School Year: 2023-24

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	May 30th, 2023	August 8, 2023

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

Additional Targeted Support and Improvement

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Carmichael Elementary School met the criteria for the following student groups:

1. Black or African American
2. Students with Disabilities
3. Two or More Races

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

Data reviewed in this assessment includes surveys, state assessment, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. Furthermore, due to the suspension of Smarter Balanced Assessment Consortium (SBAC), California State testing did not occur during 2019-2020 and 2020-21 school years, resulting in a lack of available data to compare previous years results.

During the 2022-23 school year, data collected from iReady Math shows that:
11% of students meeting iReady 2nd grade Math Annual Typical Growth (Winter Diagnostic)
21% of students meeting iReady 3-5 Math Annual Typical Growth (Winter Diagnostic)
20% of students K-5 were either At or Exceeding grade level standards in Math (Overall)-

During the 2022-23 school year, text level data and data collected from iReady ELA shows that:
38% of students meeting iReady 2nd grade Reading Annual Typical Growth (Winter Diagnostic)
37% of students meeting iReady 3-5 Reading Annual Typical Growth (Winter Diagnostic)
29% of students K-5 were either At or Exceeding grade level standards in Reading (Overall)-

An analysis of iReady and text level data shows there is a need for additional intervention and support for students in math and ELA instruction. Math data shows that students are significantly below grade level in almost all identified student groups. ELA data shows that students are making progress from prior years, but still significantly below grade level in almost every identified student group.

Aug 2022-Jan 2023
89% - Overall Average Daily Attendance
43% of Students identified as Chronically Absent
(46.5% African American, 60.7% Students with Disabilities,

An analysis of student attendance shows a dramatic increase in chronic absenteeism and a lower average daily attendance than prior years as measured by district attendance measures. All identified student groups scored in the "Very High" rating for chronic absenteeism according to the 2022 CA School Dashboard.

During the 2022-23 school year, suspension data shows that:
Fall through Jan 9, 2023
2.16% overall suspension rate
2.82% Students with Disabilities
0% ELL suspension rate
4.55% Low SES suspension rate
0% McKinney-Vento (homeless) suspension rate
2.82% Black
3.25% White

Student suspension data shows an decrease in overall suspension rate from previous year. Black students and Students with disabilities both scored in the "Very High" rating for suspensions according to the 2022 CA School Dashboard

In winter 2022, a digital and physical site-specific survey was sent to families to gain an understanding of the areas of school culture/sense of belonging, academic progress, college and career readiness, high expectations and caring relationships, parent participation and involvement, safety, and school decision making. The same survey was given to the staff at Carmichael. Questions were framed around the four District LCAP goals called out in this plan. The sample size was relatively low with community members responding and staff members responded to the survey. The information provided includes:

District Survey Spring 2023 School Results (Carmichael had an increase in parent response at 103 parents responding, low student responses (21) and staff response: 17 participants):
Areas of Need Identified by Families include: student relationships, college and career readiness,
Areas of Need Identified by Students include: building caring relationships, school decision making, school safety, college and career readiness
Areas of Need Identified by Staff include: building staff relationships, family and community engagement, school decision making, and school safety

In spring 2023, students in grades 4 and 5 participated in student empathy gathering sessions, led by the principal, to gain an understanding of student perspective as it relates to Carmichael Elementary. Students were asked two questions: What is going well with school this year and what would you like to see different for next year?

Themes emerged from the gathering sessions including a lack of student engagement at school and a lack of representation at school. Students reported that they didn't feel connected to the school and wanted more access to clubs and student interests, such as soccer, basketball, dance, and student leadership. Students also noted that they did not feel like there was racial and ethnic representation at school to match the student diversity on campus. Students reported that literature did not represent themselves at school.

Goal 1 - Connected to School Communities: Students reported through empathy gathering meetings the desire to have extra curricular activities available at Carmichael indicating that this was a student need. Activities such as soccer, music, art, and clubs were identified to help with student engagement. Families indicated they want to continue building school connectedness through family events and communication. Staff felt a greater need to build family and community engagement inside the classroom. An increase in school attendance is a school-wide goal to improve school community connectedness.

Goal 2 - Healthy Environments for Social Emotional Learning (SEL): In the winter survey, families indicated that school climate is positive, nurturing, and caring. School staff and parents indicated in empathy gathering sessions a need for more curriculum that aligned to social-emotional growth, including self-regulation, personal growth, and character education. Students reported a need for building caring relationships with staff and other students on campus. Carmichael staff also indicated social-emotional learning as a continued need for students and staff, including de-escalation, regulation strategies, and mindfulness training.

Goal 3 - Engaging Academic Programs: Recent academic testing and teacher reporting indicates a need for additional mathematics professional development and student intervention to reduce the number of students below grade level standard. Increased multicultural literacy is a reported student need to see more diversity and student representation in both classroom and school reading opportunities.

Goal 4 - Clear Pathways to Bright Futures: During parent and staff empathy gathering sessions, parents and staff both indicated the need for more field trip opportunities and academic programs coming to Carmichael for students to gain real world experiences. Parents stated a desire to have students experience learning outside of the school curriculum including sports, arts, and culture. In the winter survey, families and students indicated wanting more focus on college and career readiness for students. Parents expressed an interest in college information and information from middle and high schools to help educate parents and students of pathways available for families.

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in a collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Chronic absenteeism for all student groups remains very high as measured by daily attendance records. With all students able to remain attending school through the use of on-site COVID testing and Short Term Independent Study packets, attendance not improved from prior years. We can attribute the chronic absenteeism to lack of student engagement, unstable housing for our homeless students, chronic health concerns, and lack of student and/or parent engagement.

Student's lack of engagement can be attributed to many factors. One factor is a lack of extracurricular activities for students outside of school such as arts and sports enrichment to feel connected to the school community. Another factor is a lack of student interests being represented on campus in the curriculum and extracurricular activities. An additional factor is a student who does not feel a connection with an adult on campus. With the implementation of our community outreach and supports, such as digital online newsletters, family and community engagement events, online social media, we have seen a dramatic increase in the way parents and students feel with engaging at school. Parents, students and staff report an increase in feelings of connectedness, school climate and school safety. This has led to students having regular opportunities to engage with other staff members outside of their classroom teacher. Students also engage with others across the school site outside of the students in their classroom and grade level.

Students being back in-person for learning and dangerous behaviors have led to a rise in suspension rates, especially for acts of physical acts of violence. This can be attributed to student's lack of social-emotional learning opportunities. An increased focus on social-emotional learning in the classrooms and targeted counseling intervention has lead to a decrease in the number of suspensions per month and an increase in restorative practices used to address student behavior concerns. A lack of de-escalation and regulation practices and positive behavior interventions lead to an increase of behaviors that can cause suspension.

ATSI is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Carmichael met the criteria for the following student groups and indicators: black students, students with disabilities, and students that identify as two or more races. Black students reported suspension data as "Very High" and chronic absenteeism as "Very High". Students with disabilities reported chronic absenteeism as "Very High". Students identified as two or more races reported chronic absenteeism as "Very High". Based on an analysis of state and local data, the following root causes contributing to the results were identified: black students were suspended at a higher rate for physical aggression than students in other identified groups due to a lack of restorative practices. Chronic absenteeism is affected by a lack of student engagement, unstable housing for our homeless students, chronic health concerns, and lack of parent engagement. In response to this data, we will implement the following evidence-based actions,
interventions, practices, programs, services, and/or resources to address the needs of our identified student groups: whole school professional development in restorative practices as an alternative to suspensions, develop relationships with community partnerships to increase student engagement, and increase communication and outreach to parents regarding attendance. To monitor the progress of our actions for our targeted student groups, we will collect and monitor the following data: student office referrals, counseling support referrals, student surveys, attendance data and attendance improvement recognition.

Language is a required component of oral and written development in all classrooms. Upon analysis of instructional strategies, there is a need for teachers to differentiate and incorporate strategies to address learning styles and students' assessed language and learning needs. The team noted that designated supports for English Language was being provided, yet the teachers needed strategies that could be incorporated into their daily lessons. These strategies would allow for more interaction among the students using language scaffolds that would support students as they go from using language orally, to written language. The strategies could be integrated into all content areas to support differentiation for all students. This also includes students with disabilities to support with their learning goals. SDC students are getting

instruction in ELA using Language Live. Some students in the 3-5 classroom are not getting access to grade level curriculum and are being assessed using SBAC on grade level standards.

Math instruction is an identified need in all grade levels. Upon analysis of instructional strategies, there is a need for teacher professional development to incorporate new pedagogy and math intervention for student below grade level. These strategies would allow for targeted instruction for students and differentiation based on student needs. The current math curriculum, EnVision, does not provide enough structured math intervention to meet the root cause of student misunderstandings.

There is a common desire to provide an environment that consistently models a caring and supportive environment for all students, families and staff. When schools foster a culture that provides a safe and inclusive environment, the academic and social emotional success for each student can flourish. When analyzing the current District Survey data and the student information system, the team noted the connection between school attendance, suspension data and overall school culture percentages as it relates to academic success. Stakeholders additionally noted that there is a need to continue to grow a positive school culture in order to improve school attendance rates at Carmichael.. The team determined the need to fund professional development and curriculum for social-emotional training.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

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 2023-2024 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. Decrease in student engagement through enrichment activities before, during, and after school.
2. Decrease in student attendance due to homelessness, chronic illness, and lack of student/parent engagement

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.

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. Need for Professional Development toward effective and engaging Mathematics instructional strategies
2. There is an inequity in math instructional intervention opportunities to address learning gaps
3. Lack of student representation in literacy on campus

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 to financial costs and transportation
2. Lack of enrichment activities outside of the school day

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 math professional development for staff
2. Provide incentives for student attendance and engagement.
3. Provide recognition to promote positive school culture.
4. Provide enrichment opportunities through academic and/or extra curricular activities for students to expand learning experiences.
5. Provide culturally responsive resources to support school culture and represent our diverse populations.
6. Provide opportunities for staff to grow their capacity as educators through a variety of professional development options.
7. Provide a bridge between home and school to promote students' academic and social success.
8. Provide staff, families, students and community representatives voice in the planning and implementation of school-wide decisions
9. Provide additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.

Input from Educational Partners

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

ENGAGEMENT
The development of the School Plan began in the winter of the 2022/2023 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 six times during the 2022/2023 school year. Site Council reviewed relevant site data, site budgets, and survey results. School Site Council reviewed our projected Title 1 budget for the 2023/24 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 2023/2024 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 math instruction, and how to best support student and family voice. School Site Council elected continue funding a 1.0 FTE School Community Intervention Specialist to help build family and school connections.

The Site Leadership Team met twice a month during the 2022-2023 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 2022-23 and the 2023-24 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 2022/2023 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 2022, teachers shared their priorities for funding in a survey and refined their priorities in April of 2023 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 2023-2024 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. Decrease in student engagement through enrichment activities before, during, and after school.
2. Decrease in student attendance due to homelessness, chronic illness, and lack of student/parent engagement

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.

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. Need for Professional Development toward effective and engaging Mathematics instructional strategies
2. There is an inequity in math instructional intervention opportunities to address learning gaps
3. Lack of student representation in literacy on campus

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 to financial costs and transportation
2. Lack of enrichment activities outside of the school day

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.

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1. Provide math professional development for staff
2. Provide incentives for student attendance and engagement.
3. Provide recognition to promote positive school culture.
4. Provide enrichment opportunities through academic and/or extra curricular activities for students to expand learning experiences.
5. Provide culturally responsive resources to support school culture and represent our diverse populations.
6. Provide opportunities for staff to grow their capacity as educators through a variety of professional development options.
7. Provide a bridge between home and school to promote students' academic and social success.
8. Provide staff, families, students and community representatives voice in the planning and implementation of school-wide decisions
9. Provide additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

	Student Enrollment by Subgroup					
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.30%	0.89%	3	1	3
African American	15.4%	11.68%	13.06%	57	39	44
Asian	9.2%	13.17%	15.43%	34	44	52
Filipino	%	%	0.59%			2
Hispanic/Latino	25.1%	25.75%	21.36%	93	86	72
Pacific Islander	0.8%	0.30%	0%	3	1	0
White	36.7%	38.32%	38.87%	136	128	131
Multiple/No Response	11.9%	10.48%	9.79%	44	35	33
			Total Enrollment	371	334	337

Student Enrollment
Enrollment By Grade Level

	Student Enrollment by Grade Level		
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56	53	59
Grade 1	54	54	57
Grade 2	56	50	55
Grade3	74	54	57
Grade 4	67	62	54
Grade 5	64	61	55
Total Enrollment	371	334	337

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	70	79	86	18.90%	23.7%	25.5%
Fluent English Proficient (FEP)	11	18	17	3.00%	5.4%	5.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Carmichael Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	182	54	91	0	87	67	28			
Black/African Am.	28	11	13	1	15	9	4			
Hispanic or Latino	33	10	19	4	14	13	6			
White	77	26	36	13	40	27	10			
EL	47	13	23	7	21	23	3			
RFEP	5	0	0	4	2	0	2			
Low SES	122	35	63	17	59	45	18			
SWD	34	20	11	1	27	2	4			
FY	1	1	0	0	1	0	0			
Homeless	6	2	3	0	3	1	1			

Carmichael Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	183	37.2%	62.8%	0.0%	47.5%	36.6%	15.3%			
Black/African Am.	28	44.0%	52.0%	4.0%	53.6%	32.1%	14.3%			
Hispanic or Latino	33	30.3%	57.6%	12.1%	42.4%	39.4%	18.2%			
White	77	34.7%	48.0%	17.3%	51.9%	35.1%	13.0%			
EL	47	30.2%	53.5%	16.3%	44.7%	48.9%	6.4%			
RFEP	5	0.0%	0.0%	100.0%	40.0%	0.0%	40.0%			
Low SES	122	30.4%	54.8%	14.8%	48.4%	36.9%	14.8%			
SWD	34	62.5%	34.4%	3.1%	79.4%	5.9%	11.8%			
FY	1	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Homeless	6	40.0%	60.0%	0.0%	50.0%	16.7%	16.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Carmichael Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	64	38	19	2	19	36	9			
1	59	11	35	9	59	0	0			
2	59	5	37	15	9	31	19			

Carmichael Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	64	64.4%	32.2%	3.4%	29.7%	56.3%	14.1%			
1	59	20.0%	63.6%	15.4%	100.0%	0.0%	0.0%			
2	59	8.8%	64.9%	26.3%	15.3%	52.5%	32.2%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Carmichael Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Carmichael Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

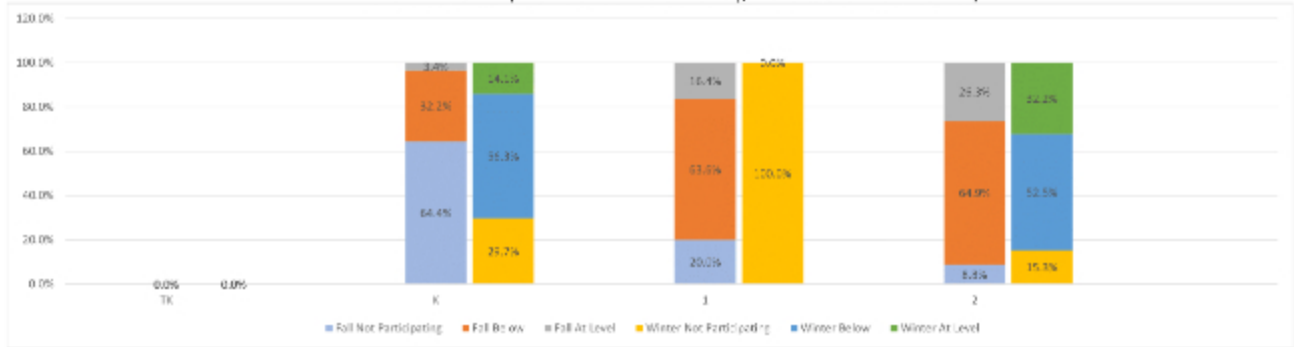| Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	182	122	46	3	132	47	3			
Black/African Am.	28	18	7	0	21	7	0			
Hispanic or Latino	33	24	9	0	23	10	0			
White	77	53	19	3	55	19	3			
EL	47	31	12	0	35	12	0			
RFEP	5	2	2	0	2	2	0			
Low SES	122	81	32	2	87	33	2			
SWD	34	28	4	0	29	4	0			
FY	1	1	0	0	1	0	0			
Homeless	6	4	1	0	4	1	0			

Carmichael Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	183	71.3%	26.9%	1.8%	72.1%	25.7%	1.6%			
Black/African Am.	28	72.0%	28.0%	0.0%	75.0%	25.0%	0.0%			
Hispanic or Latino	33	72.7%	27.3%	0.0%	69.7%	30.3%	0.0%			
White	77	70.7%	25.3%	4.0%	71.4%	24.7%	3.9%			
EL	47	72.1%	27.9%	0.0%	74.5%	25.5%	0.0%			
RFEP	5	50.0%	50.0%	0.0%	40.0%	40.0%	0.0%			
Low SES	122	70.4%	27.8%	1.7%	71.3%	27.0%	1.6%			
SWD	34	87.5%	12.5%	0.0%	85.3%	11.8%	0.0%			
FY	1	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Homeless	6	80.0%	20.0%	0.0%	66.7%	16.7%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Carmichael Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	64	59	0	0	64	0	0			
1	59	55	0	0	59	0	0			
2	59	8	46	3	9	47	3			

Carmichael Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	64	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	59	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
2	59	14.0%	80.7%	5.3%	15.3%	79.7%	5.1%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Carmichael Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
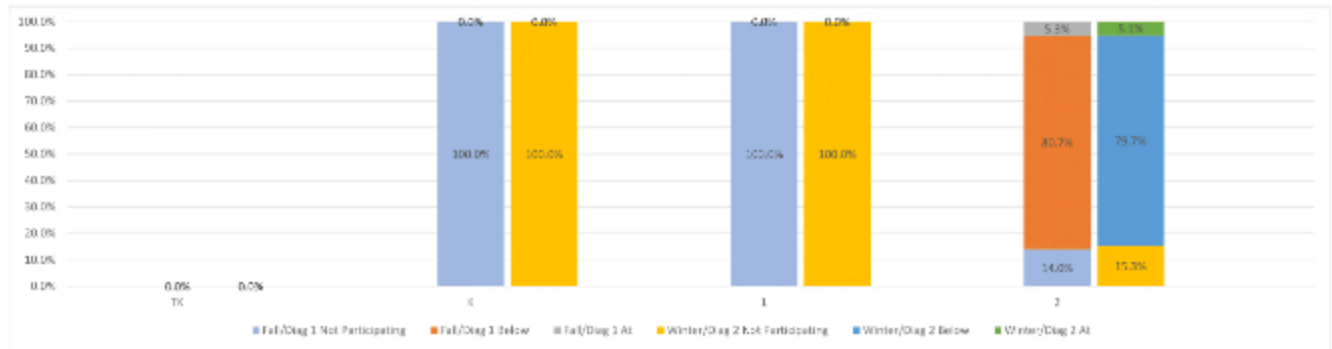
Conclusions based on this data:

1. In ELA Reading, 33% of students in grades 3-5 met or exceeded growth targets.
   In ELA Reading, 24% of students in grades 3-5 were at or exceeding standards.

   In Math, 30% of students in grades 3-5 met or exceeded growth targets.
   In Math, 20% of students in grades 3-5 were at or exceeding standards.

   Based on this data, math is an area of growth for Carmichael students in grades 3-5.

Caring Relationships

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School has a climate that is caring.	103	86.41%	21	42.86%	17	76.47%
B) There are students and staff on campus who listen to students when they have something to say.	103	76.70%	21	52.38%	17	70.59%
C) There is an adult from the school who checks on how students are doing.	102	79.41%	20	40.00%	17	82.35%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	102	84.31%	20	55.00%	17	47.06%
E) Staff feels supported to do their job well in meeting the needs of all students.					17	52.94%
F) Staff feels part of an effective team.					16	56.25%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	103	86.41%			17	76.47%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	102	90.20%			17	64.71%
C) The school offers families opportunities to be involved in school and classroom activities.	102	70.59%			17	52.94%
D) The school keeps families well-informed about school activities.	103	91.26%			17	76.47%
E) The staff at our school listens to family concerns about issues.	104	81.73%			17	70.59%
F) The staff at school are helpful and welcoming when families come to school or call.	104	87.50%			17	82.35%
G) The school and families are partners in promoting positive behavior for my student.	103	90.29%			17	58.82%
H) Families who speak a language other than English receive general information about our school in their home language.	102	80.39%			17	58.82%
I) Staff receive information about upcoming events and important information about the school.					17	76.47%

School Decision Making

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School seeks input when making important decisions.	103	73.79%	21	57.14%	17	52.94%
B) Important school decisions reflect diverse input.	104	75.00%	19	42.11%	17	58.82%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	101	71.29%				
D) The principal and staff listen to concerns of other staff members about issues.					17	52.94%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					17	52.94%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					17	52.94%
G) Our school uses data from this survey to inform site decision making.					17	47.06%
H) Staff voice matters in decision making.					17	47.06%

Safety

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Concerns about student safety are taken seriously.	103	92.23%	21	47.62%	17	58.82%
B) Concerns about student safety are addressed in a timely manner at my school.	103	87.38%	21	47.62%	17	58.82%
C) My school is a safe place for all students.	103	83.50%	20	40.00%	17	58.82%
D) My school is a safe place for all staff.					17	58.82%
E) Students know what staff member to go to if they have a safety concern.	103	85.44%	20	45.00%	17	76.47%
F) Students know school safety protocols.	103	80.58%	21	57.14%	17	64.71%
G) I feel safe sharing different viewpoints and perspectives at my school.	103	76.70%	19	36.84%	17	41.18%

Sense of Belonging

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School staff respects student diversity.	104	88.46%	20	65.00%	17	70.59%
B) Adults at my school treat students respectfully.	102	88.24%	19	52.63%	17	82.35%
C) Students are respectful to each other at school.	102	68.63%	19	31.58%	17	47.06%
D) Students have opportunities to socialize with other students often at school.	102	85.29%	18	66.67%	17	82.35%
E) Students have an adult on campus they trust.	101	83.17%	18	55.56%	17	82.35%
F) Students trust other students at school.	100	73.00%	18	72.22%	17	58.82%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	96	70.83%	19	36.84%	17	41.18%
H) School staff reflects student diversity.	99	73.74%	18	44.44%	17	29.41%

Academic Progress

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Families and students understand how assignments and tests are graded.	102	76.47%	19	73.68%	17	41.18%
B) Questions and concerns about schoolwork are addressed.	102	84.31%	18	61.11%	17	52.94%
C) Student grades reflect their knowledge of the material.	100	77.00%	18	61.11%	17	52.94%
D) Adults at my school believe all students can be successful.	99	87.88%	18	50.00%	17	76.47%
E) Students feel comfortable and unjudged to ask their teacher for help.	101	85.15%	18	33.33%	17	76.47%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	101	93.07%	18	44.44%	17	64.71%
G) Teachers at my school go out of their way to help all students.	101	81.19%	18	44.44%	17	70.59%
H) Students receive timely and regular feedback on their learning.	101	82.18%	18	38.89%	17	64.71%
I) Staff at my school provides resources or ideas that help families support their students at home.	100	83.00%			17	70.59%

High Expectations

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Students are challenged academically at school.	100	65.00%	16	56.25%	17	70.59%
B) School recognizes and celebrates the academic success of all students.	99	79.80%	17	58.82%	17	58.82%
C) Adults on campus motivate students to do their best.	99	81.82%	17	70.59%	17	76.47%
D) School provides additional academic support when students are struggling.	99	76.77%	17	58.82%	17	64.71%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.	98	81.63%	19	47.37%	17	64.71%
B) Students have access to classes and activities that meet their interests and talents.	101	77.23%	19	63.16%	17	35.29%
C) Students understand how to complete their schoolwork.	100	81.00%	19	63.16%	17	58.82%
D) Students complete assignments on time.	101	84.16%	19	47.37%	17	52.94%
E) Students are motivated to do their schoolwork.	101	79.21%	19	36.84%	17	52.94%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	91	57.14%	20	50.00%	17	11.76%
B) Students and families know what classes they will have to take and pass to graduate from high school.	91	57.14%	20	55.00%	17	11.76%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	93	59.14%	20	45.00%	17	17.65%
D) School offers college and career programs.	88	31.82%	19	42.11%	17	5.88%
E) Students participate in programs to learn about different jobs, careers, and colleges.	87	31.03%	20	35.00%	17	0.00%
F) Students are prepared for the next step of their educational experience.	88	67.05%	20	50.00%	17	35.29%
G) Staff are optimistic about the future of their career in San Juan Unified.					17	52.94%
H) There are equitable opportunities for advancement in the district.					17	35.29%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	101	77.23%	19	68.42%	17	70.59%
B) San Juan Unified School District is a district that I would recommend to other families.	99	81.82%	20	55.00%	17	70.59%

Carmichael Elementary 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	371	6	1.62%	16	8	2.16%	0	0.00%	0	0.00%
Black/African Am.	71	2	2.82%	2	2	2.82%	0	0.00%	0	0.00%
Hispanic or Latino	76	1	1.32%	3	1	1.32%	0	0.00%	0	0.00%
White	154	3	1.95%	11	5	3.25%	0	0.00%	0	0.00%
ELL	99	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	15	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	242	6	2.48%	16	8	3.31%	0	0.00%	0	0.00%
SWD	88	3	3.41%	8	4	4.55%	0	0.00%	0	0.00%
FY	3	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	20	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
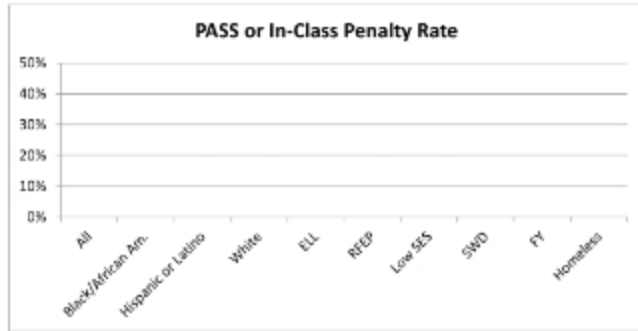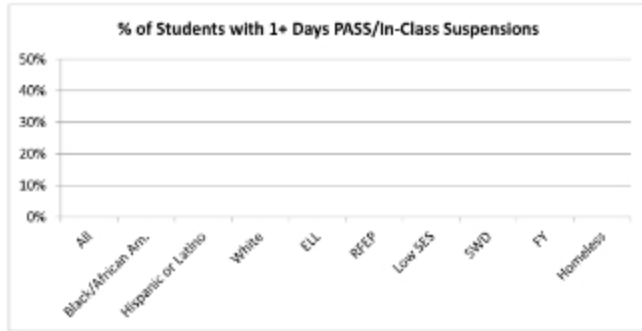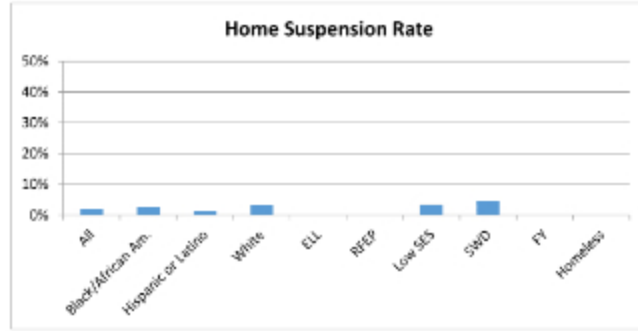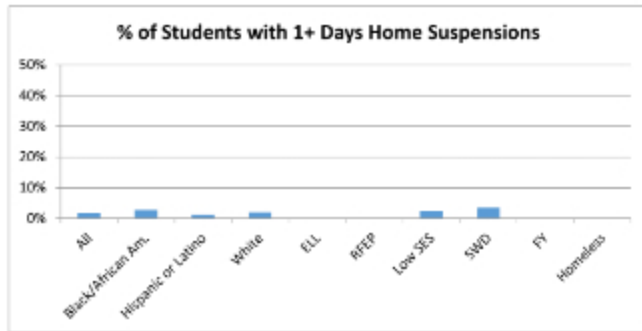
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

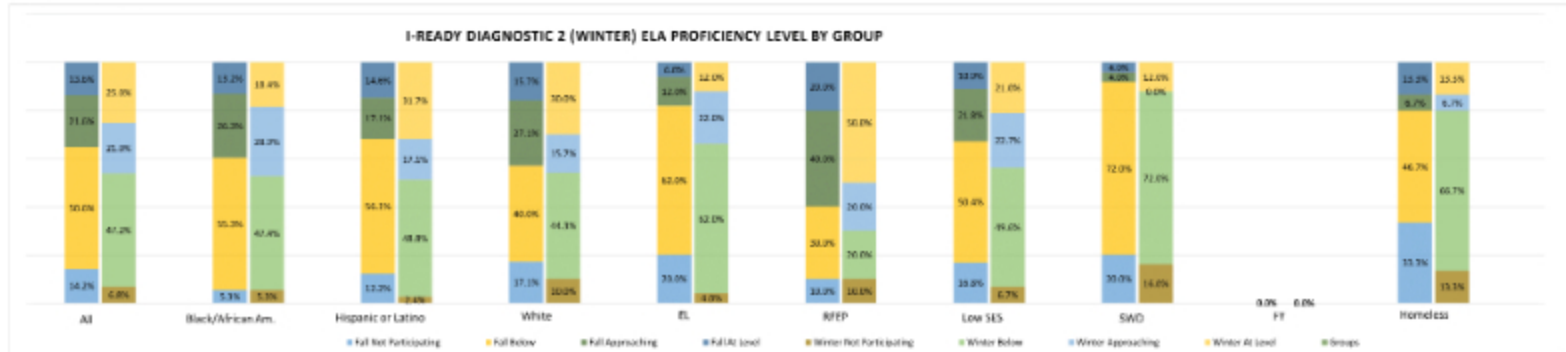## Carmichael Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	176	25	89	38	24	12	83	37	44				
Black/African Am.	38	2	21	10	5	2	18	11	7				
Hispanic or Latino	41	5	23	7	6	1	20	7	13				
White	70	12	28	19	11	7	31	11	21				
EL	50	10	31	6	3	2	31	11	6				
RFEP	10	1	3	4	2	1	2	2	5				
Low SES	119	20	60	26	13	8	59	27	25				
SWD	50	10	36	2	2	8	36	0	6				
FY	1	1	0	0	0	0	1	0	0				
Homeless	15	5	7	1	2	2	10	1	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	176	14.2%	50.6%	21.6%	13.6%	6.8%	47.2%	21.0%	25.0%				
Black/African Am.	38	5.3%	55.3%	26.3%	13.2%	5.3%	47.4%	28.9%	18.4%				
Hispanic or Latino	41	12.2%	56.1%	17.1%	14.6%	2.4%	48.8%	17.1%	31.7%				
White	70	17.1%	40.0%	27.1%	15.7%	10.0%	44.3%	15.7%	30.0%				
EL	50	20.0%	62.0%	12.0%	6.0%	4.0%	62.0%	22.0%	12.0%				
RFEP	10	10.0%	30.0%	40.0%	20.0%	10.0%	20.0%	20.0%	50.0%				
Low SES	119	16.8%	50.4%	21.8%	10.9%	6.7%	49.6%	22.7%	21.0%				
SWD	50	20.0%	72.0%	4.0%	4.0%	16.0%	72.0%	0.0%	12.0%				
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	15	33.3%	46.7%	6.7%	13.3%	13.3%	66.7%	6.7%	13.3%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Carmichael Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

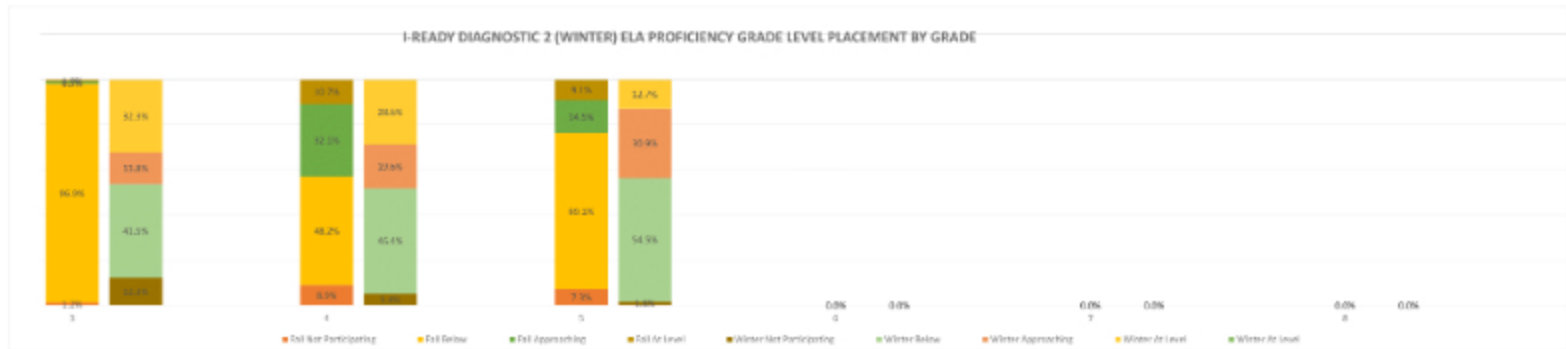| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	85	16	24	12	13	8	27	9	21				
4	56	5	27	18	6	3	26	11	16				
5	55	4	38	8	5	1	30	17	7				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	85	24.6%	36.9%	18.5%	20.0%	12.3%	41.5%	13.8%	32.3%				
4	56	8.9%	48.2%	32.1%	10.7%	5.4%	46.4%	19.6%	28.6%				
5	55	7.3%	69.1%	14.5%	9.1%	1.8%	54.5%	30.9%	12.7%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Carmichael Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	176	23	86	52	13	11	77	57	31				
Black/African Am.	38	2	22	11	3	2	16	12	8				
Hispanic or Latino	41	5	21	13	2	1	21	13	6				
White	70	10	29	22	7	6	30	21	13				
EL	50	9	29	9	2	2	24	18	6				
RFEP	10	1	2	5	2	1	2	3	4				
Low SES	119	19	59	32	8	7	54	38	20				
SWD	50	10	33	4	3	8	32	6	4				
FY	1	1	0	0	0	0	1	0	0				
Homeless	15	4	6	4	0	2	6	6	1				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	176	13.2%	49.4%	29.9%	7.5%	6.3%	43.8%	32.4%	17.6%				
Black/African Am.	38	5.3%	57.9%	28.9%	7.9%	5.3%	42.1%	31.6%	21.1%				
Hispanic or Latino	41	12.2%	51.2%	31.7%	4.9%	2.4%	51.2%	31.7%	14.6%				
White	70	14.7%	42.6%	32.4%	10.3%	8.6%	42.9%	30.0%	18.6%				
EL	50	18.4%	59.2%	18.4%	4.1%	4.0%	48.0%	36.0%	12.0%				
RFEP	10	10.0%	20.0%	50.0%	20.0%	10.0%	20.0%	30.0%	40.0%				
Low SES	119	16.1%	50.0%	27.1%	6.8%	5.9%	45.4%	31.9%	16.8%				
SWD	50	20.0%	66.0%	8.0%	6.0%	16.0%	64.0%	12.0%	8.0%				
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	15	26.6%	42.9%	28.6%	0.0%	13.3%	40.0%	40.0%	6.7%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

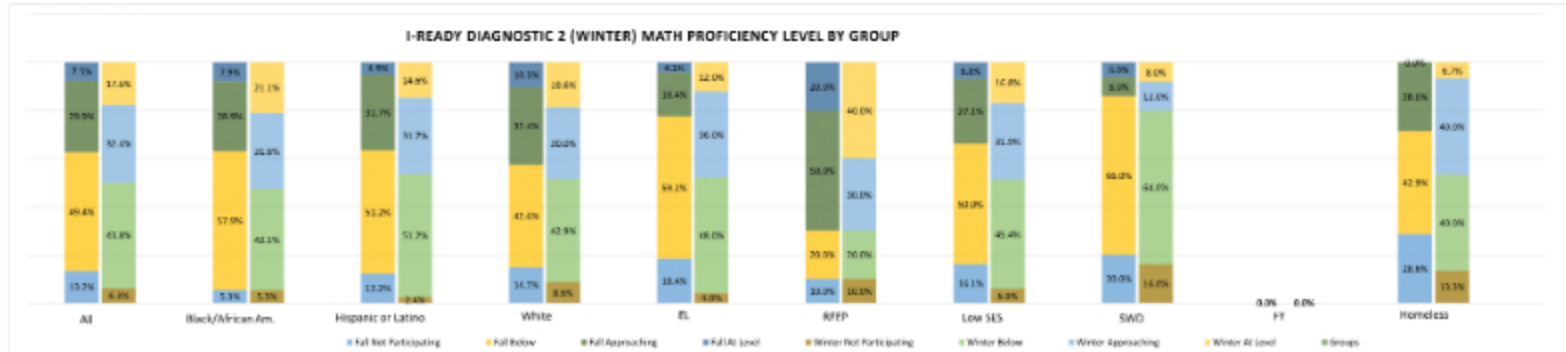I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Carmichael Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade
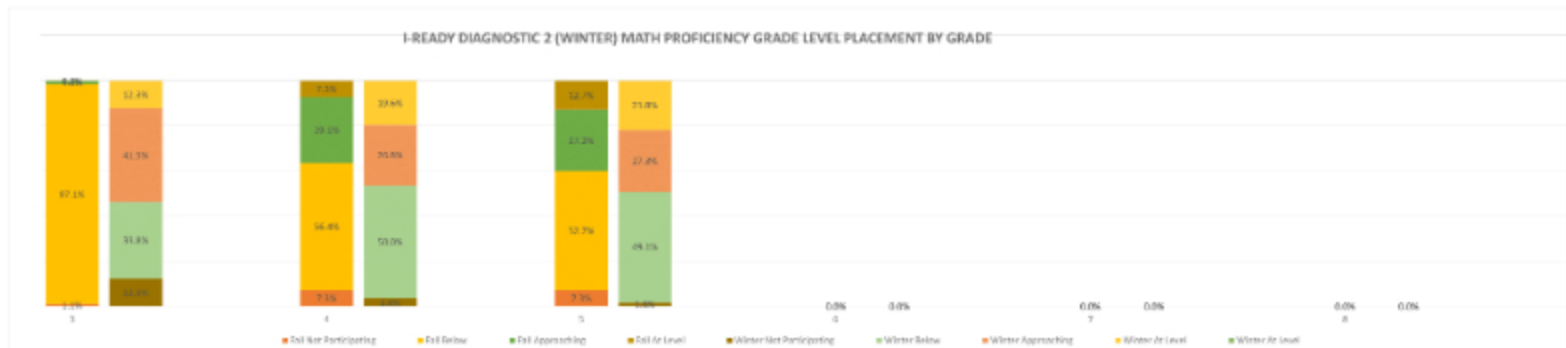
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	85	15	28	21	2	8	22	27	8				
4	56	4	31	16	4	2	28	15	11				
5	55	4	29	15	7	1	27	15	12				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	85	23.4%	40.0%	32.8%	3.1%	12.3%	33.8%	41.5%	12.3%				
4	56	7.3%	56.4%	29.1%	7.3%	3.6%	50.0%	26.8%	19.6%				
5	55	7.3%	52.7%	27.3%	12.7%	1.8%	49.1%	27.3%	21.8%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. Conclusions based on this Text Level data:
    We found that 53% of all students in grades K-2 were at or above grade level proficiency.
    We found that 49% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.
    We found that 35% of English Language Learners in grades K-2 were at or above grade level proficiency.

    One notable challenge is that 46% of K-2 students are reading approaching or below grade level. As students progress in K-2, an additional challenge is to support support students who are persistently not proficient. Based on the data, K-2 students are maintaining growth.

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: 2022-23

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)

Providing language supports to families increased attendance of Non-English speaking parents at school events, Family communication increased along with participation. Total parent participation for events was up from 2021-22 at parent teacher conferences, Back to School Night, and Open House. Our first family science night provided STEAM education to over 40 families for the first time at our school. Efforts to increase attendance did not work well as chronic absenteeism continued to be an issue for all students, especially African American students, students that are two or more races, and students with disabilities.

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 attendance and school culture.

2022-23
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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide booster activities that foster regular attendance to support participation and engagement	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-24
1.2	Provide primary language supports to EL students and families (other	All Students X English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified	1000	School year 2023-24

	than Spanish speaking families) through the use of language interpreters.			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	Title I Part A Site Allocation 4000-4999: Books And Supplies	4000	School year 2023-24
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 to work 20 hours a month.	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 Title I Part A Parent Involvement 3000-3999: Employee Benefits	3124 451	School year 2023-24

1.5	Provide booster activities that foster regular attendance to support participation and engagement for African American students, students that are two or more races, and students with disabilities.	All Students English Learners Low-Income Students Foster Youth X Other African American students, Students with Disabilities, and Students that are two or more races	Principal Counselor	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-24
1.6	Fund site-based clerk, as needed, to work on school outreach to families identified with attendance concerns including providing resources and communication with district partnerships	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	2376 977	School year 2023-24

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: 2022-23

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)

A full time counselor and school community intervention specialist helped reduce behavior referrals from 2021-22, and increase the amount of student referrals for social/emotional support. Student participation in small group counseling increased as well as all students received classroom instruction on social/emotional lessons. More focus is needed next year on safety and supervision to support students during non-instructional time and to focus on positive behavior prevention as a whole site. This can be tracked through behavior referrals for the school year.

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

No modifications were made.

2022-23
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 2022-23	Expected Outcome 2023-24
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 FTE) to provide students with support for social skills, intervention in the classroom and common areas to promote positive interactions and family engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	40,506.00 36,945.00	School year 2023-24
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	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	10,649.00 3,412.00	School year 2023-24

	in the classroom. Provide training supervision to employees. Central funding for additional Rec Aide time.			Personnel Salaries		

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 2023-24

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	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
					77016
					
					35228
						School year 2023-24

		academic needs					

2.5		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 STEAM, culture, arts, music, physical activity and movement.	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4151	School year 2023-24

2.6		SEL Materials and Supplies: Provide materials needed to support Social-Emotional learning in all grades ensuring students have access to the	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Principal Carmichael Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000	School year 2023-24

	instructional environment which supports well-being, to include funding materials and 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. Provide restorative practice training to staff to help address and reduce the amount of African American suspensions.	All Students English Learners Low-Income Students Foster Youth X Other African American students	Principal Carmichael Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	2000	School year 2023-24

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 2023-24
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: 2022-23

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 for reading. Math intervention alone provided some individual student math scores using the same metrics, but not enough to raise overall scores of all student groups. Teachers have asked for additional professional learning focused around math instruction and specifically targeted intervention for inside the classroom.

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. Replacement of outdated technology that no longer works with current technology or instructional demands. Update classroom libraries to be more culturally responsive and to utilize for small group instruction.

2022-23
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 2022-23	Expected Outcome 2023-24
% of students meeting iReady 2nd grade Math Annual Typical Growth	11%	Maintain or increase by 5%
% of students meeting iReady 3rd-5th grade Math Annual Typical Growth	21%	Maintain or increase by 5%
% of students K-5 were either At or Exceeding grade level standards in Math (Overall)	20%	Maintain or increase by 5%
% of students meeting iReady 2nd grade Reading Annual Typical Growth (Winter Diagnostic)	38%	Maintain or increase by 5%
% of students meeting iReady 3-5 Reading Annual Typical Growth (Winter Diagnostic)	37%	Maintain or increase by 5%
29% of students K-5 were either At or Exceeding grade level standards in Reading (Overall)	29%	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	2000 9718	School year 2023-24
3.2	Professional Development for Math and ELA instruction and differentiated intervention strategies for students below grade level. Release days	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	2000 500 2000	

	for teachers to observe classrooms and to collaborate on building lessons to implement.			3000-3999: Employee Benefits Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
3.3	One (1.0 FTE) English Language Development Teacher who ensure all English Learners receive Designated and Integrated English Language Development.	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 2023-24
3.4	Provide, implement, update and infuse the use of technologies as a tool for learning. This includes hardware and	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	4980	School year 2023-24

	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.					
3.5		All Students English Learners Low-Income Students Foster Youth 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	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	67821 28749	School year 2023-24

	classroom teacher to use date to provide scaffolds and support for possible learning loss.					
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	3000	School year 2023-24
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: 2022-23

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. We were able to incorporate more exposure to college and career readiness through field trips and on campus experiences, but need to be more equitable amongst all grade levels.

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. Provide more equitable access to field trips and learning experiences for all grade levels. Foster student leadership and engagement opportunities to build school community.

2022-23
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 2022-23	Expected Outcome 2023-24
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	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 5000-5999: Services And Other	6000	School year 2023-24

				Operating 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 2023-24
4.3	Provide and update culturally responsive books and reference materials for students. Provide books and reference materials for students to	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 2023-24

	relate to and see themselves in.					
4.4	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	2000	School year 2023-24
4.5	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	5000	School year 2023-24

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.	School year 2022-23	startcollapse Credentialed and classified staff, materials and supplies, transportation, salary, and benefits Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts. Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses Salary and benefits, materials, and supplies. endcollapse	1000-1999: Certificated Personnel Salaries	Title I Part A Centralized Services (District Only)	
		startcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse			

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 Expenditure(s)			
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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 Expenditure(s)			
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	$497,494.00

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 ($)

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	$46,720.00
Title I Part A Parent Involvement	$3,575.00
Title I Part A Site Allocation	$324,896.00

Subtotal of state or local funds included for this school: $497,494.00

Total of federal, state, and/or local funds for this school: $497,494.00

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	46,720	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	324,896	0.00
Title I Part A Parent Involvement	3,575	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	46,720.00
Title I Part A Parent Involvement	3,575.00
Title I Part A Site Allocation	324,896.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	265,728.00
2000-2999: Classified Personnel Salaries	61,067.00
3000-3999: Employee Benefits	102,850.00
4000-4999: Books And Supplies	53,698.00
5000-5999: Services And Other Operating Expenditures	12,151.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

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	13,025.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	977.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	30,718.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,124.00
3000-3999: Employee Benefits	Title I Part A Parent Involvement	451.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	146,837.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	41,506.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	101,422.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	22,980.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	10,151.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,928.00
Goal 2	225,907.00
Goal 3	239,659.00
Goal 4	18,000.00

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 Portratz	Parent or Community Member
Nicole Turner	Parent or Community Member
Keturah James	Parent or Community Member
Elizabeth Gilly	Parent or Community Member
Daniel Peck	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
J. Wiese	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 05/30/2023.

Attested:

Signature	
DJ Latcham	Principal, DJ Latcham on 05/26/2023
Daniel Probasco	SSC Chairperson, Daniel Probasco on 05/30/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review
In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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   **$46,720.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Carmichael Elementary School

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	$2,000.00	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	$5,000.00	Clear Pathways to Bright Futures
	4000-4999: Books And Supplies	$9,718.00	Engaging Academic Programs
Fund site-based clerk, as needed, to work on school outreach to families identified with attendance concerns including providing resources and communication with district partnerships	2000-2999: Classified Personnel Salaries	$2,376.00	Connected School Communities
	3000-3999: Employee Benefits	$977.00	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	$10,649.00	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
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

Carmichael Elementary School

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	

LCFF Supplemental Site Allocation Total Expenditures:	$46,720.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement $3,575.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$451.00	Connected School Communities	
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	$3,124.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures:	$3,575.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation $324,896.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide booster activities that foster regular attendance to support participation and engagement for African American students, students that are two or more races, and students with disabilities.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
Provide booster activities that foster regular attendance to support participation and engagement	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	

Carmichael Elementary School

Provide primary language supports to EL students and families (other than Spanish speaking families) through the use of language interpreters.	2000-2999: Classified Personnel Salaries	$1,000.00	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	$4,000.00	Connected School Communities
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	$40,506.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$36,945.00	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 restorative practice training to staff to help address and reduce the amount of African American suspensions.	4000-4999: Books And Supplies	$2,000.00	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	$77,016.00	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 STEAM, culture, arts, music, physical activity and movement.	5000-5999: Services And Other Operating Expenditures	$4,151.00	Healthy Environments for Social-Emotional Growth

	3000-3999: Employee Benefits	$500.00	Engaging Academic Programs
	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	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	$6,000.00	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
	3000-3999: Employee Benefits	$35,228.00	Healthy Environments for Social-Emotional Growth
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	$2,000.00	Engaging Academic Programs
Professional Development for Math and ELA instruction and differentiated intervention strategies for students below grade level. Release days for teachers to observe classrooms and to collaborate on building lessons to implement.	1000-1999: Certificated Personnel Salaries	$2,000.00	Engaging Academic Programs

Carmichael Elementary School

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 date to provide scaffolds and support for possible learning loss.	1000-1999: Certificated Personnel Salaries	$67,821.00	Engaging Academic Programs
Update classroom libraries to provide text for small group differentiated instruction.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$28,749.00	Engaging Academic Programs
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	$4,980.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: $324,896.00

Title I Part A Site Allocation Allocation Balance: $0.00

Carmichael Elementary School Total Expenditures: $497,494.00