



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carmichael Elementary School	34-67447-6034391	05/26/2022	June 28th, 2022

## Purpose and Plan Summary

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

Schoolwide Program

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

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

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

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

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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## Stakeholder Involvement

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

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

**STAKEHOLDER ENGAGEMENT**  
 The development of the School Plan began in the winter of the 2021/2022 school year. The Site Leadership team, School Site Council, school staff and our English Learner Advisory Committee (ELAC) evaluated the current SPSA to determine if actions had been effective. Each group noted the need to accelerate learning, deepen SEL support and provide enrichment opportunities for students, as well as family and community engagement experiences.

School Site Council met five times during the 2021/2022 school year. Site Council reviewed relevant site data, site budgets, and survey results. School Site Council reviewed our projected Title 1 budget for the 2022/23 school year and the large decrease in funding available next year. School Site Council expressed an interest to continue funding an 1.0 FTE intervention teaching position for the 2022/2023 school year to mitigate learning loss, as well as invest in social-emotional and enrichment opportunities for students by continuing to fund a 1.0 FTE counseling position. Parents on the

Council expressed concerns about the social-emotional needs of the students, gaps in learning loss and how to best support family communication and participation. School Site Council elected to eliminate the School Campus Monitor Position as it was no longer able to be funded through Title 1 funding. Safety remained a main priority for School Site Council and it voted to create a School Community Intervention Specialist position to help address the needs of students and family engagement. A desire to continue family and community engagement connections remains a priority for the Council, as well as the ELAC.

The Site Leadership Team met biweekly during the 2021-2022 school year and continued to meet biweekly during the development of this plan. Site Leadership reviewed relevant site data, site budgets, and survey results. The team discussed resources needed to support in-person learning for 2021-22 and the 2022-23 school year. They also voiced concerns about the lack of supervision, increased student behavior, and the need for more social-emotional learning. A deep concern for all students' well-being was noted. Site Leadership is in support of staff alignment to grow capacity to accelerate intentional learning this coming school year. The team asked staff to share the areas of professional development they needed to strengthen skills when looking at data, refining differentiation and strengthening instructional practices both academically and through SEL development.

ELAC met four times during the 2021/2022 school year. ELAC reviewed relevant site data, site budget proposed expenditures, and survey results. They reflected on specific needs due to distance and hybrid learning, to include parent education. ELAC examined data related to the progress of English learners and noted the increase in the number of Newcomers to our school site and ELL students as a whole. They asked questions about the opportunities for students to receive tutoring after school and the desire for enrichment programs. They shared praise for the efforts of the school and ELD teacher to meet the needs of the students during these challenging times. ELAC had similar concerns as SSC with a greater concern for English Learners and programs to help English learners reclassify before leaving high school. ELAC expressed approval for the overall plan and school culture during this challenging year.

In accordance with state and local guidelines, stakeholder involvement was done in small groups or virtually with discussions on how to support students and families in the upcoming school year. Stakeholders shared a desire to accelerate learning over the summer and into the fall.

Teachers and support staff participated in development of the SPSA through surveys, empathy gathering sessions, staff meetings, the Site Leadership Team and School Site Council. In December 2021, teachers shared their priorities for funding in a survey and refined their priorities in April of 2022 through a focused survey. These priorities were shared with stakeholder groups and addressed in the development of this School Plan.

Teachers noted a desire to continue the work started in the previous year by increasing opportunities for students to build numeracy foundational skills such as number sense, basic computation, and setting mastery goals. Teachers also noted the need to continue site work in guided reading and literacy foundational skills. They would like to strengthen small group targeted instruction in all grades, as well as increase funding for student engagement to help reduce negative student behaviors. Additionally, teachers prioritized social-emotional resources, and ways to re-energize family and community engagement opportunities.

The draft SPSA was shared with the Site Leadership Team, School Site Council, and ELAC.

# Resource Inequities

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

## RESOURCE INEQUITIES

Through the Comprehensive Needs Assessment process, the focus of this plan is to address resource inequities due to students' academic progress and social-emotional well-being throughout the 2021-2022 school year. This plan identifies actions to promote academic success and engagement, social-emotional support, targeted instruction, interventions, enrichment experiences, and family and community engagement.

Based on data analysis, root cause analysis, review of budgets and the review of empathy gathering sessions, the following resource inequities were identified in Goal Area 1: (Connected School Communities):

1. Limited access to our families over the past year; therefore, strengthening communication tools are necessary to increase connection.
2. Limited opportunities for families to connect virtually or in person created a disconnect between the school-home connection.
3. Decrease in student engagement from pre-pandemic levels

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 2: (Healthy Environments for SEL):

1. Increase in social emotional referrals for family and student supports.
2. Limited social-emotional resources and positive behavior systems.
3. Professional development and collaboration opportunities around Social Emotional learning strategies was limited.
4. Level of parent capacity within populations is a contributing factor to the decrease in student engagement and attendance.

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 3: (Engaging Academic Programs)

1. Limited Professional Development toward effective and engaging ELA and Mathematics instructional strategies due to access of substitutes
2. There is an inequity in math instructional intervention opportunities to address learning gaps

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal 4: (Clear Pathways)

1. Limited field trips and hands-on experiences due Covid-19
2. Lack of enrichment activities due to the limitation of online clubs or extracurricular activities due to Covid-19

As our site continues to grow capacity to accelerate intentional learning this coming school year, staff will engage in ongoing professional development that focuses on data analysis, refinement of differentiation strategies and tools to strengthen instructional practices both academically and through SEL development.

## Priorities

1. Provide additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.

2. Provide incentives for student attendance and engagement.
3. Provide recognition to promote positive school culture.
4. Provide online materials and resources to support differentiation for grades K-5.
5. Provide hands-on academic materials for students to use at home, as needed.
6. Provide enrichment opportunities through academic and/or extra curricular activities for students to expand learning experiences.
7. Provide culturally responsive resources to support school culture and represent our diverse populations.
8. Provide opportunities for staff to grow their capacity as educators through a variety of professional development options.
9. Provide a bridge between home and school to promote students' academic and social success.
10. Provide staff, families, students and community representatives voice in the planning and implementation of school-wide events.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

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

## SPSA/Goal 1

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

# Annual Review

## SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Annual District Survey Results from parents, staff, and students

What worked and didn't work? Why? (monitoring)

Parents expressed a strong sense of high expectations and caring relationships from staff as well as high ratings for a sense of belonging and safety on campus. These metrics show that our work in creating a positive school climate and culture around student relationship building is creating a positive sense of belonging amongst students and parents. School staff have been providing additional tutoring before and after school hours as well as a heavy increase in academic and social-emotional intervention. Parents expressed a lower rating in parent participation with school events and inside the classroom, stemming from Covid-19 restrictions in place throughout the year.

What modification(s) did you make based on the data? (evaluation)

Continuing to offer increased academic engagement beyond the classroom as well as a strong emphasis on social-emotional learning to further increase school culture.

**2021-22**

**Identified Need**

**Connected School Communities**  
 Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive. There is a need to rebuild a sense of school community, culture, relationships and school connectedness that suffered due to the pandemic.

**Annual Measurable Outcomes**

Metric/Indicator Baseline 2021-22 Expected Outcome 2022-23

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide booster activities and incentives that foster regular attendance to support participation and engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School Year 2022-2023
1.2	Provide primary language supports to EL	All Students X English Learners Low-Income Students Foster Youth	Principal	LCFF Supplemental Site Allocation	3000	School Year 2022-2023



	students and families through the use of language interpreters.	Other		2000-2999: Classified Personnel Salaries		
1.3	Fund site-based, student and family needs to increase Community Engagement i.e. family and community engagement experiences and culturally inclusive activities.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000	School Year 2022-2023
1.4	Parent Liaison - to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district	X All Students English Learners Low-Income Students Foster Youth Other	Principal Parent Liaison	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	4716	School Year 2022-2023

	to work 20 hours a month.					
1.5	.	All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

# Annual Review

## SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Student suspension data, site-specific student behavior data, annual district parent surveys, staff empathy gathering sessions

What worked and didn't work? Why? (monitoring)

Parents indicated that they feel the school campus is safe and there is a high sense of belonging in the annual survey. School behavior data indicates that there is need for increased focus on safety on the playground and during non-instructional times.

What modification(s) did you make based on the data? (evaluation).

No modifications were made.

## 2021-22

## Identified Need

### Healthy Environments

Welcoming and school environments that value all students and families, provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - School Culture Staff. Percent strongly agree/agree overall.	N/A	100%
District Survey - School Culture Parents. Percent strongly agree/agree overall.	90.8%	92%
Suspension Rate	2.7%	Maintain or decrease
District Survey- Safety (student) Percent strongly agree/agree overall.	N/A	94%
District Survey- Safety (Staff) Percent strongly agree/agree overall.	N/A	94%
District Survey- Safety (Parents) Percent strongly agree/agree overall.	92.2%	94%
District Survey - School Culture Student. Percent strongly agree/agree overall.	N/A	94%

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

## Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Employ one School Community Intervention Specialist (1.0	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified	32672 28402	School year 2022-23

	FTE) to provide students with support for social skills, intervention in the classroom and common areas to promote positive interactions and family engagement			Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.2	Provide active supervision for cafeteria and playground to increase school wide safety measures and support a positive school climate and increase structured play and reduce incidences of negative behavior on the playground and in the classroom. Provide training supervision to employees.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Teachers	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	6000  3412	School year 2022-23

	Central funding for additional Rec Aide time.					
2.3	Classroom Environment: Provide social-emotional health incentives for group work and Check In/Check Out monitoring. This may also include prizes.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Teachers Counselor	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2022-23
2.4	Counselor: Counselor (1.0 FTE) Student support for social emotional skills as well as academic support to promote student success in social emotional and academic needs	X All Students English Learners Low-Income Students Foster Youth Other	Principal Counselor	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	65221 42397	School year 2022-23

2.5	<p>Student Enrichment: Provide opportunities for students to participate in extra curricular activities that may take place during school or after school this could include but is not limited to STEM, STEAM, music, physical activity and movement.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	3000	School year 2022-23
2.6	<p>SEL Materials and Supplies: Provide materials needed to support Social-Emotional learning in all grades ensuring students have access to the instructional environment which supports well-being, to include funding materials and</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Carmichael Staff	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	10000	School year 2022-23

	supplies to support safe and healthy environment across campus for all students.					
2.7	Professional Learning: Fund training of staff and purchase materials and supplies to promote self-reflection and critical thinking to advance inclusion on campus.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Carmichael Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	4000	School year 2022-23
2.8	Safety: Purchase safety equipment and materials to support student, parents and staff.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Secretary Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2022-23
2.9		All Students English Learners Low-Income Students Foster Youth Other				





# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

## Annual Review

### SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

District annual survey data, academic text level and iReady data, student intervention surveys

What worked and didn't work? Why? (monitoring)

Increased intervention services for students resulted in large gains of student achievement in the area of reading based on iReady and text level data. A strong emphasis of intervention services was on reading and therefore math scores did not see the same level of student growth as the reading scores.

What modification(s) did you make based on the data? (evaluation)

A more balanced intervention services of both reading and math will be delivered to students next year based on iReady diagnostic data. Additional instructional materials to help students needs through differentiation and small group learning will help engage and support all students.

**2021-22**

**Identified Need**

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Text Levels Overall (At or above grade level standards)	30%	Maintain or increase by 5%
Text Level K-2 (At or above grade level standards)	26%	Maintain or increase by 5%
School Survey Climate of Support for Academic Learning. Percent strongly agree/agree overall (student responses only)	Not enough students surveyed	85%
iReady 1-2 Reading Annual Typical Growth EOY	64%	Maintain or increase by 5%
iReady 3-5 Reading Annual Typical Growth EOY	101%	Maintain or increase by 5%
iReady 1-2 Math Annual Typical Growth EOY	44%	Maintain or increase by 5%
iReady 3-5 Math Annual Typical Growth EOY	64%	Maintain or increase by 5%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide materials needed to support literacy and math concepts in all grades ensuring all students have access to the instructional environment which supports differentiated, independent, practice centers and small group guided instruction during the school day.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Secretary Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000 8408	School year 2022-23
3.2	One (1.0 FTE) English Language Development Teacher who ensure all English Learners receive Designated and Integrated	X All Students English Learners Low-Income Students Foster Youth Other	English Learner Program Manager Principal ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	118891	School year 2022-23

	English Language Development.					
3.3	Provide, implement, update and infuse the use of technologies as a tool for learning. This includes hardware and software updates. This may also include but is not limited to; iPads, TV, monitors, mounting materials, projectors, printer/copiers, curriculum, apps, toner, ink, paper, and accessories.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Carmichael Teachers Carmichael Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	8000	School year 2022-23
3.4		All Students English Learners Low-Income Students Foster Youth Other				
3.5	Academic Support: Provide site based tutoring	X All Students English Learners Low-Income Students Foster Youth	Principal Teachers			School year 2022-23

	before or after school to support academic growth.	Other				
3.6	One (1.0 FTE) Intervention Teacher to provide students with direct intervention support services that promote access to the core curriculum. Work in collaboration with the classroom teacher to use data to provide scaffolds and support for possible learning loss.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Intervention Teacher	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	59000 26384	School year 2022-23
3.7		All Students English Learners Low-Income Students Foster Youth Other				

3.8	Update classroom libraries to provide text for small group differentiated instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Teachers Academic Coach	Title I Part A Site Allocation 4000-4999: Books And Supplies	2434	School year 2022-23
3.9		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

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

## SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Student Intervention Surveys and student academic progress reports

What worked and didn't work? Why? (monitoring)

Students responded well to small group intervention strategies, especially ones focused in closing the reading gap from distance learning. Students performed well with the daily, high intensity intervention, as well the small group environment of less than 5 students in a group. Students reported that they enjoyed seeing their progress on goals and looked forward to coming to intervention groups. What did not work was our plan to incorporate more exposure to college and career readiness through field trips and on campus experiences. Due to Covid-19, field trips and visitors on campus were not permitted for a majority of the school year.



What modification(s) did you make based on the data? (evaluation)

Continue to offer intense intervention for students, but broaden the scope to include more math intervention as well as reading for those students two or more grade levels below standard.

**2021-22**

**Identified Need**

Elementary is the beginning pathway to building college and career readiness. College and career readiness means more than just graduating from high school. Every student should graduate from high school with as many options as possible. Our school provides pathways that foster many different opportunities for communication, collaboration, leadership, that prepare them for the future of their choosing.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
School Survey - College and Career - Students know what classes to pass to graduate high school	Not enough student's surveyed to report	50%
College and Career -Parents are informed about career pathways and programs available at middle and high schools	61%	70%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Field Trips: Provide opportunities for students to experience real world experiences off campus (field	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating	3000	School Year 2022-2023



	trips) to support background knowledge, vocabulary.			Expenditures		
4.2	Enrichment: Bring academic enrichment programs on site to reinforce Common Core State Standards through real world experiences, visual and performing arts, STEM and projects.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Outside Vendor	Title I Part A Site Allocation 4000-4999: Books And Supplies	3000	School Year 2022-2023
4.3	Provide and update culturally responsive books and reference materials for students. Provide books and reference materials for students to relate to and	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	2000	School Year 2022-2023

	see themselves in.					
4.4	Extra Curricular: Provide activities to engage students in their interests and talents through before and after school enrichment and intervention programs.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2022-2023
4.5	Student Leadership: Provide funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff Outside Vendor	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	School Year 2022-2023

4.6	Family and Student Engagement: Provide opportunities for families and students to engage in math and literacy events on campus that support math and literacy.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2022-2023
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## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> <li>1. Summer Programs</li> <li>2. Intervention</li> <li>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</li> <li>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</li> </ol>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$287,226.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$460,937.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$118,891.00
LCFF Supplemental Site Allocation	\$51,408.00
Title I Part A Parent Involvement	\$4,716.00
Title I Part A Site Allocation	\$282,510.00

Subtotal of state or local funds included for this school: \$460,937.00

Total of federal, state, and/or local funds for this school: \$460,937.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	51,408	0.00
LCFF Supplemental English Learner Central	118,891	0.00
LCFF Supplemental Centralized Services (District Only)	3,412	0.00
Title I Part A Site Allocation	282,510	0.00
Title I Part A Parent Involvement	4,716	0.00
Title I Part A Centralized Services (District Only)	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	118,891.00
LCFF Supplemental Site Allocation	51,408.00
Title I Part A Parent Involvement	4,716.00
Title I Part A Site Allocation	282,510.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	243,112.00
2000-2999: Classified Personnel Salaries	49,800.00
3000-3999: Employee Benefits	97,183.00
4000-4999: Books And Supplies	61,842.00
5000-5999: Services And Other Operating Expenditures	9,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	118,891.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	9,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	39,408.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4,716.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	124,221.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	32,672.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	97,183.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	22,434.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	6,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,716.00
Goal 2	201,104.00
Goal 3	226,117.00
Goal 4	15,000.00



# School Site Council Membership

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

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

Name of Members	Role
DJ Latcham	Principal
Angela Nicholas	Classroom Teacher
Daniel Probasco	Classroom Teacher
Meagan Muir	Classroom Teacher
Stacy Boyd	Other School Staff
Matt Protratz	Parent or Community Member
Mindy Hawkins	Parent or Community Member
Keturah James	Parent or Community Member
Aubrey Helfand	Parent or Community Member
Samantha Stoddard	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
On file	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/26/2022.

Attested:



Principal, DJ Latcham on 05/26/2022
SSC Chairperson, Angela Nicholas on 05/26/2022

# Budget By Expenditures

## Carmichael Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only)** **\$3,412.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$3,412.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental English Learner Central** **\$118,891.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
One (1.0 FTE) English Language Development Teacher who ensure all English Learners receive Designated and Integrated English Language Development.	1000-1999: Certificated Personnel Salaries	\$118,891.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$118,891.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation** **\$51,408.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Carmichael Elementary School

SEL Materials and Supplies: Provide materials needed to support Social-Emotional learning in all grades ensuring students have access to the instructional environment which supports well-being, to include funding materials and supplies to support safe and healthy environment across campus for all students.	4000-4999: Books And Supplies	\$10,000.00	Healthy Environments for Social-Emotional Growth
Safety: Purchase safety equipment and materials to support student, parents and staff.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth
Provide booster activities and incentives that foster regular attendance to support participation and engagement.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
Provide primary language supports to EL students and families through the use of language interpreters.	2000-2999: Classified Personnel Salaries	\$3,000.00	Connected School Communities
Fund site-based, student and family needs to increase Community Engagement i.e. family and community engagement experiences and culturally inclusive activities.	4000-4999: Books And Supplies	\$6,000.00	Connected School Communities
Provide active supervision for cafeteria and playground to increase school wide safety measures and support a positive school climate and increase structured play and reduce incidences of negative behavior on the playground and in the classroom. Provide training supervision to employees. Central funding for additional Rec Aide time.	2000-2999: Classified Personnel Salaries	\$6,000.00	Healthy Environments for Social-Emotional Growth
Classroom Environment: Provide social-emotional health incentives for group work and Check In/Check Out monitoring. This may also include prizes.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$8,408.00	Engaging Academic Programs

## Carmichael Elementary School

Extra Curricular: Provide activities to engage students in their interests and talents through before and after school enrichment and intervention programs.	4000-4999: Books And Supplies	\$2,000.00	Clear Pathways to Bright Futures
Student Leadership: Provide funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Clear Pathways to Bright Futures
Family and Student Engagement: Provide opportunities for families and students to engage in math and literacy events on campus that support math and literacy.	4000-4999: Books And Supplies	\$2,000.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$51,408.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement **\$4,716.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison - to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district to work 20 hours a month.	2000-2999: Classified Personnel Salaries	\$4,716.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$4,716.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

### Funding Source: Title I Part A Site Allocation **\$282,510.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Carmichael Elementary School

Employ one School Community Intervention Specialist (1.0 FTE) to provide students with support for social skills, intervention in the classroom and common areas to promote positive interactions and family engagement	2000-2999: Classified Personnel Salaries	\$32,672.00	Healthy Environments for Social-Emotional Growth
Counselor: Counselor (1.0 FTE) Student support for social emotional skills as well as academic support to promote student success in social emotional and academic needs	1000-1999: Certificated Personnel Salaries	\$65,221.00	Healthy Environments for Social-Emotional Growth
Student Enrichment: Provide opportunities for students to participate in extra curricular activities that may take place during school or after school this could include but is not limited to STEM, STEAM, music, physical activity and movement.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$28,402.00	Healthy Environments for Social-Emotional Growth
Professional Learning: Fund training of staff and purchase materials and supplies to promote self-reflection and critical thinking to advance inclusion on campus. Provide, implement, update and infuse the use of technologies as a tool for learning. This includes hardware and software updates. This may also include but is not limited to; iPads, TV, monitors, mounting materials, projectors, printer/copiers, curriculum, apps, toner, ink, paper, and accessories.	4000-4999: Books And Supplies	\$4,000.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$8,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$42,397.00	Healthy Environments for Social-Emotional Growth

## Carmichael Elementary School

Provide materials needed to support literacy and math concepts in all grades ensuring all students have access to the instructional environment which supports differentiated, independent, practice centers and small group guided instruction during the school day.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
One (1.0 FTE) Intervention Teacher to provide students with direct intervention support services that promote access to the core curriculum. Work in collaboration with the classroom teacher to use data to provide scaffolds and support for possible learning loss.	1000-1999: Certificated Personnel Salaries	\$59,000.00	Engaging Academic Programs
Update classroom libraries to provide text for small group differentiated instruction.	4000-4999: Books And Supplies	\$2,434.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$26,384.00	Engaging Academic Programs
Field Trips: Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Clear Pathways to Bright Futures
Enrichment: Bring academic enrichment programs on site to reinforce Common Core State Standards through real world experiences, visual and performing arts, STEM and projects.	4000-4999: Books And Supplies	\$3,000.00	Clear Pathways to Bright Futures
Provide and update culturally responsive books and reference materials for students. Provide books and reference materials for students to relate to and see themselves in.	4000-4999: Books And Supplies	\$2,000.00	Clear Pathways to Bright Futures

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Title I Part A Site Allocation Total Expenditures: \$282,510.00

Title I Part A Site Allocation Allocation Balance: \$0.00

## Carmichael Elementary School

Carmichael Elementary School Total Expenditures: \$460,937.00