

# 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	Schoolsite Council	Local Board Approval
	(CDS) Code	(SSC) Approval Date	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

# **Table of Contents**

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Root Cause Analysis	6
Resource Inequities	8
Input from Educational Partners	9
Resource Inequities	10
School and Student Performance Data	12
Student Enrollment	12
Goals, Strategies, & Proposed Expenditures	27
SPSA/Goal 1	27
SPSA/Goal 2	31
SPSA/Goal 3	
SPSA/Goal 4	44
Centralized Services for Planned Improvements in Student Performance	
Centralized Services	
Budget Summary	
Budget Summary	
Other Federal, State, and Local Funds	
Budgeted Funds and Expenditures in this Plan	
Funds Budgeted to the School by Funding Source	
Expenditures by Funding Source	
Expenditures by Budget Reference	
Expenditures by Budget Reference and Funding Source	
Expenditures by Goal	
School Site Council Membership	
Recommendations and Assurances	
Instructions: Linked Table of Contents	
Purpose and Description	
Educational Partner Involvement	
Resource Inequities	
Goals, Strategies, Expenditures, & Annual Review	
Annual Review	
Budget Summary	66

Appendix A: Plan Requirements	68
Appendix B:	71
Appendix C: Select State and Federal Programs	73

# **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.
Data Analysis	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 deescalation, 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 follows directly from areas identified during data analysis.
Root Cause 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 schoolwide 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):

Decrease in student engagement through enrichment activities before, during, and after school.
 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.

# **School and Student Performance Data**

Student Enrollment by Subgroup								
Student Group	Per	cent of Enrollr	nent	Nu	mber of Stude	ents		
	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%	25.1% 25.75%		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		
		To	tal Enrollment	371	334	337		

## Student Enrollment Enrollment By Student Group

## 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								
Of a loss of Opening	Num	ber of Stud	lents	Percent of Students				
Student Group	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 Elementar	y - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency
----------------------	--

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	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

carminate permentary - 2522-2225 drades The Pready Text ball of the certer Predentage											
		Fall 2022-202	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At	
All	183	37.2%	62.8%	0.0%	47.5%	36.5%	15.3%				
Black/African Am.	28	44.0%	52.0%	4.0%	53.5%	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%				
εL	47	30.2%	53.5%	15.3%	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.





Caminicitate chemientary - 2022-2023 drades Th-2 Pheady/Tax, Level Grade Level Prohaenky											
		Fall 2022-202	3/Diagnosti	c1	Winter 2022-202	3/Diagno	stic 2	Spring 2022-2023/Diagnostic 3			
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At	
тк	0	0	0	0	0	0	0				
к	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

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

		Fall 2022-202	Winter 2022-202	3/Diagnos	stic 2	Spring 2022-2023/Diagnostic 3				
Group		Not Participating Below At			Not Participating	Below	At	Not Participating	Below	At
тк	0									
к	64	64.4%	32.2%	3.4%	29.7%	56.3%	14.1%			
1	59	20.0%	63.6%	16.4%	100.0%	0.0%	0.0%			
2	59	8.8%	64.9%	25.3%	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	

	Fall 2022-2023/Diagnostic 1 Winter 2022-2023/Diagnostic 2 Spring 2022-2023/Diagnostic 3										
Group	Total Enrollment	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

		Fall 2022-202	Winter 2022-202	23/Diagno:	stic 2	Spring 2022-2023/Diagnostic 3					
Group	Total Enrollment	% 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%				
εL	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



control de la co											
		Fall 2022-202	Winter 2022-202	23/Diagno	stic 2	5pring 2022-2023/Diagnostic 3					
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At	
тк	0	0	a	0	0	0	0				
ĸ	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

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

		Fall 2022-202	Winter 2022-202	3/Diagno	stic 2	Spring 2022-2023/Diagnostic 3				
Group		Not Participating Below At		At	Not Participating	Belaw	At	Not Participating	Below	At
тк	0									
к	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.



# Spring 2023 District Climate Survey Results by School

#### Carmichael

Carlon Relationships         N         Per           0. Most to an is first to all is crite;         100         56.00           10 The rare indication and isolation is staken is where scending to aso.         100         76.00           10 Status to all ison the schedo by wheel is neared in wheth is a dist is in staken is when is neared in wheth isolation isolation is in the schedo if all indices.         100         76.00           10 Status to all income to schedo the wheel is neared in wheth isolation is indication.         100         76.00           10 Status to all income		Studer	ent (gr. 4-12)		Staff
<ul> <li>B) The rate and action and attiff on campus who lists as standarts with they have cancelling to age.</li> <li>C) There is an addition the school to obtack on a bot values as duals as obtach bas the namerials. Half, programs, and supports acceled to help all to akters to their bots.</li> <li>B) Soft fields sparsed to a dual type but is naveling the nasks of all toakers to their bots.</li> <li>B) Soft fields sparsed to a dual type but is naveling the nasks of all toakers.</li> <li>B) Soft fields sparsed to a dual type but is naveling the nasks of all toakers.</li> <li>B) Soft fields sparsed to a dual type but is naveling the nasks of all toakers.</li> <li>B) The school cancelling the sparse of the standard sparse sparse retential.</li> <li>B) The school cancelling the sparse of the school program is the standard sparse sparse</li></ul>		N	Pet	N	Pet
Ci Ther is an adult from the scheel who checks on how takets as whose. In the section of the section of the section is a scheel of help all makers. It is a first head segment of no that jub well in messing the mode of all takets. It is a first head of all takets as the first head of all takets. It is a first head of all takets as the first head of all takets. It is a first head of all takets as the first head of the taket as the first head of takets as the first head takets as the		21	42.80%	17	76.479
Di Shord has de materials, staff, programs, and supports needed is help all nakens de hirs best. Bi Shaff des spread to ab her job well is moving the nook of all students. The Shaff des spread of an effective team. At Sharq des part of an effective team. Bit De scheel clear particulation the family and vectore ab expensibilities in clearating each child. Bit De scheel clear infines well and eveloning positive the about of an enhand and chararoon activities. Bit De scheel clear infines well and eveloning positive the about of an exhand a carbot or call. Bit De scheel clear infines well and eveloning positive the information about or exheed in their brans targaze. Bit Shard a cere shared interas a door support information about for scheed in the information about and functions are parterned information about or scheed in their brans bigges are been additioned about scheel and the scheels. Bit Shard exists higher them nakeling important decisiens. Bit Shard exists higher them nakeling interast and decisiens active takes the scheels. Bit Shard exists higher them nakeling important decisiens and decisions active about excheel and functions are observed in the another scheel in team in a scheel in team in a scheel scheel material. Bit Shard exists higher them nakeling where fit excheels are analy scheel. Bit Shard exists higher them nakeling where fit excheels are analy scheel. Bit Shard exists higher them nakeling where fit excheels matching, comestings, SEC, etc. Bit Shard exists higher the all shard exists and decision makeing. Bit Shard exists higher the all shard exists and decision makeing. Bit Shard exists higher the all shard exists and decision makeing. Bit Shard exists higher the all shard exists and exists and exists and exists and exists and e		21	52.38%	17	70.599
E) Suff the support of a different status in the pipe well in nearing the neards of all industris. F) Suff the sup of an effective status in the support of a status industris. F) Suff the support of montphy properties in the support of a support of a status industrial indu		20	40.00%	17	82.35%
P Source of an effective team.       Per strengly approximation of the strength proposed to easily prove calls, messages, or emails, and the stabol property strength is reported to the strength property strength of the strength property strength proper	56	20	55.00%	17	47.06%
Pressure of the subset of program (see ) from sub set of the proposition (see ) from sub set of the subset of from (see ) from sub set of the subset of from (see ) from sub set of the subset of from (see ) from sub set of the subset of from (see ) from sub set of the subset of from (see ) from (see ) from sub set of the subset of from (see ) fro				17	52.941
Family and Staff Engagement       N       Fer         A) Suff at the school promptly responds to family phore ands, messages, or e-mails,       HD       Ho. 10         A) Suff at the school promptly responds to family phore and school account activities.       HD       HO. 10         C) The school tesp families with an school and chanceoun activities.       HD       HD         D) The school tesp families with an school and tabulities.       HD       HD         D) The school tesp families with an school or call.       HD       HD         D) The school tesp families with an school or call.       HD       HD         D) The school tesp families with an school or call.       HD       HD         D) The school tesp families with an school or call.       HD       HD         D) The school tesp families with an school or call.       HD       HD         D) Suff receive information about upcoming events and imperant information about the school.       N       Terminical activity and tesp families.         D) Suff receive information about upcoming events and imperant information about toward.       HD       TS. 2007         D) The principal and with Imagin important decisions.       HD       HD       TS. 2007         D) The principal and with Imagin important decisions.       HD       HD       TS. 2007         D) The principal and with Imagin important decisions.				16	56.25%
A) Safe if the school penetity of propend to family phone calls, messages, or e mails. [10] [20] [20] [20] [20] [20] [20] [20] [2	St	Studer	nt (gr. 4-12)		Staff
B) The school density of the family, student, and school responsibilities in charafing cach dald. (17) The school dim framilies operationis to be involved in whole and clamsom activities. (16) The school dim framilies operationis to be involved in whole and clamsom activities. (16) The school dim framilies are partners in promoting pointice behavior for my student. (16) The school and framilies are partners in promoting pointice behavior for my student. (16) The school and split and vectoring when families come to school or call. (17) The school and framilies are partners in promoting pointice behavior for my student. (18) Stuff sectoring information about specoring events and important information about our school in their boars language. (18) Stuff sectoring information about specoring events and important information about our school in their boars language. (18) School sectoring frameworks and incrementations. (18) School sectoring frameworks and incrementation school and programs and finalities. (18) School sectoring frameworks and incrementation school incrementation. (18) School sectoring frameworks and movings where discussions and decisions occur about school programs and finalities. (18) Suff in offering and sufficient to concerns of other staff members about insues. (18) Suff in offering and sufficient to accurations. (18) School sector base data frame fluctuage and the start school programs and finalities. (18) Suff in offering and sufficient mixed existent making. (19) Suff in offering and addecision making. (19) Suff in offering and sufficient the sectorin fanders. (19) Suff in offering school staff members about indensities. (19) School sector staff anothers. (10) Suff in other school and program. (10) Suff in other school and program. (10) Suff in other school and fanders. (10) Suff in other school and program. (10) Suff		N	Pet	N	Pet
C) The sched differ families opportunities the introduction data distribution.       103       20.00         D) The sched is families exploritation to family concerns about issue.       104       14.12         P) The staff at we sched listes to family concerns about issue.       104       14.23         P) The staff at we sched listes to family concerns about issue.       104       14.23         D) The sched at finition ac paramets in grounding positive bakaries for my student.       103       59.23         D) The sched at finition ac paramets in grounding positive bakaries for my student.       102       10.39         D) The sched at finition ac paramets in grounding positive bakaries for my student.       103       77.29         D) The sched at finition ac paramets in grounding positive bakaries for my student.       103       77.29         D) The schedul distribution active schedul moting active train student.       104       77.30         D) The principal and suff lisen to escences of other staff members about issue.       101       77.29         D) The principal and suff lisen to escences of other staff membrane.       103       87.30         D) The principal and suff lisen to escences of other staff membrane.       103       87.33         D) The principal and suff lisen to escences of other staff membrane.       103       87.33         D) The principal and suff lisen to escences of other staff membrane.				17	76.47%
De The school keeps families well-informed about school activities. [10] 91.23 De to staff at our school are helpful and velcening when families come to school or call. [10] 91.23 De to aff at school are helpful and velcening when families come to school or call. [10] 91.29 De aff at school are helpful and velcening when families come to school or call. [10] 91.29 De to aff at school are helpful and velcening when families come to school or call. [10] 91.20 De to aff at school are helpful and velcening when families come to school or school is their home large age. [10] 91.20 De to aff at school are helpful and velcening when families come to school or school is their home large age. [10] 91.20 De to aff at school are fully and velcening when the adjust information about the school. [10] 91.20 Personal ApproxPerson				17	64.719
E) The staff a one where listens to family exercise above insue				17	52.94%
Pixe suff a school are helpful and welcening when families come to school or call.     101     103     102.3       OT The school and families are parsens in grounding positive behavior for my student.     102     80.39       IS full receive information about upcorning events and important information about our school in their bours language.     N     N       IS full receive information about upcorning events and important information about our school in their bours     N     N       A School exclosion Making     N     N     N       A School exclosion families opportunities in bave a sole in committees, PTA, SSC, ELAC, PTO, etc.     101     71.29       D To principal on sole school program.     101     71.29     101       D To principal on school on school on school in leadership, committees, SSC, etc.     101     71.29       D To principal on school making.     N     New     N       P All Concerns about student sole saves a role in leadership, committees, SSC, etc.     103     87.33       D Or school used stafts from this subdent sole school.     103     87.33       D Suff voice matters in decision making.     103     87.34       D M School exclose school staftee print staft and thesa school.     103     87.34       D M School exclose school staftee print school.     103     87.34       D M School and school school exclose school school school pregnomis and funding.     103     87.34				17	20,599
0.1 The school and furtiles are partners in promoting provide parent information about over school in their borns language.       103       9.0.28         10 Staff receive information about speconing events and important information about over school in their borns language.       103       9.0.28         10 Staff receive information about speconing events and important information about the school.       103       75.00         School Decision Making       103       75.00         10 Inportent School decisions refer to dreven ign.       103       75.10         10 The principal and without operations of other staff members about school programs and funding.       101       71.28         10 Sub exect school and first inserve or access of other staff members about school programs and funding.       103       82.21         10 Sub exect school and first inserve in inform site decision making.       103       82.23         10 Sub exect school and the survey to inform site decision making.       103       82.23         10 Sub exect school and first school and the survey to inform set decision making.       103       82.23         10 Sub exect school and first school and the survey to inform set decision making.       103       82.23         10 Sub exect school suffer protection.       103       82.24         10 Sub exect school suffer protection.       103       85.34         10 Mathering trappet to genese staft he				17	82.35%
Bit Bit Bit we be special a language other than English receive general information about over school in their borns language.       102       00.39         Bit Buff receive information about opcoming events and important information about the school.       Parent       N       Parent         School exclosion Making       N       Parent       103       72.79         B) school exclosion settles drivens input.       104       75.00       75.00         C) The school offer familes opportunities to be an earle in committees, STA, SSC, ELAC, PTO, etc.       101       71.29         D) The principal and suff listen to concerns of other staff members about issues.       PArent       Parent         C) Our school such alte meth into survey to inform as the diction making.       103       72.79         D) Or school such alte meth into survey to inform and the diction making.       103       72.29         D) Or school such alte meth into survey to inform and the diction making.       103       72.29         B) Concerns shorts student suffly are taken seriessaly.       103       82.23         B) Subschool is a suff place for all sufflit.       103       82.53         D) My school is a suff protecols.       103       85.44         Shool sufflit subject for all sufflit.       104       84.54         Shool suff sufflit subject for all sufflit.       104       84.54				17	58.829
Imaging.     102     80.37       B Stiff receive information about upcoming events and important information about the school.     Par Strongly Agree/typee       School Decision Making     103     72.37       A) School decisions reflect diverse input.     103     72.37       B) Important school decisions reflect diverse input.     101     71.28       B) The principal and walf listen to executes of other staff members about issues.     101     71.29       B) Staff is welcome to annel meetings where dictussions and decisions occar about school programs and funding.     Fill     103     87.33       B) Staff is welcome to annel meetings where dictussions and decisions occar about school programs and funding.     103     87.33       B) Staff is welcome to annel meetings where dictussions and decision school school school school school student school programs and funding.     103     87.33       B) Saff is welcome to annel meetings where dictussions and decision school school school student school school student school school school student school sc					
Part Strongly Agree/Agree     Parent       School Decision Making     103     72.39       A) School secks input when making important decisions.     104     75.00       B) Inspectat school decisions reflect diverse isons.     104     75.00       C) The principal and suff ison to executes of other staff members about issues.     101     71.29       B) Suff is welcome to stand meetings where discussions and decisions occur about school programs and funding.     101     71.29       B) Suff is welcome to stand meetings where discussions and decision occur about school programs and funding.     103     92.31       B) Suff is welcome to stand meetings where discussions and decision occur about school programs and funding.     103     92.31       B) Suff is welcome to stand meetings where discussions and decision making.     103     92.31       B) Suff is dired opportantics to have a wele in leadership. committees, SSC, etc.     103     92.33       B) Otto comm about student suffy are ablew seriesdly.     103     92.33     103       D) Subout Subout student suffy are ablew seriesdly.     103     92.33     103     92.33       D) Ny school is a sufe place for all student.     103     92.33     103     92.33       D) Ny school is a sufe place for all student.     103     92.33     103     103     103       D) Ny school is a sufe place for all student.     103     82.48	59			17	58.82%
School Decision Making     N     Peter       A) School secks input when making important decisiens.     103     73.78       B) Inportant School decisions reflect diverse input.     104     75.00       C) The school offers farmlies oppertunities to have a sole in committees, PTA, SSC, ELAC, PTO, etc.     101     71.28       D) The principal and suffitison to ecocemis of other staff members about issues.     101     71.28       E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.     103     72.78       E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.     103     72.28       E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.     103     72.28       E) Staff is welcome in attend meetings where discussions and decision making.     103     72.28       E) Staff is welcome and decision making.     103     72.28       E) Staff is welcome and the staff is an explore of all staff.     103     72.28       E) Or occurs about stadent staff para ablexes for all staff.     103     85.44       E) Staff is due sharing different viewpoints and perspectives at my school.     103     85.44       E) Staff is due sharing different viewpoints and perspectives at my school.     103     85.44       E) Staff is due sharing different viewpoints and perspectives at my school.     102<				17	76.47%
A) School secks input when making inportant decisions.       103       73.75         B) Inportant school decisions reflect diverse input.       104       75.00         C) The school differs familes experiturities in bave as de in committees, PTA, SSC, ELAC, PTO, etc.       101       71.29         D) The principal and steff lisen to executes of other staff members about issues.       101       71.29         E) Suff is differed experiturities to have a sele in incommittees, SEC, etc.       101       71.29         D) Our school seek atts from this survey to inform site decision reaking.       103       92.23         B) Saff is differed experiturities to have a sele in indearchity, committees, SEC, etc.       103       92.23         B) Concerns shout stakent saffity are taken serieusly.       103       92.23         B) Concerns shout stakent saffity are taken serieusly.       103       85.30         D) My school is a safe place for all stadent.       103       85.30         D) My school is a safe place for all stadent.       103       85.44         P) Suddents know school staffy protecols.       103       85.44         P) Sud	St	Studer	nt (gr. 4-12)		Staff
B) Important school decisions reflect downe input.     104     75.00       C) The school offirs families opportunities to have a sole in committees, PTA, SSC, ELAC, PTO, etc.     101     71.29       D) The principal and suff lists on to seaceness of other staff members about issues.     101     71.29       E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.     103     92.23       E) Or or school uses data from this survey to inform site decision meking.     103     92.23       E) Or or school uses data from this survey to inform site decision meking.     103     92.23       E) Staff voice matters in decision making.     103     92.23       E) Staff voice matters in decision making.     103     87.33       E) Staff voice matters in decision making.     103     87.33       E) Staff voice matters in decision making.     103     87.33       E) Staff voice matters in decision making.     103     87.35       E) Staff voice matters in decision making.     103     87.35       E) Staff stow voit at aff member to go to if they have a safety concern.     103     80.35       E) Staff stow school staff protocols.     103     80.35       E) Staff stow school staff protocols.     103     80.35       E) Staff stow school staff protocols.     102     86.34       E) Staff stowe staff staff stowe school staff protocols.		N	Pet	N	Pct
C1 The school offers families opportunities to have a sole in committees, PTA, SSC, ELAC, PTO, etc.       01       71.29         D) The principal and sufficient to concerns of oder staff members about should programs and funding.       P) Suff is offered opportunities to have a sole in leadership, committees, SC, etc.       P) Our school programs in decision making.         E) Suff is offered opportunities to have a sole in leadership, committees, SC, etc.       Parsett       Parsett         B) The offered opportunities to have a sole in leadership, committees, SC, etc.       103       92.23         B) Concerns about student softly are tidens seriously.       103       92.23         B) Concerns about student softly are tidens seriously.       103       82.34         D) My school is a soft place for all student.       103       85.44         D) Subschool is a soft place for all student.       103       80.58         D) My school is a soft place for all student.       103       80.58         B) Subschool is a soft place for all student.       103       80.58         B) Adults at my school tran students properties at my school.       103       80.58         B) Adults at my school tran students respectifile.       104       88.46         B) Adults at my school tran students respectifile.       104       88.46         B) Adults at my school tran students respectifile.       102       85.29		21	57.14%	17	52.94%
D) The principal and staff lisers to concerns of other staff members about issues. E) Staff is welcome to attend meetings where discussions and decision occur about school programs and funding. F) Suff is offered opportunities to have a sole in leadership, committees, SEC, etc. (6) Or school uses data freen files survey to inform site decision making. E) Staff voice marters in decision making. EXACUP Agreeoflagere Safety  A) Concerns about student soflery are taken seriously. B) Concerns about student soflery are taken seriously. B) Substributes student soflery are taken soflery are a safety concern. B) Substributes student soflery are provide set at my school. B) Substributes student soflery are taken set and and concerns about student sofler at school. B) Substributes are substributes respectively. B) Adults at my school to each other at school. B) Substributes and adult on compute they true. B) Substributes and subtree computations to socialize with other students often at school. B) Substributes undentation senset. B) Substributes and student substributes and trues are graded. B) Concretent methers undentate all weak students are graded. B) Concretent methers undentate and the scares. B) Substributes and student substributes and the students of the students and the students. B) Substributes and student school. B) Substributes and student school. B) Substributes and student school. B) Substributes and student schonle and truesces. B) Su		19	42.11%	17	58.82%
E) Staff is welcome to attend meetings where discussions and decision occur about school programs and funding. F) Staff is offered opportunities to have a note in leadership, committees, SSC, etc. G) Or school uses data from this survey to inform site decision making. F) Staff vice matters in decision making. PM Strong Agreeoftgere  Safety  A) Concerns shouts student sofely are token seriesedy. B) Generems shouts student sofely are token seriesedy. B) Staff vice matters in decision in a site place for all students. B) Staff vice matters in the place for all students. B) Substrong what taff member to go to if they have a safety concern. B) Substrong what taff members to go to if they have a safety concern. B) Substrong shows what taff members to go to if they have a safety concern. B) Staff respects student diversity. B) Substrong is a sofe place for all student. B) Substrong shows what taff members to go to if they have a safety concern. B) Substrong shows what at filterent viewpoints and perspectives at my school. B) Substrong shows what taff members to go to if they have a safety concern. B) Substrong shows what taff members to go to if they have a safety concern. B) Substrong shows what at filterent viewpoints and perspectives at my school. B) Substrong shows what taff members to go to if they have a safety concern. B) Substrong substrong they protocols. B) Substrong substrong they protocols. B) Substrong substrong they protocols. B) Substrong substrong they trans. B) Substrong substrong the students at school. B) Substrong substrong they trans. B) Substrong substrong the students and the star are graded. B) Substrong substrong the stransmitere students at school. B) Substrong substrong the students	16			17	52,94%
F) Suff is offered opportunities to have a nole in leadership, committees, SSC, etc. G) Our achool uses data from this survey to inform site decision making. F) Suff is offered opportunities to have a nole in leadership, committees, SSC, etc. G) Our achool uses data from this survey to inform site decision making. F/I Strongly Agree/Agree Safety  F/I Strongly Agree/Agree Safety  F/I Strongly Agree/Agree Safety F/I Strongly Agree/Agree Safety F/I Strongly Agree/Agree Safety F/I Strongly Agree/Agree Safety F/I Strongly Agree/Agree Safety F/I Strongly Agree/Agree Safety F/I Strongly Agree/Agree Safety F/I Strongly Agree/Agree Safety F/I Strongly Agree/Agree Safety F/I Strongly Agree/Agree F/I Strongly Agree/I Stron F/I Strongly Agree/Agree				17	52.94%
G) Our scheed sizes data from this survey to inform site decision making. H) Suff volce manters in decision making. Par Strongly Agreer/Igree Safety N = N = Per Safety N = N = Per Softey N = Outcome about student safety are taken seriously. B) Concerns about student safety are taken seriously. B) Outcomes about student safety are taken seriously. B) My school is a safe place for all stuff. E) Students know what taff member to go to if they have a nafety concern. B) Sudents know what taff member to go to if they have a nafety concern. B) Students know what taff members to go to if they have a nafety concern. B) Students know what taff members to go to if they have a nafety concern. B) Students know what taff members to go to if they have a nafety concern. B) Students know what taff members to go to if they have a nafety concern. B) Students know school state protectors. C) Students are supportful to each other at school. D) Students are supportful to each other at school. C) Curriculant share on adult on campus hyrrat. C) Students know an adult on campus hyrrat. C) Students know an adult on campus hyrrat. C) Curriculant share an adult on campus hyrrat. C) Curriculant share an adult on campus hyrrat. C) Curriculant and concerns and takes, cultural, and identity perspectives. C) Curriculant and concerns and students and personal. C) Students and concerns about school. C) Curriculant and concerns about school how assignments and tests are graded. C) Students field to understand how assignments and tests are graded. C) Student student sundents understand how assignments and tests are graded. C) Student student sundents understand how assignments and tests are graded. C) Students field confortable and unjudged to ash their acather for help. C) Adulta at my school op out of their ways help all students. C) Students field confortable and unjudged to ash their					
H) Staff volce matters in decision making.     Et Strongly Agree/Agree     N     Parent       Safety     N     Parent     103     92.23       A) Concerns about student safety are taken seriously.     103     92.23       C) My school is a soft place for all student.     103     85.34       D) My school is a soft place for all student.     103     85.44       D) My school is a soft place for all student.     103     85.44       D) Subsets know vhat stuff member to go to if they have a safety concern.     103     85.44       D) Subsets know vhat stuff member to go to if they have a safety concern.     103     85.44       D) Subsets know vhat stuff member to go to if they have a safety concern.     103     85.44       D) My school is a fort place for all studit.     103     80.25       C) I feel safe sharing different viewpoints and peropectives at my school.     103     85.44       D) Aduba at my school water inskents respectively.     104     88.46       D) Aduba at my school water inskents respectively.     104     88.46       D) Aduba at my school water inskent diversity.     104     88.46       D) Aduba at my school water inskent diversity.     102     68.33       D) Students wate adubt on computer with other atschool.     100     75.00       D) Students water endersking thenic, cultural, and identity perspectives.     102				17	52.94%
Phi Strongly Agree/Agree       Parent         Safety       10       9 - 223         A) Concerns about student safety are taken seriessaly.       103       92.23         B) Cincerns about student safety are addenosed in a timely manner at my school.       103       87.33         D) My school is a safe place for all student.       103       85.34         D) My school is a safe place for all student.       103       85.44         D) My school is a safe place for all student.       103       85.44         D) My school is a safe place for all student.       103       85.44         D) My school is a safe place for all student.       103       85.44         D) My school is a safe place for all student.       103       76.70         Parent Samogly Agree/Agree       Parent       76.70         Stade at my school stuff respects sudent diversity.       102       88.24         B) Adues a my school of each other at school.       102       88.24         D) Suders taken we opportunition to social dow with other students effen at school.       102       88.24         D) Suders taken student subcole we student students are peaked.       102       73.00         D) Suders takent student subcole we student students are peaked.       102       84.31         D) Suders takent student student student student school.				17	47.06%
Safety     N     Pet       A) Concerns abouts student sofely are taken seriently.     103     92.23       B) Concerns abouts student sofely are addressed in a timely manner at my scheol.     103     97.33       D) My scheol is a safe place for all student.     103     85.44       D) My scheol is a safe place for all student.     103     85.44       D) My scheol is a safe place for all student.     103     85.44       D) My scheol is a safe place for all student.     103     85.44       D) My scheol is a safe place for all student.     103     85.44       D) My scheol is a safe place for all student.     103     85.44       D) My scheol is a safe place for all student.     103     85.44       D) My scheol is a safe place for all student.     103     85.44       D) My scheol is a safe place for all student.     103     76.70       Pressonge Agreentage     N     Petertt       Scheod suff respects student diversity.     102     88.24       B) Adults at my scheol evant students respectively.     102     88.24       B) Student stave apportantic to socialize with other students scheol.     102     88.24       B) Student stave analytic concense.     101     83.17       B) Student stave analation compass they trant.     101     83.17       B) Student stave analation compass they trant. <t< td=""><td></td><td></td><td></td><td>17</td><td>47.06%</td></t<>				17	47.06%
A) Concerns about student safety are taken serieualy.     103     92.23       B) Concerns about student safety are taken serieualy.     103     87.33       B) Concerns about student safety are addressed in a finally manner at my school.     103     87.34       C) My school is a safe place for all student.     103     85.44       D) My school is a safe place for all student.     103     85.44       D) My school is a safe place for all student.     103     85.44       D) My school is a safe place for all student.     103     85.44       D) My school is a safe place for all student.     103     85.44       D) My school is a safe place for all student.     103     76.70       Parent     Parent     Parent     Parent       School staff respects student diversity.     104     88.46       D) Sudents have an adation compas they inst.     102     88.34       D) Sudents have an adation compas they inst.     101     83.17       D) Sudents have an adation compas they inst.     101     83.17       D) Sudents have an adation compas they inst.     101     83.17       D) Sudents have an adation state, cubural, and identity perspectives.     106     70.30       R) School staff reflects student and how assignments and tests are gnoded.     102     76.40       A) Fordises and encocerns about school work are addressed.     102 <td></td> <td></td> <td>ent (gr. 4-12)</td> <td></td> <td>Staff</td>			ent (gr. 4-12)		Staff
B) Concerns about student safety are addressed in a timely manner at my school.     103     67.38       C) My school is a safe place for all student.     103     87.34       D) My school is a safe place for all student.     103     85.44       D) My school is a safe place for all student.     103     85.44       D) My school is a safe place for all student.     103     85.44       D) Sudents know what staff member to go to if they have a safety concern.     103     85.44       D) Sudents know school staff pretex viewpoints and perspectives at my school.     103     76.70       Parent       Sense of Belonging     N     Pert       A) School staff respects student diversity.     104     88.44       D) Stadents are nespectful to each other at school.     102     68.53       D) Stadents are nespectful to each other at school.     102     68.54       D) Stadents have opportunities to socialize with other students often at school.     100     73.00       D) Stadents have opportunities to scialize with other students on grade thereity perspectives.     101     83.17       D) Stadents that off respectation was adding to compute students are predictives.     101     73.04       D) Stadents that off respectation on a signments and tots are ograded.     102     76.43       D) Controidem and concerns about school vowit are addressed.     102     76.43		N	Pet	N	Pet
C) My school is a safe place for all students.     103     83.50       D) My school is a safe place for all students.     103     85.44       E) Students know what taff member to go to if they have a safety concern.     103     85.44       E) Students know school safety protocols.     103     80.58       G) I feel safe sharing different viewpoints and perspectives at my school.     103     80.58       N     Pertern     Parent       Sense of Belonging     N     Pert       A) School staff respects subject diversity.     104     85.44       B) Aduba at my school evant students respectively.     102     88.24       B) Aduba at my school evant students respectively.     102     88.24       B) Students have an salit on campus they trant.     101     83.10       C) Students have an salit on campus they trant.     101     83.11       D) School staff reflects students at school.     102     88.24       G) Curriculam reflects diversity.     96     70.33       B) School staff reflects student at school.     100     73.74       C) Curriculam reflects diverse as action to acting the students.     101     83.17       B) School staff reflects students and here school at the school staff reflects students and tests are graded.     102     84.31       C) Curriculam reflect diversin school school school wat are addressed.     100		21	47.62%	17	58.82%
D) My school is a self-place for all staff.     Bit depth know what staff member to go to if they have a safety concern.     103     85.44       D) My school is a self-place for all staff.     103     85.44       D) Stadenti know what staff member to go to if they have a safety concern.     103     85.44       D) Stadenti know what staff member to go to if they have a safety concern.     103     85.46       D) Stadenti know what staff members and perspectives at my school.     103     76.70       Parent       Sense of Belonging     N     Parent       A School staff respects student inversity.     104     88.46       Interview opportunities to socialize with other students often at school.     102     68.34       O Students are respective to socialize with other students often at school.     102     68.34       Students have an adult on campus they trunt.     101     83.17       Students into ofter students at school.     102     76.70       O Students into ofter students at school.     100     73.30       O Student students at school.     100     73.30       O Student students at school.     102     76.70       O Student students understand how assignments and tests are graded.     102     76.30       O Student students understand how		21 20	47.62%	17	58.82%
E) Stadents know what fulf member is go to if they have a safety concern. [103] ES.44 P) Stadents know school safety protocols. [105] 76.70 Par.Strongly Agree/Agree Sense of Belonging N Perton A) School staff respects student diversity. [104] 88.24 C) Students are respectful to each other at school. [102] 68.24 C) Students are respectful to each other at school. [102] 68.24 C) Students are respectful to each other at school. [102] 68.24 C) Students are comparative to the students often at school. [102] 68.24 C) Students are comparative to the students often at school. [102] 68.24 C) Students are comparative to the students often at school. [102] 68.24 C) Students have on potentiation to socialize with other students often at school. [102] 68.24 C) Students have on potentiation compares they treat. [104] 68.17 P) Students must other students at school. [102] 68.24 C) Students must other students at school. [102] 68.24 C) Students must other students at school. [103] 73.00 C) Curriculum reflects diversity. [104] 73.00 P) Adultation at other students at school. [102] 73.04 Pertone reflects diversity. [103] 73.04 Pertone reflects diversity. [103] 73.04 Parent Parent Parent Parent Parent [104] 74.04 Parent Parent [104] 74.04 Parent parent Parent [104] 74.04 Parent parent [104] 74.04 Parent parent [104] 74.04 Parent parent [104] 74.04 Parent parent parent parent parent parent at the school scho	756	20	40.00%	17	58.82%
P) Students know school safety protocoli.     103     80.38       G) I feel safe sharing different viewpoints and perspectives at my school.     103     80.38       Part Strongly Agree/Agree     Partert       Sense of Belonging     104     85.46       B) Adults at my school evant students respectively.     102     88.24       B) Adults at my school evant students respectively.     102     88.24       B) Students are respectful to each other at school.     102     88.24       B) Students have an adult on campus they trant.     101     83.17       P) Students more opportunities to socialize with other students effect at school.     102     85.23       B) Students have an adult on campus they trant.     101     83.17       P) Students met other students at school.     100     75.00       B) Contribution methers students at school.     102     84.31       B) Contribution methers students at school.     102     84.31       B) Contribution and concerns about schoolwork are addressed.     102     84.31       C) Student prades reflects their knowledge of the material.     100     75.00       B) Addutat my	12	20	45.00%	17	76.479
G) I feel safe sharing different viewpoints and perspectives at my school.     IO3     76.70       Extra Strongly Agree/Agree     N     Parent       Sense of Belonging     N     Pet       A) School staff respects student diversity.     IO4     88.44       B) Adults at my school queut malents respectively.     IO2     68.33       C) Students are respectivally.     IO2     68.34       D) Students have on adult on campus they trant.     IO1     73.30       E) Statests thave an adult on campus they trant.     IO1     73.30       C) Curricidum reflects (strong they campus their, cultural, and identity perspectives.     96     70.33       R) School staff reflects student understand how assignments and tests are graded.     N     Per       A) Candinies and nucleus understand how assignments and tests are graded.     IO2     76.43       B) Questions and concerns about schoolwork are addressed.     IO2     76.43       C) Student grades reflects their knowledge of the material.     IO1     73.04       B) Questions and concerns about schoolwork are addressed.     IO2     76.43       C) Student grades reflect their knowledge of the material.     IO3     77.34       E) Questions and concerns about schoolwork are addressed.     IO2     76.43       B) Questions and school confortable and unjudged to ask their teacher for help.     IO1     83.17		21	57.14%	17	64.71%
Sense of Belonging     N     Pert       A) School staff respects student diversity.     104     88.44       B) Aduba at my chool was turbulents respectfully.     102     68.54       C) Students are respectful to each other at school.     102     68.54       D) Students are respectful to each other at school.     102     68.54       D) Students have opportunities to socialize with other students often at school.     101     73.10       D) Students have opportunities to socialize with other students often at school.     100     73.00       G) Curricidum reflects diverse makial, ethnic, cultural, and identity perspectives.     96     70.33       H) School staff reflects student diversity.     99     73.74       Parent       Academic Progress     N     Pert       A) Formilies and nucleats understand how assignments and tots are og gaded.     102     76.43       D) Student grades reflects their knowledge of the material.     102     76.43       D) Adults at my school believe all students can be successful.     102     76.43       B) Guzcitions and out school work are addressed.     101     73.10       D) Adults at my school believe all students can be successful.     103     73.74       E) Students field confortible and unjudged to ask their teacher for help.     101     85.15       F) Teachers provide opportunities for studen		19	36.84%	17	41.18%
Sense of Belonging     N     Pert       A) School staff respects student diversity.     104     88.44       B) Aduba at my chool was turbulents respectfully.     102     68.54       C) Students are respectful to each other at school.     102     68.54       D) Students are respectful to each other at school.     102     68.54       D) Students have opportunities to socialize with other students often at school.     101     73.10       D) Students have opportunities to socialize with other students often at school.     100     73.00       G) Curricidum reflects diverse makial, ethnic, cultural, and identity perspectives.     96     70.33       H) School staff reflects student diversity.     99     73.74       Parent       Academic Progress     N     Pert       A) Formilies and nucleats understand how assignments and tots are og gaded.     102     76.43       D) Student grades reflects their knowledge of the material.     102     76.43       D) Adults at my school believe all students can be successful.     102     76.43       B) Guzcitions and out school work are addressed.     101     73.10       D) Adults at my school believe all students can be successful.     103     73.74       E) Students field confortible and unjudged to ask their teacher for help.     101     85.15       F) Teachers provide opportunities for studen	e	er-dan	nt (gr. 4-12)		Staff
A) School staff respects student diversity. 104 88.48 B) Adub at my school force and other at school 102 88.24 C) Students are enspectful to each other at school 102 88.24 C) Students have on portunities to socialize with other students often at school. 102 85.29 E) Students have an adult on campus they trust. 101 83.17 D) Students have on portunities to socialize with other students often at school. 102 C) Students have an adult on campus they trust. 101 C) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives. 100 C) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives. 100 C) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives. 100 C) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives. 102 Academic Progress 102 A) Formities and tuderst understand how assignments and tests are graded. 102 C) Student grades reflect their knowledge of the material. C) Student grades reflect their knowledge of the material. D) Addits at my school beirer all students and tests are graded. 100 C) Student grades reflect their knowledge of the material. D) Addits at my school beirer all students can be successful. 100 C) Students fiel confortable and upgate is for students to participate in classroorn discussions or activities. 101 B) Students receive timely and regular fordheak on their learning. 104 B) Students receive timely and regular fordheak on their learning. 104 B) Students meetide provides resources or ideas that help families support their students at home. 102 Far Strongly Agreevilyme High Expectations 100 C) Students are dullenged as ademically at school. 100 C) Students are challenged as ademically at schoo		N	Pet	N	Pet
B) Adults at my school treat stadents respectfully.     102     98.24       C) Students have an enspectfull to each other at school.     102     68.33       D) Students have an adult on campus they treat.     101     83.17       F) Students have an adult on campus they treat.     100     73.00       G) Curricular reflects students at school.     100     73.00       G) Curricular reflects students at school.     100     73.00       G) Curricular reflect diverse nacial, ethnic, cultural, and identity perspectives.     90     73.74       Parent       Academic Progress     N     Pet       A) Formilies and understand how assignments and tests are graded.     100     76.40       B) Questions and concerns about schooltwork are addressed.     100     76.47       B) Questions and concerns about schooltwork are addressed.     100     77.00       C) Student grades reflect their knowledge of the material.     100     77.00       D) Additis at my school belies and unjudged to ask their teacher for help.     101     85.15       F) Taschers provide opportunities for students to participate in classroom discussions or activities.     101     85.19       D) Additis at my school belies understand being help dismilies support their students at home.     100     85.00       O) Taschers at my school belies on the help families support their stadents at home.     101		20	65.00%	17	70.59%
C) Students are respectful to each other it school. 102 (88.3) D) Students have an adult on campus they truet. 101 (83.1) E) Students have an adult on campus they truet. 101 (83.1) E) Students thave an adult on campus they truet. 101 (83.1) E) Students that on the students as school. 100 (73.00) G) Curricialum reflects diversity. 99 (73.74) Red Strongly Agreeoflapere Academic Progress N Per Academic Progress N Per A) Families and nuclears about schoolwork are addressed. 102 (76.47) E) Questions and concerns about schoolwork are addressed. 102 (76.47) E) Student grades reflects their knowledge of the material. 100 (77.00) D) Adults at my school believe all students can be successful. 101 (85.15) E) Students field confortable and unjudged to ask their teacher for help. 101 (85.15) E) Students field confortable and unjudged to ask their teacher for help. 101 (85.15) E) Students field confortable and unjudged to ask their teacher for help. 101 (85.15) E) Students field confortable and unjudged to ask their teacher for help. 101 (85.15) E) Teachers provide opportunities for students to participate in classroom discussions or activities, 101 (83.19) E) Students receive timely and regular fieldback on their learning. 101 (82.18) E) Students receive timely and regular fieldback on their learning. 101 (82.18) E) Students receive timely and regular fieldback on their learning. 101 (82.18) E) Stuff at my school of provides resources or ideas that help families support their students at home. 102 (83.00) Fieldback provides growides resources or ideas that help families support their students at home. 103 (83.00) Fieldback at my school of their way and regular fieldback on their learning. 103 (83.00) A) Students me childenged at ademinically at school. 100 (83.00)	56	19	52.63%	17	82.35%
E0 Students have an adult on campus they trait.     101     83.17       F) Students trust other students archool.     100     73.00       G) Curriculum reflects diverse tackal, ethnik, cultural, and identify perspectives.     96     70.33       B) School staff reflects students and text, cultural, and identify perspectives.     99     73.74       Perspectives.     90     76.40       Academic Progress     N     Per       A cademic students and texts are graded.     102     76.47       B) Questions and concerns about schoolwork are addressed.     102     84.31       C) Student grades reflect their knowledge of the material.     100     77.30       D) Addits at my school begins and usingliged to ask their teacher for help.     101     85.15       D) Addits at my school begins of their teacher for help.     101     85.15       D) Students receive timely and regular feedback on their learning.     101     85.15       D) Stuff at my school provides resources or ideas that help families support their students at home.     100     83.00       Implementation of their way to be help all students.     101     82.19       D) Stuff at my school provides resources or ideas that help families support their students at home.     100     83.00       Itigh Expectations <td< td=""><td>75</td><td>19</td><td>31.58%</td><td>17</td><td>47.06%</td></td<>	75	19	31.58%	17	47.06%
F) Stadents into other students al school     100     77.00       G) Currisolam reflects diverse main, ethnic, cultural, and identity perspectives.     96     70.83       B) School staff reflects student diversity.     99     73.74       Part Strongly Agreevitgere       Academic Progress     N     Pet       Air Strongly Agreevitgere       N     Pet       Air Strongly Agreevitgere       N     Pet       Academic Progress     N     Pet       Air Strongly Agreevitgere     N     Pet       Air Strongly Agreevitgere       Distribution of the strong stron	5	18	66.67%	17	82.35%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.     96     70.83       H) School staff reflects stadent diversity.     99     73.74       Pet Strongly Agree/Agree       Academic Progress     N     Pet       A) Families and stadents understaad how assignments and tests are graded.     102     76.47       B) Questions and concerns about scheolwork are addressed.     102     84.31       C) Student grades reflect their knowledge of the material.     100     77.30       D) Addits at my school believe all students can be successful.     99     87.38       E) Students fiel confortable and utigaged to ask their teacher for help.     101     85.17       F) Teachers provide opportunities for students to participate in classroorn discussions or activities.     101     85.19       10 Students receive timely and regular feedback on their learning.     101     82.19       10 Students receive timely and regular feedback on their learning.     101     82.19       10 Students receive timely and regular feedback on their learning.     101     82.19       10 Students meeting provides resources or ideas that help families support their students at home.     100     83.00       High Expectations     N       Prevent		18	55.56%	17	82.35%
H) School staff reflects student diversity.     99     73.74       Parent       Academic Progress     N     Pet       A) Formilies and nucleus addressed.     102     76.47       B) Questions and concerns about schoolwork are addressed.     102     76.47       C) Student grades reflects their knowledge of the material.     100     77.00       D) Adults at my school believe all students can be successful.     99     87.38       E) Students fiel confortable and unjudged to ask their teacher for help.     101     85.15       F) Teachers provide opportunities for students to participate in classroom discussions or activities,     101     83.19       R) Staff at my school go of of the involution is being all indents.     101     82.18       R) Staff at my school go of of the involution is sub teap all students, and being and regular fice/back on their learning.     101     82.18       R) Staff at my school go of of the involution is sub teap all students.     100     83.00       Parenttee     Parenttee     Parenttee       High Expectations     N     Pet       A) Students are challenged academically at school.     100     65.00		18	72.22%	17	58.82%
Per Strongly Agree/Upree     Parent       Per Strongly Agree/Upree     N       Per Strongly Agree/Upree     N       Academic Progress     102       A) Families and students understand how assignments and tests are graded.     102       B) Questions and concerns about scheobwork are addressed.     102       C) Student grades reflect their knowledge of the material.     100       D) Addits at my scheol below and be saccessful.     99       E) Students fiel confortable and upidged to ask their teacher for help.     101       E) Teachers provide oppertunities for students to participate in classureen discussions or activities.     101       E) Students receive timely and regular feedback on their learning.     101       E) Students receive timely and regular feedback on their learning.     101       E) Students receive timely and regular feedback on their learning.     101       E) Students receive timely and regular feedback on their learning.     101       E) Students receive timely and regular feedback on their learning.     100       Extra strongly Agree/Upree     Parent       High Expectations     N     Pet       A) Studets are challenged academically at school.     100     65.00		19	36.84%	17	41.18%
Academic Progress         N         Pet           A) Families and indexts understand how assignments and tests are graded.         102         76.47           B) Questions and concerns about scheolwork are addressed.         102         76.47           B) Questions and concerns about scheolwork are addressed.         100         77.30           D) Adults at my school believe all students can be successful.         99         87.38           E) Student scheol cheft is knowledge of the material.         100         77.30           D) Adults at my school believe all students can be successful.         99         87.38           E) Students fiel confortable and unjudged to ask their teacher for help.         101         85.19           D) Teachers at my school go out of their way to help all students.         101         81.19           D) Students receive timely and repulse foodback on their learning.         101         82.19           D) Students receive timely and repulse foodback on their learning.         100         83.300           I) Students receive timely and repulse foodback on their learning.         100         83.300           II) BELEPCETATIONS         N         Pet M           A) Students are challenged academically at school.         100         65.30					
A) Families and students understand how assignments and tests are graded.     102     76.47       B) Questions and concerns about scheolwork are addressed.     102     84.31       C) Student grades reflect their knowledge of the material.     100     77.00       D) Adults at my school believe all students can be successful.     99     87.88       E) Student grades reflect their knowledge of the material.     100     85.13       E) Student grades reflect their to sputicipate in classroom discussions or activities.     101     85.13       E) Students fiel confortable and unjudged to ask their teacher for help.     101     85.13       E) Taschers provide oppertunities for students to participate in classroom discussions or activities.     101     81.19       H) Students receive timely and regular feedback on their learning.     101     82.19       H) Students receive timely and regular feedback on their learning.     100     83.00       IV Students mechallenged academically at school.     N     Parent		Studer	nt (gr. 4-12) Pet	N	Staff Pet
B) Questions and concerns about schoolwork are addressed.     102     84.31       C) Student grades reflect their knowledge of the material.     100     77.30       D) Adhis at my school believe all students can be successful.     99     87.38       E) Students field confortable and unjudged to ask their teacher for help.     101     85.17       F) Teachers provide opportunities for students to participate in classroom discussions or activities.     101     85.19       R) Students receive timely and regular feedback on their learning.     101     82.19       R) Students receive timely and regular feedback on their learning.     101     82.30       Parent     International provides resources or ideas that help families support their students at home.     100     83.00       High Expectations     N     Pet wet     Peternational provides resources or ideas that help families support their students at home.     N     Peternational provides resources or ideas that help families support their students at home.     N     N		19	73.68%	17	41.185
C) Student gudes reflect their knowledge of the material.     100     77.00       D) Addits at my school believe all students can be successful.     99     87.38       E) Students field confortable and unjudged to ask their eacher for help.     101     85.15       E) Tanchers provide opportunities for students to participate in classroom discussions or activities,     101     83.01       G) Teachers at my school go out of their ways be help all students.     101     82.18       H) Staff at my school go out of their ways be help all students.     100     83.00       N     Parent     Parent       High Expectations     N     Peter       High Expectations     100     65.00		18	61.11%	17	52.949
D) Adults at my school believe all students can be successful.     99     87.88       E) Students fiel confortable and unjudged to ask their seacher for help.     101     85.15       E) Tacachers provide opportunities for students to participate in classroom discussions or activities,     101     85.17       G) Teachers at my school go out of their way to help all students.     101     81.19       H) Students receive timely and regular feedback on their learning.     101     82.18       D) Students receive timely and regular feedback on their learning.     101     82.19       B) Students receive timely and regular feedback on their learning.     101     82.19       B) Students receive timely and regular feedback on their learning.     101     82.19       B) Students receive timely and regular feedback on their learning.     101     82.19       B) Students receive timely and regular feedback on their learning.     100     83.00       B) Students me challenged academically at school.     N     Pet ent		18	61.11%	17	52.94%
E) Students feel confortable and unjudged to ask their teacher for help.     101     85.13       F) Tashers provide opportunities for students to participate in classroom discussions or activities.     101     93.07       G) Teachers and unsysted to go of of their ways to help all students.     101     81.19       R) Students receive timely and regular feedback on their learning.     101     82.30       I) Staff at my school go voides resources or ideas that help families support their students at home.     100     83.00       High Expectations       A) Students are challenged academically at school.     100     65.00		18	50.00%	17	76.47%
G) Teachers' at my school go out of their way to help all students.     101     81.19       1D Students receive timely and regular footback on their learning.     101     82.19       1D Staff at my school provides resources or ideas that help families support their students at home.     100     83.00       Parent       High Expectations     N     Per       A) Students are challenged academically at school.     100     65.00	5	18	33.33%	17	76.47%
10 Students receive timely and regular foodback on their lowering.     101     82.18       10 Staff at my school provides resources or ideas that help families support their students at home.     100     83.00       Partent       High Expectations     N     Perent       A) Students are challenged academically at school.     100     65.00		18	44.44%	17	64.71%
D Staff at my school provides resources or ideas that help families support their students at home.     10 83.00     Part Strongly Agrow/Lyne     Parent     High Expectations     A Students are challenged academically at school.     10 65.00		18	44.44%	17	70.59%
Parent High Expectations A) Students are challenged academically at school. N Pet N Parent N Pet		18	38.89%	17	64.719 70.599
High Expectations N Pet A) Students are challenged academically at school. 100 65:00				17	10.39%
A) Students are challenged academically at school. 100 65.00			nt (gr. 4-12)		Staff
A) Students are challenged academically at school. 100 65.00		N	Pet	N	Pct
		16	56.25% 58.82%	17	70.59%
a) sense reception in concerns on manufactor of an indense.		17	58.82% 70.59%	17	58.82% 76.47%
C) Adults on campus motivate students to do their best.     99     81.82     D) School provides additional academic support when students are struggling.     99     76.77		17	58.82%	17	64.71%

Pet Strongly /	greedgree	Pa	rent	Student	t (gr. 4-12)	s	taff
Student Engagement		N	Pet	N	Pet	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%
Pet Strongly /	gree/Agree	Parent	Stu	dent (gr.	4-12)	Staff	
College and Career Readiness		N	Pet	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 sch	col.	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%
Pet Strongly /	greedgree	Parent	Stu	dent (gr.	4-12)	Staff	
Customer Satisfaction		N	Pet	N	Pet	N	Pet
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												
						1/9/2023							
	_			Home Suspensions			P/	ASS or In-Class Sus	pension Penal	ties			
Groups	Enrollment	1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty R	Rate		
All	371	6	1.62%	16	8	2.16%	0	0.00%		0 0	0.00%		
Black/African Am.	71	2	2.82%	2	2	2.82%	0	0.00%		0 0	0.00%		
Hispanic or Latino	76	1	1.32%	3	1	1.32%	0	0.00%		0 0	0.00%		
White	154	3	1.95%	11	5	3.25%	0	0.00%		0 0	0.00%		
ELL	99	-	0.00%	-	-	0.00%	0	0.00%		0 0	0.00%		
RFEP	15	· ·	0.00%		-	0.00%	0	0.00%		0 0	0.00%		
Low SES	242	6	2.48%	16	8	3.31%	0	0.00%		0 0	0.00%		
SWD	88	3	3.41%	8	4	4.55%	0	0.00%		0 0	0.00%		
FY	3	-	0.00%	-	-	0.00%	0	0.00%		0 0	0.00%		
Homeless	20	· ·	0.00%	-	-	0.00%	0	0.00%		0 0	0.00%		





\* 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

		Fall/Di	agnostic 1 i-Re	ady Grade Level Place	ment	Wint	er/Diagnostic 2 i-8	Ready Grade Level Place n	est	Spring	s/Diagnostic 31-8	izady Grade Lovel Placem	ent
Бтомр	Total Enrolled	Fall Not Participating	Fail 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 Leve
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	30	31	6	3	2	31	11	6				
RFEP	10	1	3	4	2	1	2	2	5				
Low SES	119	20	61	26	13	8	59	27	25				
SWD	50	30	35	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				

		Fal/Da	agnostic 1 i-Re	ody Grade Level Place	ment	Wint	er/Diagnostic 2 i-i	leady Grade Level Placem	Spring/Diagnostic 3 i-Ready Grade Level Placement				
Group	Total Enrolled	Fall Not Participating	Fail 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%	23.0%	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%	14,8%	2.4%	48.8%	17.1%	31.7%				
White	70	17.1%	40.0%	27.1%	15,7%	10,0%	44.3%	15.7N	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	300.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	15	33.3%	45.7%	6.7%	13.3%	13.3%	66.7%	6.7%	13.3%				

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



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

				ady Grade Level Place				leady Grade Level Placeme				cady Grade Level Placem	
Grade	Total Enrolled	Fall Not Participating	Fail 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	65	36	24	12	13	8	27	9	21				
4	56	5	27	18	6	3	26	11	36				
5	55	4	38	1	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				

		Fall/Dia	Fall/Diagnestic 1 - Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	Total Enrolled	Fall Not Participating	Fail Bolow*	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	65	24.6%	36.9%	15.5N	20.0%	12.3%	41.5%	13.8N	32.3%					
4	56	8.9%	48.2%	32.1%	10.7%	5,4%	46.4%	20.6N	28.6%					
5	55	7.3%	60.1%	14.5%	9.1%	1.0%	54.5%	30.9%	12.7%					
6	0													
7	0													
8	0													

Errollment number: based on last dey of most recent i Ready diagnostic window. \*Below = Twe grade levels or more below standard \*\*Approaching = One grade level below standard





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

	Fall/Dia	agnostic 1 i-Re	ady Grade Level Place	ment	Wint	er/Diagnostic 2 i-8	Ready Grade Level Placem	est	Spring	s/Diagnostic 31-8	izady Grade Lovel Placem	ert
Total Enrolled	Fall Not Participating	Fail 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 Leve
176	23	85	52	13	11	77	57	31				
38	2	22	11	3	2	16	12	8				
41	5	21	1.8	2	1	21	13	6				
70	30	29	22	7	6	30	21	13				
50	9	29	9	2	2	24	18	6				
10	1	2	5	2	1	2	3	4				
119	19	59	32	8	7	54	28	20				
50	30	33	4	3	8	32	6	4				
1	1	0	0	0	0	1	0	0				
15	4	6	4	0	2	6	6	1				
	176 38 41 70 50 10 119	Total Evolution         Fall Not Participating           176         23           38         2           41         5           70         20           50         9           10         1           119         19	Total Eventied         Fall Net Participating         Fall Renow*           176         23         86           38         2         22           41         5         21           70         20         23           50         9         23           10         1         2           119         19         59	Total Envolvel         Fall Not Participating         Fall Renow*         Fall Represerving**           176         23         86         52           38         2         22         11           41         5         21         13           70         20         28         22           50         9         23         9           10         1         2         5           119         19         59         32	176         23         86         52         13           38         2         22         11         3           41         5         21         13         2           70         20         23         22         7           50         9         23         9         2           10         1         2         5         2           119         19         59         32         8	Total Envolvel         Fall Not Participating         Fall Representing**         Fall Representing**	Total Envolted         Fall Not Participating         Fall Bapmaching**         Fall Appraching**         Fall At Grade Level         Winter Not Participating         Winter Role Participating           176         23         86         52         13         11         77           38         2         22         11         3         2         16           41         5         21         13         2         14         21           70         20         29         22         7         6         30           50         9         23         9         2         2         1         3         2         1           10         1         2         5         2         1         3         2         34 <td>Total Envolvel         Fall Not Participating         Fall Report Participating         Winter Not Participating         Winter Aggregating**           176         23         86         52         13         11         77         57           38         2         13         11         76         57         57           38         2         11         3         2         16         12           41         5         21         13         2         1         38         21         13           70         30         28         22         7         6         30         21           50         9         23         9         2         7         6         30         21           50         9         23         9         2         2         18         18           10         1         2         5         2         1         2         3         2         18           119         19         59         82         8         7         54         38</td> <td>Total Encoded         Fall Net Participating         Fall Appr2aching**         Fall Appr2aching**         Fall Appr2aching**         Writer Appr2aching**</td> <td>Total Evolution         Fall Note Participating         Fall Note Participating         Fall Note Participating         Winter Not Participating         Winter Not Participating         Winter Not Participating           176         23         06         52         13         111         77         57         34           38         2         22         11         5         2         16         12         8           411         5         21         13         2         16         12         8           411         5         21         13         2         13         6         1           70         20         28         22         13         2         13         6         1           70         20         29         22         7         6         10         21         13         1           50         9         29         22         2         24         18         6         1<td>Total Evolution         Fall Note Participating         Fall Note Participating         Fall Note Participating         Winter Not Participating         Spring Balow*           176         23         86         52         13         11         77         57         34         Participating         Spring Balow*           38         2         22         11         5         2         16         12         8             41         5         21         13         2         13         6              70         20         28         22         7         6         10         21         31</td><td>Total finedial         Fall Natr Sparing (stal National Natinal Natinal National National National Natinal National National</td></td>	Total Envolvel         Fall Not Participating         Fall Report Participating         Winter Not Participating         Winter Aggregating**           176         23         86         52         13         11         77         57           38         2         13         11         76         57         57           38         2         11         3         2         16         12           41         5         21         13         2         1         38         21         13           70         30         28         22         7         6         30         21           50         9         23         9         2         7         6         30         21           50         9         23         9         2         2         18         18           10         1         2         5         2         1         2         3         2         18           119         19         59         82         8         7         54         38	Total Encoded         Fall Net Participating         Fall Appr2aching**         Fall Appr2aching**         Fall Appr2aching**         Writer Appr2aching**	Total Evolution         Fall Note Participating         Fall Note Participating         Fall Note Participating         Winter Not Participating         Winter Not Participating         Winter Not Participating           176         23         06         52         13         111         77         57         34           38         2         22         11         5         2         16         12         8           411         5         21         13         2         16         12         8           411         5         21         13         2         13         6         1           70         20         28         22         13         2         13         6         1           70         20         29         22         7         6         10         21         13         1           50         9         29         22         2         24         18         6         1 <td>Total Evolution         Fall Note Participating         Fall Note Participating         Fall Note Participating         Winter Not Participating         Spring Balow*           176         23         86         52         13         11         77         57         34         Participating         Spring Balow*           38         2         22         11         5         2         16         12         8             41         5         21         13         2         13         6              70         20         28         22         7         6         10         21         31</td> <td>Total finedial         Fall Natr Sparing (stal National Natinal Natinal National National National Natinal National National</td>	Total Evolution         Fall Note Participating         Fall Note Participating         Fall Note Participating         Winter Not Participating         Spring Balow*           176         23         86         52         13         11         77         57         34         Participating         Spring Balow*           38         2         22         11         5         2         16         12         8             41         5         21         13         2         13         6              70         20         28         22         7         6         10         21         31	Total finedial         Fall Natr Sparing (stal National Natinal Natinal National National National Natinal National National

		Fal/Dia	gnostic 1 i-Re	ady Grade Level Place	ment	Wint	er/Diagnostic 2 i-i	leady Grade Level Placem	ent	Spring/Diagnostic 3 i-Ready Grade Level Placement			
Group	Total Enrolled	Fall Not Participating	Fail 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%	6.2%	43.8%	32.4%	17.6%				
Black/African Am.	38	5.3%	57.9%	28.9%	7.9%	5.3%	42.1%	33.6%	21.1%				
Hispanic or Latino	41	12.2%	51.2%	31.7%	4.9%	2.4%	51.2%	33.7%	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%	36.0K	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%	64.05	12.0%	8.0%				
FY .	1	300.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
tiomeless	15	28.6%	42.9%	28.6%	0.0%	13.3%	40.0%	40.0%	6.7%				

Errollment 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



#### Carmichael Elementary - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

		Fal/Da	anostic 1 i-Re	ady Grade Level Place	neat	Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
Grade	Total Enrolled	I Fall Not Participating Fall Below* Fall Approaching** Fall At Grade Lev											
3	65	15	26	21	2	8	22	27	8				
4	55	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				[

		Fal/Dia	Fall/Diagnestic 1 - Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	Total Enrolled	Fall Not Participating	Fail Bolow*	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	65	23.4%	40.6%	32.8N	3.1%	12.3%	33.5%	41.5N	12.3%					
4	56	7.3%	56.4%	29.1%	7.3%	3.6%	50.0%	26.8N	19.6%					
5	55	7.3%	52.7%	27.3%	12.7%	1.1%	49.1%	27.3N	21.8%					
6	0													
7	0													
8	0													

Errollment number: based on last day of most recent i Ready diagnostic window. \*Below = Twe grade levels or more below standard \*\*Approaching = One grade level below standard





#### 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)

School Plan for Student Achievement (SPSA)

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 Involvemen t 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvemen t 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 Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemen tal 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)	Source(s)	Proposed	Implementation
			Responsible		Allocation	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 Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemen tal 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 Supplemen tal 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 Expenditur es	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 Supplemen tal 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 Supplemen tal 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 Supplemen tal 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: Professiona I/Consulting Services And Operating Expenditur es		
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 Supplemen tal 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

3.7	classroom teacher to use date to provide scaffolds and support for possible learning loss.	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		Principal Staff	Title I Part A Site Allocation 5000- 5999: Services And Other	6000	School year 2023-24

	campus (field trips) to support background knowledge, vocabulary.			Operating Expenditur es		
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 Suppleme ntal Site Allocation 5000- 5999: Services And Other Operating Expenditur es	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 Suppleme ntal 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	Chard Date	Proposed Expenditure(s)				
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Description	Туре	Funding Source (itemize for each source)	Estimated Cost	
<ol> <li>Summer Programs</li> <li>Intervention</li> <li>Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</li> <li>District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</li> </ol>	School year 2022-23	startcollapseCredentialed and classified staff, materials and supplies, transportation, salary, and benefitsExtra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.Presenter fees, conference costs, extra hours for staff, materials and supplies, licensesSalary and benefits, materials, and supplies, licensesSalary 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	<b>.</b>		Proposed Ex	penditure(s)	
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Description	Туре	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			

Actions to be Taken to Reach This Goal	Chart Data	Proposed Expenditure(s)			
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	ing and Learning, Staffing, and Professional	Description	Туре	Funding Source (itemize for each source)	Estimated Cost
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
endcollapse					

#### SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal		Proposed Expenditure(s)			
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Description	Туре	<b>Funding Source</b> (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse			

Actions to be Taken to Reach This Goal		Proposed Expenditure(s)			
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Description	Туре	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			

Actions to be Taken to Reach This Goal	Charle Date	Proposed Expenditure(s)			
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Description	Туре	Funding Source (itemize for each source)	Estimated Cost
		start collapse end collapse			
		start collapse end collapse			
		start collapse end collapse			
		start collapse end collapse			
		start collapse end collapse			
		start collapse end collapse			
		startcollapse endcollapse			
		start collapse end collapse			
endcollapse					

#### SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal			Proposed Exp	enditure(s)	
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Description	Туре	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			

Actions to be Taken to Reach This Goal		Proposed Expenditure(s)			
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Description	Туре	Funding Source (itemize for each source)	Estimated Cost
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
endcollapse					

SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal			Proposed Exp	enditure(s)	
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Description	Туре	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			

Actions to be Taken to Reach This Goal		Proposed Expenditure(s)			
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Description	Туре	Funding Source (itemize for each source)	Estimated Cost
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
		startcollapse			
		endcollapse			
endcollapse					

# **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.

ederal 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**

I

Ś

2000-2999: Classified Personnel Salaries

1000-1999: Certificated Personnel Salaries

2000-2999: Classified Personnel Salaries

3000-3999: Employee Benefits

4000-4999: Books And Supplies

5000-5999: Services And Other Operating Expenditures

2000-2999: Classified Personnel Salaries

3000-3999: Employee Benefits

1000-1999: Certificated Personnel Salaries

2000-2999: Classified Personnel Salaries

3000-3999: Employee Benefits

4000-4999: Books And Supplies

5000-5999: Services And Other Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

### **Expenditures by Goal**

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	118,891.00
LCFF Supplemental Site Allocation	13,025.00
LCFF Supplemental Site Allocation	977.00
LCFF Supplemental Site Allocation	30,718.00
LCFF Supplemental Site Allocation	2,000.00
Title I Part A Parent Involvement	3,124.00
Title I Part A Parent Involvement	451.00
Title I Part A Site Allocation	146,837.00
Title I Part A Site Allocation	41,506.00
Title I Part A Site Allocation	101,422.00
Title I Part A Site Allocation	22,980.00
Title I Part A Site Allocation	10,151.00
Title I Part A Site Allocation	2,000.00

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 Niese

English Learner Advisory Committee

**Committee or Advisory Group Name** 

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:

Principal, DJ Latcham on 05/26/2023

DS Lotak Harrie Robase

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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 <u>TITLEI@cde.ca.gov</u>.

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 <u>SISO@cde.ca.gov</u>.

# **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 LEAand 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:

- 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);
- 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:

- 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
- 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" <u>https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf</u>.)

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:

 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: <u>https://www.cde.ca.gov/fg/aa/co/</u> ESSA Title I, Part A: School Improvement: <u>https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp</u> Available Funding: <u>https://www.cde.ca.gov/fg/fo/af/</u>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Carmichael Elementary School

Funding Source: LCFF Supplementa Services (District Only)	I Centralized	\$3,412.00 Allo	cated	
Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Se	rvices (District Only) Total Expenditures:	\$3,412.00		
LCFF Supplemental Centralized Service	s (District Only) Allocation Balance:	\$0.00		
Funding Source: LCFF Supplementa Central	I English Learner	\$118,891.00 A	llocated	
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 C	entral Total Expenditures:	\$118,891.00		
LCFF Supplemental English Learner C	Central Allocation Balance:	\$0.00		
Funding Source: LCFF Supplementa	I Site Allocation	\$46,720.00 All	ocated	
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: 40 Purchase safety equipment and materials to support student, parents and staff.	000-4999: Books And Supplies	\$3,000.00	) Healthy Environments for Social-Emotional Growth
LCFF Supplemental Site Allocation	n Total Expenditures:	\$46,720.00	)
LCFF Supplemental Site Allocatio	on 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 Involve	ement Total Expenditures:	\$3,575.00		
Title I Part A Parent Involv	ement 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

activity and movement.

Carmichael Elementary School						
	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 Schoo	)I		
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	