

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



George Washington Carver Elementary

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Climate and Vision Goal:

All stakeholders, which includes, students, staff, parents, and the community will follow a clear vision for Carver Elementary school that includes a welcoming and committed learning environment where all students will be motivated and enthusiastic about learning. Carver will foster a community based environment, which includes but not limited to a strong focus in early childhood literacy, healthy childhood development, student engagement with community work-based-experiential-service learning opportunities within the local community, academic rigor, and a safe culture and climate built on mutual trust and support. Students will demonstrate mastery of skills to address complex real-world problems in an increasingly demanding 21st century. As a Community School, Carver will continue to value stakeholders' input and suggestions as an integral part of the decision making to increase student achievement and social-emotional wellness in the 2023-24 school year.

Strategy/Activity 1

Core instruction will be supported with the use of the latest technology, including laptops, interactive screen panels, document cameras, and 1:1 student devices, such as but not limited to Chromebooks and iPads. Technology is accessible to all students throughout the school day to support 21st Century learning and prepare students for college readiness. Students will be utilizing the latest technology and learning programs that are both intuitive and collaborative, which includes learning module systems such as the Google Suite. In addition, computer based programs such as, Lexia, Accelerated Reader, Read Naturally, and ST Math, and Reflex Math and IXL, are made accessible both at school and at home to support academic achievement. Devices and hot spots are available for students to check out if needed. Carver will continue to support and maintain 1:1 technology for all students.

Carver will promote a culture of success, growth mindset, self-determination, and maintain a level of rigor that challenges and supports students. Teachers will be trained on best practices to maintain rigor and implement growth mindset; this includes professional development opportunities offered by District departments or District approved consultants. Teachers and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy. Furthermore, technology use will be implemented to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century college and careers. Teachers will be shown to integrate technology into their curriculum. In addition, various college and career promotion events will be held to pique students interest in possible fields of study and future careers.

To support core curriculum, Carver students will take part in hands on learning through field trips, off-campus field-work based learning opportunities, assemblies, integration of physical education, and visual and performing arts.

Budgeted Amount:

3,531.53

Strategy/Activity 2

Attendance improvement and student engagement - Carver will restore instructional days by reducing the number of suspensions through successful Tier 3 PBIS implementation. In addition, SART meetings will be held to ensure that students and parents are aware of the importance of attendance. Incentives for attendance such as but not limited to, Beat the Bell, (LTA) Lunch Time Activities and Awards Assemblies will be offered.

All students will have access to a welcoming, creative and safe learning environment on our campus. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged and appropriate intervention will occur as needed, through family communication and consistent support. For those students at risk of becoming chronically absent, individual student success teams will be organized to best support students and their engagement in school.

Budgeted Amount:2,000

Strategy/Activity 3

Schoolwide positive behavior program - Carver will foster a healthy environment for all students that will develop physical, social and emotional development of children in a structured and safe setting. Carver will develop organized recess activities to provide students with safe and inclusive opportunities for learning and maintaining a healthy lifestyle. Carver will also utilize the SAUSD We Care Campaign, through school wide incentive initiatives, counselor SEL workshops, anti bullying and expectations assemblies, OCDE self-care/resiliency student workshops. Carver will complete monthly safety drills so that students and staff are prepared for any type of emergency. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day and administrators will support and monitor those practices. Students exhibiting negative behavior will receive family involved intervention and support in order to ensure a positive learning environment for all students. The site will continue to hold frequent COST and PBIS team meetings to analyze behavioral data to provide individualized support students and families.

Budgeted Amount:2,000

Strategy/Activity 4

Socio-emotional counseling and support - Carver will provide support and improve the socio-emotional wellness of all students and identify and support students demonstrating at-risk behaviors. Teachers will be trained on how to identify potential signs of trouble and counselors will meet individually with students and provide tier III individualized support and mental health referrals where necessary. In addition, counselors will establish student clubs or learning sessions, such as but not limited to the Art Club, STEAM Club, or Girls and Boys Friendship workshops.

Budgeted Amount:

Total Expenditures

7,531.53

Goal 2 - English Language Arts**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Carver Elementary School's Language Arts goal is that all students will be reading and writing at or above grade level by the end of third grade. To achieve this, we will provide equitable access to rigorous, standards based, high quality instruction, with target small group intervention. Carver students will develop critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy various works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life.

Strategy/Activity 1

All students will have equitable school and home access to our high quality core curriculum, Benchmark Advance. District pacing guides and state standards will drive best first instruction in the classrooms. Teachers will utilize formal and informal data to identify, implement, and monitor differentiated instruction. Carver Elementary School will provide training with Benchmark Advance as needed to provide writing professional development to support the needs of our students in the three writing domains (narrative, informative, opinion). Supplemental reading programs will be used to provide additional support for all levels of readers. Programs include, but are not limited to, Accelerated Reader (AR), Lexia, Read Naturally, IXL, SIPPS, and other research based supplementary literacy programs. With the addition of Viewsonic interactive screens, students will be utilizing the latest technology that is both intuitive and collaborative.

Viewsonic interactive screens will support 21st Century learning with access to online core curriculum in English Language Arts and support collaboration and communication among students, staff and parents. School-wide incentives are in place to encourage grade level mastery, celebrate success, and deepen foundational skills, phonics, comprehension, and writing. Carver will continue to expand its library hours and book selection to give students more access while at school. Ongoing training for academic discourse will deepen students' literacy and language skills, while promoting a safe and inclusive environment. Students who need additional support in English Language Arts will be referred to Tier 2 and Tier 3 interventions.

Budgeted Amount:

10,001.79

Strategy/Activity 2

Students at risk of not meeting ELA standards are identified through the Coordination of Services Team (COST) process for academic interventions. Interventions are specifically targeted to meet the individual needs of each student and are delivered through teacher and classified support staff tutoring with the use of supplemental programs, online programs, or small group instruction during the regular school day and extended day. Progress monitoring is completed weekly to determine the effectiveness of the intervention. Interventions will be adjusted and or release time for teachers to work with small group intervention will be added if adequate progress is not made.

Budgeted Amount:

45,000

Strategy/Activity 3

Students who are not successful in Tier 1 and 2 interventions as assigned by a designated support staff member or COST team are referred to the Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students and administration to plan next steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed. MDA assessment may be a result of the SST process.

Budgeted Amount:

Total Expenditures

55,001.79

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

Carver Elementary School English Learners will improve English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. English learners at Carver will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum to ensure language acquisition strategies are prevalent for EL learners. ELs will receive both Integrated and Designated ELD throughout the school day in order to access core content and simultaneously develop English Language Skills.

Strategy/Activity 1

Carver will align instruction with content standards and provide designated and integrated ELD based upon students' linguistic needs. Grade level teaching schedules will be aligned to create a common ELD period that allows for strategic student group intervention. Teachers will be trained on best practices to support and differentiate instruction for English learners and be provided with collaboration opportunities to discuss methodologies and strategies that will promote growth in language and academic skills for English Language Learners. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners. Classroom interactive screens and 1:1 student devices will support 21st Century learning with access to online core curriculum for English Language Development and support collaboration and communication among students, staff and parents. RFEF students will be monitored and continue to receive services as needed to ensure academic success.

Budgeted Amount:

1,200

Strategy/Activity 2

Students at risk of not meeting ELD standards are identified through the Collection of Services Team (COST) process for academic interventions. Interventions are specifically targeted to meet the individual needs of each student and are delivered through teacher tutoring with the use of supplemental programs, online programs, or small group instruction throughout the day. Progress monitoring is completed weekly to determine the effectiveness of the intervention. Interventions will be adjusted if adequate progress is not made. Interventions will be adjusted and or release time for teachers to work with small group intervention will be added if adequate progress is not made.

Budgeted Amount:

Strategy/Activity 3

Students who are not successful in Tier 1 and 2 interventions are referred to the Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students and administration to plan next steps to improve academic outcomes in ELD and monitor student progress. SEL counselors will be brought into the process where needed. MDA assessment may be a result of the SST process.

Budgeted Amount:

Total Expenditures

1,200.00

Goal 4 - Math**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Carver students will demonstrate mathematics grade level proficiency through the use of rigorous curriculum and instruction as well as conceptual understanding, procedural skill and fluency, and the ability to apply mathematics. Students will develop college readiness skills through the use of problem solving, developing abstract, analytic thinking skills; learning to deal effectively and

comfortably with variables and equations; and using mathematical notation to model situations. Teachers will use the district adopted math programs, Math Expressions and Irvine Math Project, to meet these goals.

Strategy/Activity 1

All students will have equitable school and home access to our high quality core curriculum, Math Expressions and supplementary lessons from the Irvine Math Project. District pacing guides, state standards, and ongoing professional development will drive best first instruction in the classrooms. Teachers will utilize formal and informal data to identify, implement, and monitor differentiated instruction. ST Math, Reflex Math, and IXL supplemental online math programs will be used to provide additional support for all students and encourage problem solving, critical thinking, and math fluency. Students have access to updated technology that is both intuitive and collaborative. Viewsonic interactive screens and 1:1 student devices will support 21st Century learning with access to online core curriculum in the area of mathematics, and support collaboration and communication among students, staff and parents.

Budgeted Amount:

6,000

Strategy/Activity 2

Students at risk of not meeting Math standards are identified through the Collection of Services Team (COST) process for academic interventions. Interventions are specifically targeted to meet the individual needs of each student and are delivered through teacher tutoring with the use of supplemental programs, online programs, or small group instruction throughout the day. Progress monitoring is completed weekly to determine the effectiveness of the intervention. Interventions will be adjusted if adequate progress is not made. Interventions will be adjusted and or release time for teachers to work with small group intervention will be added if adequate progress is not made.

Budgeted Amount:

Strategy/Activity 3

Students who are not successful in Tier 1 and 2 interventions are referred to the Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students and administration to plan next steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed. MDA assessment may be a result of the SST process.

Budgeted Amount:

Total Expenditures

6,000.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Carver students will develop critical thinking and writing skills in the area of Social Studies and Science. They will explore ideologies that will help them address societal and global concerns as well as develop scientific reasoning, logic and problem solving strategies. These skills will help students in all Core areas as they learn to apply their skills across all curricular areas.

Strategy/Activity 1

Carver students will use standards based content programs to develop content knowledge that can be integrated throughout the language arts block. Carver will use the district approved and or developed social studies and science curriculum. In addition to district provided curriculum, Carver Elementary School is partnered with CTE and have trained 100% of their teachers on NGSS/Project Lead the Way Curriculum. Additional professional development will be offered as needed. All teachers will have access to a newly developed STEAM Lab that will be available for instruction by the Fall of 2023-23 school year. Progress in Social Studies and Science will be measured through the use of classroom assessments, observations, and writing. Students will have access to the latest technology that is both intuitive and collaborative. Viewsonic interactive screens and 1:1 student devices will support 21st Century learning with access to online core curriculum in all content areas, and support collaboration and communication among students, staff and parents.

Budgeted Amount:

12,471.65

Strategy/Activity 2

At promise students not meeting Content standards are identified through the Collection of Services Team (COST) process for academic interventions. Interventions are specifically targeted to meet the individual needs of each student and are delivered through teacher tutoring with the use of supplemental programs, online programs, or small group instruction throughout the day. Progress monitoring is completed weekly to determine the effectiveness of the intervention. Interventions will be adjusted if adequate progress is not made.

Budgeted Amount:

Strategy/Activity 3

At promise students not successful in Tier 1 and 2 interventions are referred to the Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students and administration to plan next steps to improve academic outcomes in Content and monitor student progress. SEL counselors will be brought into the process where needed. MDA assessment may be a result of the SST process.

Budgeted Amount:

Strategy/Activity 4

Carver Elementary will continue to partner with education staff at the Santa Ana Zoo. Students will have the opportunity to participate in field study observations at the Santa Ana Zoo and work on learning projects within the venue's classroom. Teachers will continue to collaborate with zoo educators in the development and delivery of NGSS lessons and activities.

Budgeted Amount:

Total Expenditures

12,471.65

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

At Carver, parents and the community are an integral part of our students' academic achievement. Communication will take place on a regular basis between school staff, students, parents and the community to promote the Common Core standards and academic growth in the 2022-23 school year. All stakeholders will be involved in the decision making process. The school will seek partnerships with local agencies and businesses in order to support our students, parents and community.

Strategy/Activity 1

Parents will be informed of student progress through progress reports, report cards, trimester assemblies, SST meetings, and parent meetings. All communication with parents will be clearly communicated, in English as well as the student's home language. All parents are welcomed and are expected to attend Back to School Night, Open House and Parent/Teacher conferences. A bilingual E-blast will be posted monthly on Parent Square to inform parents of school activities, incentives, and school news. In addition, Parent Square and social media posts will be updated on a regular basis to keep communication open and ongoing with parents. Parents have access to school information, such as school counseling requests, FACE Liaison support, student attendance, policies and procedures, on a Google Online Resource Page located on the school webpage. Parents will be given the opportunity to monitor their child(ren)'s reading and math progress through the home school connection of Accelerated Reader, Lexia, and ST Math, Reflex Math, and IXL. Funding will be provided for the continued use of these computer based programs.

Budgeted Amount:

Strategy/Activity 2

Series of parent cohorts and workshops scheduled throughout the year, focusing on parenting and child development. The curriculum would include but not limited to Raising Healthy and Capable Kids - incorporating the 40 Developmental Assets. Increased Coffee Chats and listening sessions. Increased parent services and thematic general sessions with community partners. Involving members of Santa Ana Early Learning Initiative (SAELI) and the Early Childhood Education (ECE) program as active members of Carver's Community Schools Advisory.

Budgeted Amount:

Strategy/Activity 3

In order to provide language and literacy support to our parents, Carver library hours continue to be extended after school so that parents and students have more access to literacy on a daily basis. During the regular school day, Carver will develop a library schedule for pre-school parents, encouraging them to read to their children on campus or in the classroom. Carver's FACE worker will also provide resources and learning opportunities for parents when needed.

Budgeted Amount:

Strategy/Activity 4

Positive Behavior Interventions and Supports (PBIS) strategies will be used throughout the school to promote a safe and healthy environment. Using the California School Parent Survey (CSPS) and the California School Climate Survey (CSCS), Carver will strive to maintain 90% of the parents and staff who agree/strongly agree that school is safe for students. Parents will participate in the CSPS yearly.

Budgeted Amount:

500

Strategy/Activity 5

Carver will continue to offer parent education through our wellness center to provide our parents with access to health resources, outreach consultants, child development, parenting classes, and personal development. As funding allows, Carver will offer classes and parental support through local district approved agencies. In addition, the Wellness Center will provide parents with support by offering trainings/classes that focus on various topics based on parent interest. Carver also intends to develop an inclusive organized play training for school staff and parents, which would allow for a self sustained operation led by the school community. As funding allows, parents will be able to attend conferences such as CAFE with the administrators to learn how to effectively support the EL population.

Budgeted Amount:

Total Expenditures

500.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	7,531.53
Goal Area 2, English Language Arts	55,001.79
Goal Area 3, English Learner Progress	1,200.00
Goal Area 4, Math	6,000.00
Goal Area 5, Content Area Goal	12,471.65
Goal Area 6, Parent Engagement	500.00
Total Funds Budgeted	82,704.97