.	A total of 30 hours was provided by State & Federal Projects Office to provide direct services to eligible students, for progress monitoring, and EL support and paperwork. In addition, monitoring and completing documentation for the reclassification process.	As funds become available None Specified Title I	
Students will have access to computers. They will receive lessons utilizing technology such as document cameras, printers, LCD projectors, LFDs, and student computers. This includes funding to add or replace technology in classrooms to enhance learning opportunities.	Students have access to individual chromebooks. They receive lessons utilizing technology such document cameras, LFDs, Seesaw, Google Classroom, Nearpod. Site and district support was provided to support student access.	As funds become available Supplemental/Concentration 2940 As funds become available Title I 0	Supplemental/Concentration 2921.17 Title I 0
Provide funding to increase Library Media Technician to an 8 hr. position. This will allow for additional time for students to access books and media to support and enhance the core curriculum. As well as to support with technology used by students.	Funding has been allocated from Supplemental/Concentration to fund an additional 2 hours to increase Library Media Technician to an 8 hr. position. Allowing additional time for students to access books, AR Trading and media to support and enhance the core curriculum.	Supplemental/Concentration 22131	Supplemental/Concentration 22131
Provide extra service hours for teachers to participate in district led activities including but not limited to math field day, battle of the books,	Extra service hours was provided to our STEM teacher to support with Science Fair. In addition, extra service hours was provided to teachers to participate in Science Night.	Supplemental/Concentration	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To provide supplies and materials for physical education equipment	PE funds were allocated to purchased the equipment needed for PE.	Supplemental/Concentration 1915	Supplemental/Concentration 1250.22
Create and support a STEAM program including but not limited to supplies and materials, technology. Extra duty planning hours to meet the STEAM needs of students K-5	Funds were allocated to fully furnish and purchase materials to support STEAM program. Funding was also allocated to provide planning time for the teacher.	Supplemental/Concentration 3820	Supplemental/Concentration 3675.85

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Overall we had strong implementation of our established action items in an effort to achieve site goals. We were able to implement and carry M-SAP and SPSA goals. We were able to provide PD to teachers to support the site's agreements.
Our site continued to analyze DATA with both the guiding coalition/leadership team and TRAC days to establish and revise goals to ensure we are all working towards a collective commitment to achieve our site goals and actions.
During the year, Carter has continued the work of MTSS to strengthen the school climate and culture . As well as continuing the work of PLCs working together to plan, identify essential standards, analyzing student data to plan and provide before/during/after school interventions in an effort to increase students achievement. Additionally, the actions/services support the needs of student groups; specifically ELs and at-risk students. The district has also continued to provide a variety of virtual and in-person PD opportunities to support and ensure staff has the necessary skills to address the needs of all students.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Overall we had strong implementation of our established action items in an effort to achieve site goals. For example:
Through our TRAC days with an in-depth analysis of our current data we are showing solid progress in our early literacy data and our ELA and Math benchmarks.
Great progress has been made; however, Carter will continue to increase opportunities for staff PD and focus on MTSS to address the need of the whole child. Also, continued opportunities for parent engagement; as well as continuing to strengthen the PLC process via district and principal directed SAST meetings.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

This year, we have been able to fully use the funding to support SPSAs action items; some amendments were made to include educational field trips and other needed purchases. With the additional ESSER funds, we were able to use them to offset cost supporting action items in our SPSA.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We need to continue to build on the foundation that has been established and we have a plan on next steps for continuing the work for the upcoming school year. Dashboard and much of the data, show the greatest need in Math; actions and support are aligned with SPSA Goals as delineated in this document to provide the needed PD, interventions, and supports.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 7: Course Access (Conditions of Learning)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Math night Science night/Fair Literacy night ELL workshop PBIS parenting class	Due to COVID-19 restrictions, we were unable to host any of these family nights at our school. However, we were able to host student of the month assemblies were parents were invited to participate. In addition, PTO offered some family activities that including paint night were parents got to participate.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a college and career going culture through school activities, events or experiences such as Provide student based enrichment activities (ie. field trips, assemblies, 5th grade science camp)) to build background knowledge and better prepare students for college, career, and citizenship.	Many planned activities were offered to teachers, families and students. We were able to provide enrichment field trips, assemblie, and after school opportunities through ELOP. Many events were offered by Carter's PTO during the school year including fundraisers, holiday events, family paint, etc.	Supplemental/Concentration 8000 Title I 600	Supplemental/Concentration 8000 Title I 573

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide enrichment opportunities for all students, including GATE, and partnership with the McCallum Aesthetic arts program, and any expenditure related to or for materials for said goal.	Many enrichment opportunities are provided through ELOP to all students. Our 3rd-5th grade students have had the opportunity to be part of the McCallum Aesthetic Arts Program.	Supplemental/Concentration 3600	Supplemental/Concentration 3600
Incorporate an Art program, including but not limited to hiring a specialist. materials and supplies	Our site was able to start a STEAM program with a credential teacher. It provides the students with 21st Century learning skills. They are provided with the tools to work collaborative, problem-solve, and develop the engineering design process in an unrestricted learning environment that allows students to foster their imagination and creativity.	As funds become available Supplemental/Concentration	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The planned activities, and partnership with the McCallum Aesthetic arts program has continued to now include 3rd-5th grade students and hoping to expand to other grade levels.
Many activities and events provided by Carter's PTO and our teachers continue to strengthen the school climate and culture. ELOP has provided a variety of enrichment opportunities that will continue to expand for the upcoming 2023-24 school year.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

This year, Carter was able to provide a college and career culture through school enrichment activities during career week and an after school career exploration class. The implementation of AVID has provided our students with a college and career mindset and WICOR skills that they can carry on throughout their life. Our students have been able to experience enhanced opportunities to learn through an enriched technology focus this year in our STEM class. CARES funding allowed for additional technology to deliver great content for an enhanced learning environment.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

This year, we have been able to fully use the funding to support SPSAs action items; some amendments were made to include educational field trips and other needed purchases. With the additional ESSER funds, we were able to use them to offset cost supporting action items in our SPSA.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

For the 2023-24 school year, we will continue to allocate funding to support this goal. We need to continue to build on the foundation that has been established and we have a plan in place for next steps.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
-0.3 to 0.2	

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities, incentives, and protocols for improving attendance	Attendance has been monitored closely by our attendance clerk and our counselor. Carter has made great efforts to reach out to families and students when needed to encourage and support absenteeism issues.	As funds become available Supplemental/Concentration	
Provide strategies to support the work of MTSS to address school climate and culture, (including extra service hours for counselor,	Throughout the year, extensive work has been done to support the work of MTSS to support a Multi Tier system of intervention. The leadership team has continued to	Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
assemblies, parent participation nights)	meet to address the school climate and culture, as well as supporting the social emotional needs of students.		
Implement AVID structure/strategies to support student learning (trainings, binders, agendas, and other AVID related materials.	Carter continues AVID implementation to provide a college and career culture. In continuing with implementation K-5, agendas, binders and related materials were order and much of the funding is used to send educators to the June 2023 summer institute.	Title I	
Incorporate strategies to ensure a safe and positive environment	Clear expectations and protocols have been in place to promote a safe and positive school climate. With the Leadership Team, we continue to revisit, revise and implement systems to support a safe and positive environment.	Supplemental/Concentration 1971	Supplemental/Concentration 1971
"Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: ? Elementary Schools - 1 FTE Counselor	Carter MTSS Tier II and our counselor continue to participate in the District Lead process Tier II meetings to engage in the proactive and preventative and intensive multi tiered process.	District	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

We continue a strong implementation of our established action items in an effort to achieve site goals. The goal is to continue to integrate MTSS to address the social emotional learning needs, and PLC practices to continue to create a common language and focus to meet the needs at Carter.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We continue our overall implementation of these action items. We made significant efforts towards our MTSS site goals and fostering a safe and positive climate and continue being mindful of the SLE challenges post COVID-19.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

This year, we have been able to fully use the funding to support SPSAs action items; some amendments were made to include educational field trips and other needed purchases. With the additional ESSER funds, we were able to use them to offset cost supporting action items in our SPSA.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We need to continue to build on the foundation that has been established and we have a plan on next steps for continuing the work for the upcoming school year. Actions/Services are aligned with SPSA Goals as delineated in this document.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Students in grades 3-5 are scoring at or above standard with the exception of our SWD students. Our EL students are not scoring at the same level of their peers, K-2 students continue to show positive growth based on district and teacher created assessments.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	All: 39.5 points above standard EL: 8.4 points above standard Hispanic: 18.8 points above standard SED: 19.4 points above standard White: 46.9 points above standard SWD: -32.9 points below standard	All: 3 pts 51.5 points above standard (blue) EL:3 pts. to 20.4 points above standard (green) Hispanic: 3pts. to 30.8 points above standard (green) SED: 3pts. to 31.4 points above standard (green) White: 3pts. to 58.9 points above (blue) SWD: 7pts to -8.9\ 2020-21 iReady ELA data shows: 59% of students are performing at grade level in	All: 3 pts 51.5 points above standard (blue) EL:3 pts. to 20.4 points above standard (green) Hispanic: 3pts. to 30.8 points above standard (green) SED: 3pts. to 31.4 points above standard (green) White: 3pts. to 58.9 points above (blue) SWD: 7pts to -8.9 ELA- In previous years, the 2018-19 CAASPP Dashboard data was used to	Based on the 2021-22 CAASPP Dashboard ELA results: All: 18.7 points above standards, 250 students. White: 32.7 pts. above standards, 85 students. Hispanic: 2.7 pts. below standard, 118 students. SED: 2.5 pts. above standard, 161 students. ELs: 6.6 pts. below standard, 58 students. SWD: 71.8 pts. below standard, 41 students.

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Tier 1, this is a 10% increase from Fall Diagnostic; 27% are one grade level below In Tier 2, and only 14% are at risk of Tier 3. On average 62% of Carter students are using the program consistently for 30-60 minutes weekly; 69% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Phonemic Awareness, Phonics and High Frequency Words are areas of strength across grade levels. Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3.	plan goals and actions. As a result of COVID-19, iReady data has been the focus to analyze student performance and to support instruction. 2021-22 iReady ELA data shows: 34% of students are performing at grade level in Tier 1, this is a 20% increase from Fall Diagnostic; 48% are one grade level below In Tier 2, and only 18% are at risk of Tier 3. On average 56% of Carter students are using the program consistently for 30-60 minutes weekly; 85% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Phonemic Awareness, Phonics and High Frequency Words are areas of strength across grade levels. Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3. This is our subgroup data; 69% of All students are at grade level; 62% of ELs; 68% Students with disabilities and 65% Hispanic. All in all, the median percent progress towards Typical Growth for Carter is 68%. From Diagnostic 1 to end of the year, students have made great gains towards	Overall, Carter students performed well in English Language Arts, the data shows that all students scored 18.7 points above the standards; total of 250 students. In looking at the subgroups demonstrating the greatest progress; the white population was 32.7 points above standards, this is a total of 85 students; socioeconomic disadvantage students were 2.5 points above standards, this is a total of 161 students; Hispanic population showed some progress; however, they were 2.7 points below standards, total of 118 students. A great progress is that 42.9% of Carter's English Learners are making progress toward English language proficiency. ELA- Reclassified English Learners were 65 points above standards, this is a total of 25 students. We have 42.9% of our English Learners making progress towards English language proficiency; this is a total of 56 students. Based on the 2021-22 CAASPP Dashboard results, areas in need of support are:

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
			meeting end of the year growth goals for Reading through iReady personalized instruction.	ELA-Students with Disabilities were 71.8 points below standards; a total of 41 students. English Language Arts-English Language Learners, the data shows this group was 60.9 points below standards; a total of 33 students. Hispanic group was 2.7 points below standards; a total of 118 students. Based on 22-23 iReady results, the areas of greatest progress are: 2021-22 Currently, iReady data for Reading shows 56% of students are performing at grade level in Tier 1, this is an 19% increase from Fall Diagnostic; 35% are one grade level below, in Tier 2, and only 9% are at risk of Tier 3. On average 88% of Carter students are using the program consistently for 30-60 minutes weekly; 81% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Phonemic Awareness, Phonics and High Frequency Words are areas of strength across grade levels.Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3.

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
				Based on 22-23 iReady results, areas in need of support are: Vocabulary, Literature & Informational comprehension across grade levels. Vocabulary is foundational for Info & Literature reading comprehension. 43% of students are not at grade level in the vocabulary domain that is impacting literature and informational comprehension. Based on this data we have identified we will continue a Systematic Response to Intervention model that will be incorporated into this school year to help address the learning gaps.
Academic Indicator Math: Distance from Standard	All: 18.2 points above standard EL: -0.1 points below standard Hispanic: 2.5 points above standard SED: 1.9 points above standard White:19.5 points above standard SWD:-53.7 points below standard	All: 3 pts. to 30.2 points above standard (Green) EL:3 pts. to 16.1 points above standard(green) Hispanic: 3 pts. to 18.9 points above (green) SED: 3 pts to 13.9 points above (green) White: 3 pts to 31.5 above standard (green) SWD: 10 pts to -19.7 (yellow) 2020-21 iReady ELA data shows: 49% of students are performing at grade level, Tier 1; 42% are one grade level below; Tier 2 and only 9% are at risk Tier 3. On average 63% of Carter	All: 3 pts. to 30.2 points above standard (Green) EL:3 pts. to 16.1 points above standard(green) Hispanic: 3 pts. to 18.9 points above (green) SED: 3 pts to 13.9 points above (green) White: 3 pts to 31.5 above standard (green) SWD: 10 pts to -19.7 (yellow) MATH- In previous years, the 2018-19 CAASPP Dashboard data was used to plan goals and actions. As a result of COVID-19, iReady data has been the focus to	Based on the 2021-22 CAASPP Dashboard Math results: All: 4.7 points above standards, 250 students. White: 9.2 pts. above standards, 85 students. Hispanic: 28.4 pts. below standard, 118 students. SED: 24 pts. below standard, 161 students. ELs: 22.2 pts. below standard, 58 students. SWD: 74 pts. below standard, 41 students Math was an area of need for all students, 4.7 points below standards; total of 250

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		students are using the program consistently for 30-60 minutes weekly; 87% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Algebra/Algebraic Thinking and Numbers and Operations are areas of strength across the grade levels. Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3.	analyze student performance and to support instruction. 2021-22 iReady Math data shows: 42% of students are performing at grade level, Tier 1; 47% are one grade level below; Tier 2 and only 12% are at risk Tier 3. On average 63% of Carter students are using the program consistently for 30-60 minutes weekly; 87% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Algebra/Algebraic Thinking and Numbers and Operations are areas of strength across the grade levels. Overall, there was a great increase in Tier 1 students across the domains which decreased the percentage of students in Tier 2 and Tier 3. This is our subgroup data; 65% All students; 62% EL students; 51% Students with disabilities and 65% Hispanic population. All in all, the median percent progress towards Typical Growth for Carter is 65%. From Diagnostic 1 to end of the year, students continue to make gains towards meeting end of the year growth goals for Math through iReady personalized instruction.	students. However, we had our white population 9.2 points above standards, a total of 85 students. In looking at the subgroups; English Learners were 22.2 points below standards, that is a total of 58 students; Socioeconomically Disadvantaged group were 24 points below standards, total of 161 students. In Math, a great progress is that Reclassified English Learners were 39.7 points above standards. Math-Hispanic group were 28.4 points below standard; a total of 118 students. Math-English Language Learners, the data shows they were 69 points below standard; a total of 33 students. The Hispanic group were 28.4 points below standard, this is a total of 118 students and our Students with Disabilities were 74 points below standards, this is a total of 41 students. iReady Diagnostic data for Math shows 42% of students are performing at grade level, Tier 1; 46% are one grade level below; Tier 2 and only 11% are at risk Tier 3. From the Fall Diagnostic to now, there was 21% increase of students in Tier I. On average 98% of Carter

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
				students are using the program consistently for 30-60 minutes weekly; 89% of students are passing their pathway lessons with an average of 70-100%. The Needs Analysis Report by Domains shows that Algebra/Algebraic Thinking and Numbers and Operations are areas of strength across the grade levels. Overall, there was a great increase in Tier 1 students, with the greatest increase in Measurement and Geometry. However, Measurement & Data and Geometry are overall the lowest performing domains for the Winter Diagnostic. 59% of students are not at grade level in Geometry domain; 49% are not at grade level in the Measurement & Data domain.

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

Action 1

Students will receive instruction using standards-based State/District adopted core programs	District District 0

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District District 0

Action 3

All English learners receive daily integrated ELD Provided across all content areas.	District District

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	Title I Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.	Title I Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards	District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services District

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework	District

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services

Action 11

Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process	

Action 12

Provide support for early literacy and continued support for students below grade level	

Action 13

Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	

Action 14

Provide intervention specialist for English language learners and other at-risk students. This may include materials, tutoring/extra/duty, specialist, technology software, AR/REN, and other research based intervention programs to support student learning.	Supplemental/Concentration 8835

Action 15

Provide professional development opportunities via conferences/workshops to improve academic achievement. (ie. KAGEN, AVID, PLC) As funds become available	Supplemental/Concentration 8000 Supplemental/Concentration

Action 16

Provide research based supplemental materials to support and close achievement gaps in all content areas. Including software programs (AR/REN, Mobymax, Splashtop, BrainPop, Generation Genius, Kami, Flocabulary, Mountain Math/Language, Breakout EDU) and print shop	Title I 16126 Supplemental/Concentration 10991

Action 17

Provide parent education events to promote family involvement and strategies to for working with students at home. Includes certificated extra duty and materials for Trainings, which could include IEP meetings that are scheduled after contract hours.	Title I 2875

Action 18

Provide time for teachers to analyze and use assessment data and data systems through the use of substitutes during monthly grade/course level meetings in order to facilitate student assessment discussions in all content areas, lesson planning and delivery.	Supplemental/Concentration 4000

Action 19

Case management/Student study team comprised of administration, teachers,school psychologists to work collaboratively with parents to identify academic/social-emotional needs of students. Substitutes may be provided to cover classroom teachers to provide additional.	Supplemental/Concentration 2760

Action 20

Provide before/during/after school reading and math interventions for students not meeting standards	Title I 18499 Supplemental/Concentration As funds become available

Action 21

Provide extra service hours to Create a Guiding Coalition of teachers to lead and make site based decisions	Supplemental/Concentration 11000

Action 22

Provide extra duty funding for Instructional coach. Funding to provide direct services to eligible students identified as At-Risk. To allow for progress monitoring students' progress, paperwork, and assist with our title 1 parent involvement nights.	Title I None Specified As funds become available

Action 23

Students will have access to computers. They will receive lessons utilizing technology such as document cameras, printers, LCD projectors, LFDs, and student computers. This includes funding to add or replace technology in classrooms to enhance learning opportunities.	Supplemental/Concentration Title I As funds become available

Action 24

Provide funding to increase Library Media Technician to an 8 hr. position. This will allow for additional time for students to access books and media to support and enhance the core curriculum. As well as to support with technology used by students.	Supplemental/Concentration 24276

Action 25

Provide extra service hours for teachers to participate in district led activities including but not limited to math field day, battle of the books,	Supplemental/Concentration

Action 26

To provide supplies and materials for physical education equipment	Supplemental/Concentration 1915

Action 27

Create and support a STEAM program including but not limited to supplies and materials, technology. Extra duty planning hours to meet the STEAM needs of students K-5	Supplemental/Concentration 3820

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Provide enrichment opportunities and experiences to motivate student achievement, build background knowledge, and broaden future college and career focus. Increase parent involvement opportunities.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Increase parent learning opportunities from 2-5	Science night Math night	Math night Science night/Fair-Virtual Literacy night ELL workshop PBIS parenting class	Math night Science night/Fair Literacy night ELL workshop PBIS parenting class	Math night Science night/Fair Literacy night ELL workshop AVID Implementation PBIS parenting class Student leadership

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

Action 1

Create a college and career going culture through school activities, events or experiences.	Supplemental/Concentration

Provide student based enrichment activities (ie. field trips, assemblies, 5th grade science camp)) to build background knowledge and better prepare students for college, career, and citizenship.	8000 Title I 600

Action 2

Provide enrichment opportunities for all students, including GATE, and partnership with the McCallum Aesthetic arts program, and any expenditure related to or for materials for said goal.	Supplemental/Concentration 3600

Action 3

Implement AVID structures/strategies to enhance student learning (trainings, binders, agendas, and other AVID related materials.	Supplemental/Concentration As funds become available

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

To implement a Positive behavior system to create a safe environment conducive to learning. Create an AVID focus to better prepare our students for college and career opportunities.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	1.1% overall suspension rate	-0.3 to 0.2	-0.3 to 0.2	1.6-1.1

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

Action 1

Provide activities and protocols for improving attendance	District As funds become available

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.	District

Action 3

Incorporate strategies to ensure a safe and positive environment	District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor Middle School Counselors - maintain ratio at 500:1 High School Counselors - maintain ratio at 400:1 Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula	District

Action 5

"Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: ? Elementary Schools - 1 FTE Counselor	District

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24

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

Action 1

Provide professional development to include targeted support for students with disabilities	District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities	District

Action 3

Increase parent engagement for students with disabilities.	District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: All students will demonstrate growth as measured by federal, state, and district assessments.				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional development and teacher support	8/15/23-6/5/24	8,322 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA project facilitator	8/15/23-6/5/24	5,829 **Total Estimated Cost**: 5,829	5,829	Title I
Site instructional coach	8/15/23-6/5/24	76,987 **Total Estimated Cost**: 76,987	76,987	Title I
Pre school Elementary transition	8/15/23-6/5/24	7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liason	8/15/23-6/5/24	3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 122,777

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).
Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP)
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.
For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.
Other federal funds (list and describe). Create a new row for each separate program.

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	$38,100.00	No
Total amount of federal categorical funds allocated to this school.	$38,100.00	
Total amount of state and federal categorical funds allocated to this school.	$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
District	$0.00	
Supplemental/Concentration	$87,197.00	No
Total amount of StateLocal categorical funds allocated to this school.	$87,197.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$125,297	

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:

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

2. 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.

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

Select from:

English Learner Advisory Committee

District/School Liaison Team for schools in Program Improvement

Other: School Site council absorbed the responsibilities for ELAC for the 2022-23 school year.

[Enter name of consulted group or committee]	[Signature of authorized person]
School site council	
DELAC Jesus Quero	

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on:4/26/23.

Attested:

Michael Williams		
Typed name of school principal	Signature of school principal	Date
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mike Williams	X				
Carol Howe		X			
Cassandra Horwitz		X			
Angela Plowman		X			
Diana Rosas				X	
Derek Burreson				X	
Ramona Thiel				X	
Jesus Quero				X	
Heather Rotan				X	
Ileana Padilla			X		
Numbers of members of each category:	**1**	**3**	**1**	**5**	