



Carmel Creek



School Year: 2023-2024

# School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Carmel Creek School	37 68387 6112353	10/9/23	10/12/23

## Purpose and Description

Briefly describe the purpose of this plan.

The purpose of this plan is to identify goals and action steps to meet the academic and social emotional needs of all students at Carmel Creek Elementary, including unduplicated students and students who receive services related to Individualized Education Plans (IEPs).

Briefly describe the school’s plan for effectively meeting the ESSA (Every Student Succeeds Act) requirements in alignment with the LCAP (Local Control and Accountability Plan) and other federal, state, and local programs.

Carmel Creek Elementary plans to meet ESSA requirements by aligning our site goals to the district LCAP goals. Through the creation of a positive and welcoming learning environment Carmel Creek provides standards aligned instruction that fosters staff, student, family and community engagement. At Carmel Creek, we believe that all students are leaders and we strive to give each student leadership roles and opportunities for voice and agency.

Our first goal is to have all students show progress on academics as measured by student performance on formative and summative assessments (e.g. i-Ready results, CAASPP results, and our district’s Universal Screener). Student metrics are monitored regularly and analyzed to ensure that student needs are being met. The team will review and refine instruction to include tiered systems of support for Reading, ELD and Math to ensure *all* learners, including unduplicated student groups are making progress towards meeting or exceeding grade-level standards.

Our second goal is to ensure that the social and emotional needs of all students are being met as measured by student Social-Emotional Learning (SEL) screeners and staff/family climate surveys. The whole student is our focus, developing individual and group relationships and growth mindset throughout the school community.

Our plan includes the following components:

- Professional learning for staff in English Language Arts and Social-Emotional Learning
- Digital resources to help differentiate instruction, personalize learning and monitor student progress
- Targeted flexible intervention groups using research based programs (i-Ready resources, Fountas and Pinnell, Do the Math)
- Progress monitoring to guide instruction (i-Ready and grade level formal and informal assessments)
- Multi-Tiered Systems of Support (MTSS) to identify students at-risk and ensure appropriate interventions and resources are allocated and monitored through ongoing grade level team collaboration and in Student Success Days (SSDs) with Intervention team members held twice annually

## Educational Partner Involvement

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

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

Transparent communication and exchange of information is a key component of the success and continued growth for Carmel Creek. Data is shared and feedback gathered through many educational partner groups:

#### Surveys:

Family Climate Survey - Parent Community - 3/12/23 - 3/28/23 (annually)

Staff Climate Survey - Classified/Certificated Staff - 4/10/23 - 4/28/23 (annually)

#### Student Screeners:

Social Emotional Student Universal Screener: Fall (K-2 9/11/23-10/16/23 and 3rd 9/11/23-10/2/23) and Winter (K-3 1/22/24-2/16/24)

#### Staff Review:

Staff Provided Recommendations - Certificated Staff Meeting - 8/30/23 & 9/13/23 (meets at least monthly) and Promoting Learner Growth (PLG) - 8/30/23

Staff Provided Recommendations - Classified Staff Meeting - 8/10/23

Site Leadership Team and Grade Level PLCs (at least monthly)

SEL Team Meets Monthly

#### Data Review:

Data Review - Certificated Staff Meeting - 8/30/23 & 9/13/23 (ongoing, annually) and PLG - 8/30/23

Data Review - School Site Council - 10/9/23 (meets three times a year)

Data Review - PTO/SBSF General Meeting - 10/5/23 (meets monthly)

Data Review - Classified Staff Meeting - 10/27/23 (meets monthly)

Data Review - ELAC Meeting - 10/5/23 (meets three times a year)

# Goals, Strategies, Expenditures, & Annual Review

## Goal 1

The Carmel Creek School Community will have all students demonstrate growth towards meeting or exceeding grade-level standards. Students will receive instruction that is aligned with the California State Standards and supported by instructional strategies that promote student engagement.

### Identified Need

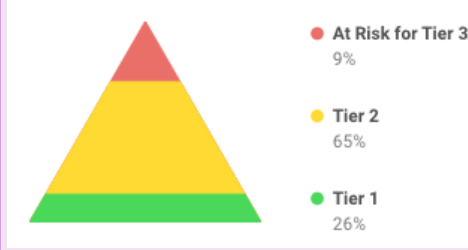
Student growth in the area of English Language Arts and Math has been an ongoing goal at Carmel Creek. Serving the needs of our students who receive services related to their IEP or English Language Development, accelerating growth for students not meeting grade-level standards, as well as providing a challenging curriculum to those students who exceed grade-level standards continues to be a priority.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome								
<b>Local Assessment</b> 2023-2024 i-Ready ELA and Reading Assessments <b>State Assessments:</b> 2023 CAASPP Reading Assessments	End-of-Year View for Fall 2023- (Baseline for 2023-2024) <table border="1"> <caption>Student Performance Tiers</caption> <thead> <tr> <th>Tier</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At Risk for Tier 3</td> <td>7%</td> </tr> <tr> <td>Tier 2</td> <td>59%</td> </tr> <tr> <td>Tier 1</td> <td>34%</td> </tr> </tbody> </table> <p>305 Students assessed                      Tier 3- two or more grade levels below-7%                      Tier 2- one grade level below 59%                      Tier 1- on or above grade level 34%</p> <p>CAASPP Spring 2023 (Grade 3)                      Standard Not Met: 9%                      Standard Nearly Met: 10%                      Standard Met/Exceeded: 81%</p>	Tier	Percentage	At Risk for Tier 3	7%	Tier 2	59%	Tier 1	34%	<b>i-Ready ELA Assessment</b> By Winter 2024, increase to 53% at or exceeding grade level (Tier 1)  By Spring 2024, End of Year 77% or more of students at or above grade level in Reading on i-Ready End of Year (K-3)  <b>CAASPP ELA (CC Grade 3)</b> By Spring 2024, End of Year 85% or more of students will meet or exceed standards in ELA according to CAASPP
Tier	Percentage									
At Risk for Tier 3	7%									
Tier 2	59%									
Tier 1	34%									

**Local Assessment**  
 2023-2024 i-Ready Math Assessments  
**State Assessments:**  
 2023 CAASPP Math Assessments

End-of-Year View for Fall 2023-  
 (Baseline for 2023-2024)



**i-Ready Math Assessment**  
 By Winter 2024, increase to 53% at or exceeding grade level (Tier 1)

End of school year 2024, 73% or more of students at or above grade level in Math on i-Ready End of Year (K-3)

223 Students assessed (Kinder n/a)  
 Tier 3- two or more grade levels below-9%  
 Tier 2- one grade level below 65%  
 Tier 1- on or above grade level 26%

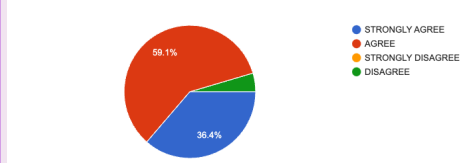
**CAASPP MATH (CC Grade 3)**  
 By Spring 2024, End of Year 88% or more of students will meet or exceed standards in Math

CAASPP Spring 2023 (Grade 3)  
 Standard Not Met: 6%  
 Standard Nearly Met: 6%  
 Standard Met/Exceeded: 88%

Staff Climate Survey  
 Spring 2023

Spring 2023 Baseline

24. Staff members are supported in providing meaningful instruction that is inclusive and equitable for all students.  
 22 responses



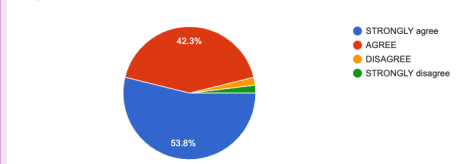
Strongly Agree: 36%  
 Agree: 59%  
 Disagree: 5%

By Spring 2024, 50% of staff will strongly agree that they are supported in providing meaningful instruction that is inclusive and equitable for all students.

Family Climate Survey Spring  
 2023

Spring 2023 Baseline

My child has opportunities to engage in school curriculum and learning activities that seem relevant, engaging and motivating.  
 52 responses



Strongly Agree: 54%  
 Agree: 42%  
 Disagree: 2%  
 Strongly Disagree: 2%

By Spring 2024, at least 60% of families will “strongly agree” that the school curriculum and learning activities that seem relevant, engaging and motivating with the baseline of agree and strongly agree remain at 96%.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

- Engage in continued professional learning related to evidence-based practices in mathematics and language arts instruction
- Engage in professional learning related to culturally responsive practices
- Refine process for identification of and support for ELA and Math students in need of targeted and intensive supports
- Expand implementation of Math intervention program to all grade levels
- Continue grade level Student Success Days to determine targeted/intensive/enrichment instruction/intervention
- Continued implementation of i-Ready Learning Pathways to support differentiated instruction
- Focus on number of lessons completed (in addition to minutes) students are engaging weekly in i-Ready pathways
- Focus on opportunities to challenge students and to target instruction/intervention to students' academic needs
- Analyze student data and establish goal-setting targets with students
- Engage in professional learning around instructional strategies to support student engagement and agency
- Refine instructional design to support more opportunities for student engagement and agency
- Engage in professional learning around high-quality design and instructional practices related to Project Based Learning
- Provide at least one project based learning opportunity per classroom/grade-level

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$500 Cost of substitutes for Student Success Days	Site unrestricted budget (2023-24)
\$500 Do the Math - consumables	Educator Effectiveness Funds (2023-24)
\$3,000 Staff Professional Learning to address targeted instruction for students mastering grade level standards	Educator Effectiveness Funds (2023-24)
\$3,000 Literacy Enrichment eg. periodicals, software and books	PTO (2023-24)

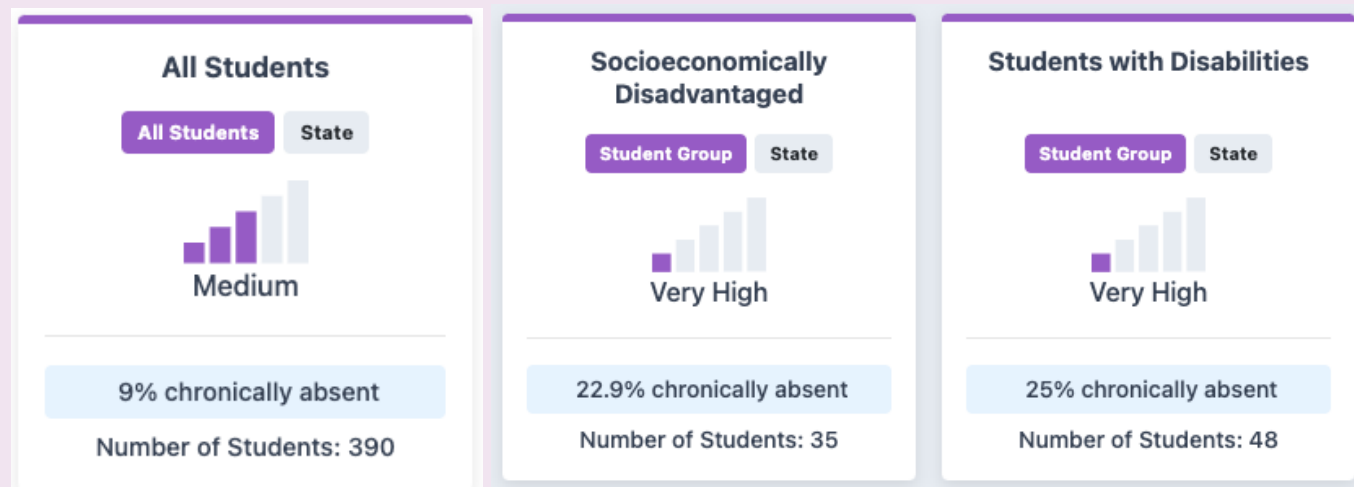
## Goal 2

Foster a safe and inclusive learning community with ongoing opportunities to strengthen relationships, enhance self and social awareness, and promote positive contributions to the school community and beyond.

### Identified Need

For all Carmel Creek school community members to gain efficacy and productivity in their respective roles, they must feel included and valued in the school environment, their homes, and the broader community. Creating an inclusive and productive learning environment, providing a tiered system of Social Emotional learning support, and embodying the SBSD Student Promotion Profile descriptors is an ongoing goal at Carmel Creek.

### Chronic Absenteeism

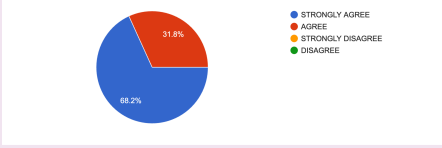
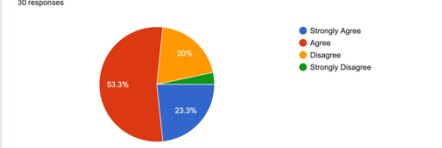


In addition, the overall Chronic Absenteeism rate at Carmel Creek is 9% (Medium). This includes our Socioeconomically Disadvantaged Students (22.9%) and Students with Disabilities (25%). Due to our *n* size, percentages can fluctuate very quickly.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gr. K-2 2024 Winter SEL Universal Screener Data	2023 Fall SEL Universal Screener Data	By Winter 2024, Universal Screener data in selected focus areas will indicate:

	<p>Assessment Prior Comparison <b>District Question Group Report: A Site Comparison</b> Assessment: 2023-2024 FALL #3-3 SEL Universal Screener Site: Carmel Creek</p> <p>89.4% of students indicated, “I have a trusted adult at school.”</p> <p>81.7% of students indicated, “I work well with others in a group.”</p> <p>77.6% of students indicated, “I know how to calm myself down when I’m upset.”</p>	<p>91% of students will indicate they have a trusted adult at school</p> <p>84% of students get along well with others in a group</p> <p>83% of students will have a strategy to use when I am upset and need to calm down</p> <p>Actual:</p>				
<p>Gr. 3 2024 Winter SEL Universal Screener Data</p>	<p>2023 Fall SEL Universal Screener Data</p> <p>72.6% of students indicated, “I have a trusted adult at school.”</p> <p>66.1% of students indicated, “I work well with others in a group.”</p> <p>66.5% of students indicated, “I know how to calm myself down when I’m upset.”</p>	<p>By Winter 2024, Universal Screener data in selected focus areas will indicate:</p> <p>85% of students will indicate they have a trusted adult at school</p> <p>80% of students get along well with others in a group</p> <p>80% of students will have a strategy to use when I am upset and need to calm down</p> <p>Actual:</p>				
<p>2023-24 Student Success Days</p>	<table border="1"> <tr> <td><i>Intensive (Tier 3)</i></td> <td><i>none identified</i></td> </tr> <tr> <td><i>Targeted (Tier 2)</i></td> <td><i>4 - Kinder 3 - 1st 2 - 2nd 2 - 3rd</i></td> </tr> </table>	<i>Intensive (Tier 3)</i>	<i>none identified</i>	<i>Targeted (Tier 2)</i>	<i>4 - Kinder 3 - 1st 2 - 2nd 2 - 3rd</i>	<p>Reduce number of students receiving intensive and targeted SEL supports across the school year</p>
<i>Intensive (Tier 3)</i>	<i>none identified</i>					
<i>Targeted (Tier 2)</i>	<i>4 - Kinder 3 - 1st 2 - 2nd 2 - 3rd</i>					

<p>Staff Climate Survey SEL Instruction</p>	<p>14. Each student has at least one staff member who cares about them. 22 responses</p>  <p><b>Strongly Agree: 68%</b> <b>Agree: 32%</b></p>	<p>By Spring 2024, Staff Climate survey data will indicate that 100% of responses will indicate that “Each student has at least one staff member who cares about them.”</p> <p>Actual:</p>
<p>Staff Climate Survey Effective Schoolwide Environment Plan (ESEP)</p>	<p>20. Our development of an Effective Schoolwide Environment Plan supports that actions have consequences. 30 responses</p>  <p><i>Our development of an Effective Schoolwide Environment Plan supports that actions have consequences.</i> <b>Strongly Agree: 23.3%</b> <b>Agree: 53.3%</b> <b>Disagree: 20%</b> <b>Strongly Disagree: 3.3%</b></p>	<p>By Spring 2024, 90% of staff members will Strongly Agree and Agree that our development of an Effective Schoolwide Environment Plan supports that actions have consequences.</p>

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

- Develop a sense of belonging/relationship building across all settings (classroom, grade level, site, parent/guardian community, community-at-large) through connecting students and staff, students to students, positive staff/parent/guardian relationships
- Continue development and implementation of an Effective Schoolwide Environment Plan (Expected Behaviors, Consequences, Corrective Actions and Restorative Practices)
- Reinforce Carmel Creek Community Agreements (PAWS) through teaching, signage and PBIS activities
- Review Effective Schoolwide Environment Plan (ESEP) and subsequent actions
- Continue implementation of structures that support belonging in the classroom (Morning meetings, greetings, check-ins, etc.)
- Continue Tier I Implementation of CASEL competencies (Kimoichis, Sanford Harmony, Second Step)
- Implement inclusive classroom practices (names, identity building, perspective taking, etc.)
- Provide cross-grade level opportunities (Buddy classes, Mentoring-Upper to lower grades)
- Hold monthly SEL team meetings
- Provide weekly “Words of Wisdom” principal message to students



- Provide weekly communication to families through Carmel Creek Sunday Short
- Host grade level gatherings to build community and address specific areas of need
- Host monthly assembly highlighting SEL competencies
- All School Participation in Start with Hello Week, Red Ribbon Week, and Great Kindness Challenge
- Introduce concept of civic engagement and service learning through site-based projects (garden, Student Leadership projects, student led clubs) and Project Based Learning
- Provide student leadership opportunities: Student Council, PTO student representatives, Site Ambassadors
- Promote “asset-based” language and build practices that utilize students’ background to support learning
- Teach and promote SBSD Student Promotion Profile descriptors, provide teachers with posters and signage for Promotion Profile, Memorable Mission (MM), Vivid Vision (VV)
- Weekly communication to families through Carmel Creek Sunday Short
- Monitor attendance and potential barriers to attend school, and work with families on potential solutions. Communicate with families the importance of school attendance.
- Provide regular, ongoing communication with parents of students regarding attendance concerns

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$500 eg. Hello Week, Bullying Prevention Month, Ability Awareness, Red Ribbon Week	Site unrestricted budget (23-24) and PTO (23-24)
\$3,000/year SEL Curriculum	Site budget (23-24) Miscellaneous donations
\$1,000 Assemblies	PTO (23-24)
\$3,000 Substitutes for professional learning	Educator Effectiveness Funds (2023-24)
\$500 Staff opportunities for participation in professional learning to support a positive school culture and climate of belonging	Educator Effectiveness Funds (2023-24)

**Annual Review**

**SPSA Year Reviewed: 2023-2024**

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

# ANALYSIS

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

Staff engaged in an analysis of the actions and strategies from the 2023-24 SPSA. Staff identified successful strategies and actions completed to support students in finding their voice, sharing their gifts, and advancing the world. These actions and strategies were designed to support academic and overall student well-being. Those successful strategies have been included again in the 2024-25 SPSA plan and additional strategies/actions were brainstormed to enhance the 2024-25 SPSA.

Data is being collected and reviewed on an ongoing basis through the course of the 2023-24 school year and this section will be analyzed and updated for the 2024-25 School Plan.

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

There were no major differences between the intended implementation or budgeted expenditures.

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

Additional actions and strategies brainstormed by staff have been included in the 2023-24 SPSA plan, for example: strategies to support students in feeling a sense of belonging, community service learning opportunities inside and outside of school to grow civic engagement, lunch clubs and quiet spaces to offer choices and explore student passions and interests, and additional opportunities for students to make choice around their learning, as well as being able to express their learning and talents through multiple modalities.

## Budget Summary

### Budget Summary 2023-24

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 15,200