School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carmichael Elementary School	34-67447-6034391	05/28/2024	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

> [Insert school name] met the criteria for [select CSI, ATSI, or TSI as applicable] for the following indicators and/or student groups:
> Two or More Races for Suspension and Chronic Absenteeism

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.

> The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):
>
> Goal 1: Student Achievement and Implementation of State Standards
> Goal 2: Student Engagement and Course Access
> Goal 3: School Conditions, Climate, and Family Engagement
>
> Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.
>
> SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

School Site Council: Met 7 times throughout the school year
District Parent Climate Survey: District wide parent survey during January
Student Empathy Gathering Sessions: Met 4 times throughout the year
Site Leadership Meetings: Met every other week throughout the school year
Student Leadership Meetings: Met every week throughout the school year
Teacher and Staff Input Sessions: Met twice during after school during staff meetings
ELAC Meetings: Met 4 times throughout the year
Parent Meeting and Conversations: Met monthly with family throughout the school year

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.300%	0.89%	0.78%	1	3	3
African American	11.68%	13.06%	11.23%	39	44	43
Asian	13.17%	15.43%	17.75%	44	52	68
Filipino	%	0.59%	0.26%		2	1
Hispanic/Latino	25.75%	21.36%	20.37%	86	72	78
Pacific Islander	0.30%	0%	0.78%	1	0	3
White	38.32%	38.87%	41.51%	128	131	159
Multiple/No Response	10.48%	9.79%	7.31%	35	33	28
			Total Enrollment	334	337	383

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	53	59	66
Grade 1	54	57	68
Grade 2	50	55	54
Grade3	54	57	63
Grade 4	62	54	69
Grade 5	61	55	63
Total Enrollment	334	337	383

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	79	86	123	18.9%	23.7%	32.0%
Fluent English Proficient (FEP)	18	17	20	3.00%	5.4%	5.2%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
337	**73.9**	**25.5**	**0.6**
Total Number of Students enrolled in Carmichael Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	86	25.5
Foster Youth	2	0.6
Homeless	15	4.5
Socioeconomically Disadvantaged	249	73.9
Students with Disabilities	76	22.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	44	13.1
American Indian	3	0.9
Asian	52	15.4
Filipino	2	0.6
Hispanic	72	21.4
Two or More Races	33	9.8
White	131	38.9

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
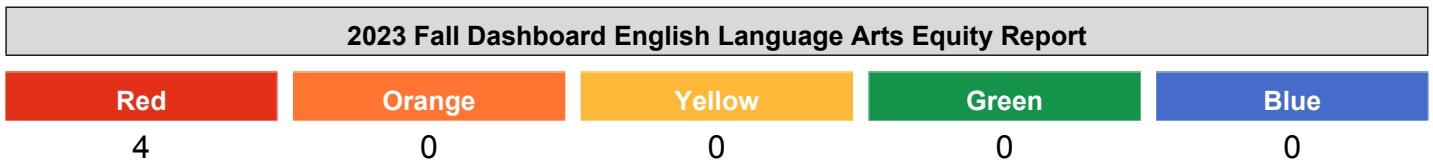## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
84 points below standard	99.2 points below standard	1 Student
Decreased Significantly -24.9 points	Decreased Significantly -30.6 points	
141 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
119.9 points below standard	Red	170.9 points below standard
11 Students	94.5 points below standard	Decreased Significantly -48 points
	Decreased Significantly -33.9 points	39 Students
	122 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
90.5 points below standard	Less than 11 Students	150.6 points below standard	Less than 11 Students
Decreased Significantly - 26.2 points	0 Students	18 Students	1 Student
24 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	80.8 points below standard	No Performance Color	Red
78.7 points below standard	Decreased Significantly - 55.5 points	0 Students	78.6 points below standard
Decreased -13.2 points	16 Students		Decreased -10.9 points
35 Students			50 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116.3 points below standard	Less than 11 Students	75.5 points below standard
Decreased Significantly -31.2 points	10 Students	Decreased Significantly -20.7 points
38 Students		91 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 84 points below standard which was a significant decrease of 24.9 points. Lowest performing groups were English Language Learners (99.2 points below standard), Socioeconomically Disadvantaged (94.5 points below standard), Hispanic (78.7 points below standard), and White (78.6 points below standard).

Students in the lowest performing student groups faced many challenges including:

Chronic absenteeism - Students are missing large amounts of instruction due to home and transportation instability.
Non-Stability Rate - Students moving to and from our school throughout the year due to transiency and lack of space in school enrollment. Students lack continuity of education between school sites and student's academic preparedness.
Increased English Language Learner Population - Increased number of students who are new to the USA and do not speak English. Insufficient EL support for ELD
Integrated ELD instruction - Increased EL population has lead to higher class size numbers for EL support without instructional support in the classroom.
Parent Involvement - Parents reported they feel disconnected from curriculum and are unable to help with ELA support at home.

Designated ELD instruction with EL Achieve
Bilingual Instructional Assistants to support EL students in home language
Family education events to improve connectedness and support family communication
Take home supplies for families to support instruction
Funds for Professional Development for teachers on science of reading
UFLI Phonics Literacy to supplement ELA curriculum for all grade levels

School and Student Performance Data
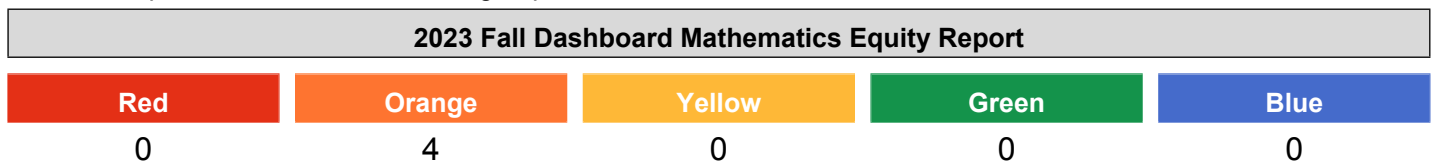
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
84.6 points below standard	79.1 points below standard	
Decreased -10.5 points	Decreased -9.6 points	1 Student
142 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	180 points below standard
	88.2 points below standard	Decreased Significantly -34.1 points
10 Students	Decreased -7.2 points	41 Students
	120 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
99.4 points below standard Decreased Significantly - 28.2 points 25 Students	Less than 11 Students 0 Students	120.6 points below standard 18 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 87.1 points below standard Decreased -10.9 points 35 Students	86.9 points below standard Maintained +0.9 points 16 Students	No Performance Color 0 Students	Orange 78.2 points below standard Decreased -10.6 points 50 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.6 points below standard Decreased -14.9 points 38 Students	Less than 11 Students 10 Students	88.1 points below standard Decreased -12.3 points 92 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 84.6 points below standard which was a decrease of 10.5 points. Our lowest performing groups are English Language Learners (79.1 points below standard, decrease 9.6 points), Socioeconomically Disadvantaged (88.2 points below standard, decreased 7.2 points), Hispanic (87.1 points below standard, decreased 10.9 points) and White (78.2 points below standard, decreased 10.6 points).

Students in the lowest performing student groups faced many challenges including:

Chronic absenteeism - Students are missing large amounts of instruction due to home and transportation instability.
Non-Stability Rate - Students moving to and from our school throughout the year due to transiency and lack of space in school enrollment. Students lack continuity of education between school sites and student's academic preparedness.
Increased English Language Learner Population - Increased number of students who are new to the USA and do not speak English. Insufficient EL support for ELD
Lack of Parent Involvement - Parents reported they feel disconnected from curriculum and are unable to help with math support at home.
Supplemental Math Curriculum and Materials: Insufficient math curriculum to address learning gaps and instructional materials.
Math Professional Development: Need updated professional development on math practice instruction

Bilingual Instructional Assistants for EL students in home language
Parent education nights. Parent support for communication
Childcare for parent education nights
Take home supplies for families to support instruction
Funds for Professional Development for teachers on math instruction
Ready Set Math Curriculum

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
0.476% making progress towards English language proficiency
Number of EL Students: 63 Students
Performance Level: 3
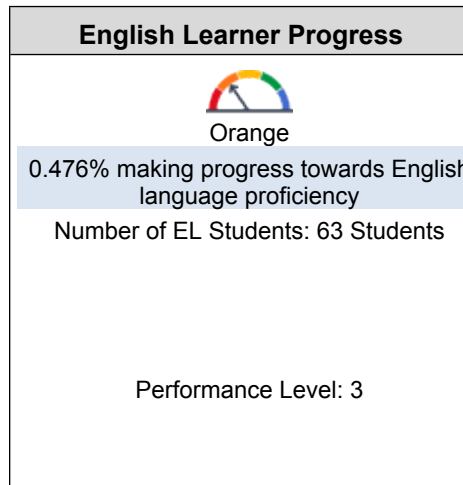
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
8	25	0	29

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

The greatest growth was our 29 students who progressed at least one ELPI Level this year. The group with the most room for improvement is the 25 students who maintained their current ELPI Level. We also had 8 students who decreased one level.

Increased ELD services for more students
Lack of integrated ELD support for higher students and RFEP.
Lack of designated ELD supplemental curriculum
Parent materials and supplies for home

ELD Curriculum for Designated and Integrated ELD
Parent information meetings and take home materials to support EL students.

School and Student Performance Data

## Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

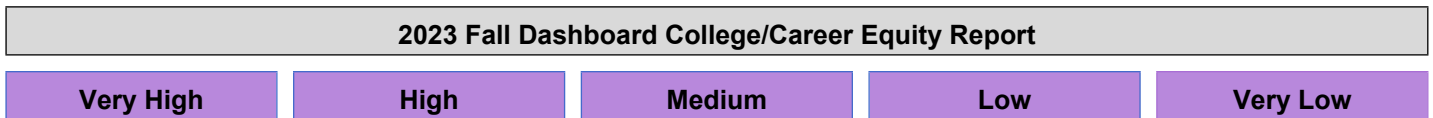## Academic Engagement
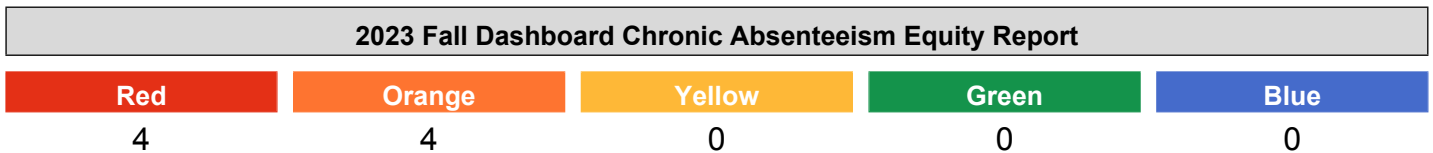## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
39.7% Chronically Absent	25.9% Chronically Absent	
Declined Significantly -3.4	Maintained 0.2	3 Students
383 Students	116 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
58.3% Chronically Absent	Red	Orange
Increased 4.2	42.2% Chronically Absent	52.5% Chronically Absent
24 Students	Maintained 0.3	Declined -4.4
	322 Students	99 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	Orange	Less than 11 Students
56.3% Chronically Absent	5 Students	19.7% Chronically Absent	2 Students
Increased 1.5		Increased 2.4	
48 Students		61 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	Less than 11 Students	Orange
34.6% Chronically Absent	39.4% Chronically Absent	1 Student	43.9% Chronically Absent
Declined -19.3	Increased 6.1		Declined -1.6
78 Students	33 Students		155 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students were chronically absent 39.7% Chronically Absent, which was a significant decrease of 3.4%. Our lowest performing groups are English language learners (25.9% Chronically Absent, maintained 0.2%), Socioeconomic Disadvantaged (42.2% Chronically Absent, maintained 0.3), African American (56.3% Chronically Absent, increased 1.5%), and Two or More Races (39.4% Chronically Absent, increased 6.1%).

Families with housing instability and transportation issues
Student medical needs and illnesses
Lack of home to school connection
Lack of school supports to address family needs
Access to parent support and education
Lack of student incentives to promote attendance
Lack of native language communication with families

Increased staff hours to monitor chronic absenteeism and build connections with families
Provide engaging attendance incentives for students and families.
Welcoming Kits to increase student and family connectedness and belonging on campus

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Conditions & Climate
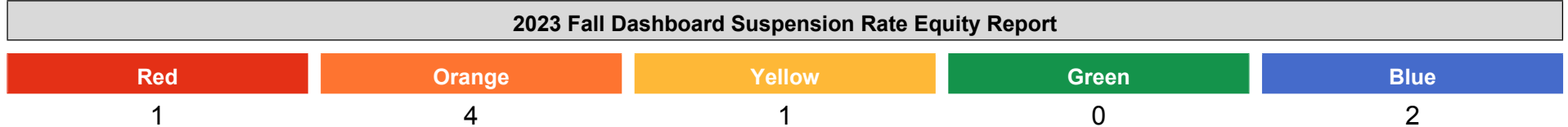## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	1	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

4% suspended at least one day

Increased 1.9

405 Students

English Learners

Blue

0% suspended at least one day

Maintained 0

122 Students

Foster Youth

Less than 11 Students

3 Students

Homeless

7.1% suspended at least one day

Increased 3.6

28 Students

Socioeconomically Disadvantaged

Orange

3.9% suspended at least one day

Increased 1.3

336 Students

Students with Disabilities

Orange

5% suspended at least one day

Increased 2.5

101 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	Less than 11 Students	Blue	Less than 11 Students
5.9% suspended at least one day	5 Students	0% suspended at least one day	2 Students
Declined -2.5		Maintained 0	
51 Students		62 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Red	Less than 11 Students	Orange
4.8% suspended at least one day	8.3% suspended at least one day	1 Student	3.7% suspended at least one day
Increased 3.7	Increased 8.3		Increased 1.7
84 Students	36 Students		164 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

4% of all students were suspended at least one day. Our lowest performing student group was Two or More Races. 8.3% of Two or More Races were suspended at least one day.

Lack of parent/school connection
Lack of positive behavior support
Access to parent support and education
Lack of structured recess supervision and activities

Structured Recess Activities to provide opportunities for students to engage in activities at recess and learn teamwork and conflict management strategies
Positive behavior incentives
SEL materials and resources for classroom and school-wide

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

ELA and Math CAASPP State Testing - Annual
ELA and Math iReady Diagnostic Testing - Three assessment periods
ELPAC State Testing - Annual
Grade Level ELA and Math Unit Testing - Multiple assessments per year

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

Intervention services for ELA and Math provided targeted skill development to work on foundational practices.

Limited Professional Development in ELA and Math was implemented by teachers but not enough teachers participated to make an impact school-wide.
New intervention materials provided differentiated instruction for students to work on fundamental skill practice.
Math supplemental curriculum has promise but no impact yet due to lack of training and implementation site-wide
Limited support of EL students in home language to access grade level curriculum.
Limited access to ELD curriculum to support the recent increase in EL population at site

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

Providing whole staff training to incorporate math supplemental curriculum site-wide
Increase differentiation on Math and ELA intervention by implementing new diagnostic assessments
Introduce UFLI Phonics Literacy program to bring universal phonics lessons to all grade levels
Increase academic intervention support in home language for EL Students to access grade level curriculum
Provide an ELD curriculum and training for staff to implement

2023-24
Identified Need

To provide targeted small group intervention in ELA and Math. Additional need for instructional materials, engaging literacy, and technology to access curriculum. An addition of phonics literacy skills program and ELD curriculum, in addition to staff to support EL students in their home language, will provide greater access to grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	84 points below standard	+3 scale score points
	English Learners	99.2 points below standard	
	Foster Youth		
	Homeless	119.9 points below standard	
	Socioeconomically Disadvantaged	94.5 points below standard	
	Students with Disabilities	170.9 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	African American	90.5 points below standard	
	American Indian		
	Asian	150.6 points below standard	
	Filipino		
	Hispanic	78.7 points below standard	
	Two or More Races	80.8 points below standard	
	Pacific Islander		
	White	78.6 points below standard	
Math State Assessment: Change in scale score	All Students	84.6 points below standard	+3 scale score points
	English Learners	79.1 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	88.2 points below standard	
	Students with Disabilities	180 points below standard	
	African American	99.4 points below standard	
	American Indian		
	Asian	120.6 points below standard	
	Filipino		
	Hispanic	87.1 points below standard	
	Two or More Races	86.9 points below standard	
	Pacific Islander		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	78.2 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.476%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	6.56%		+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	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	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English learners, Hispanic, Socioeconomically disadvantaged and white	Title I Part A Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	13790 10000	2024-25 School Year

1.2	Professional Development for certificated and classified staff on Math and ELA instruction and differentiated Intervention strategies for students below grade level. Release days for teachers collect data, observe classrooms, and to collaborate on building lessons to implement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	6000	2024-25 School Year
1.3	Provide, implement, update and infuse the use of technologies as a tool for learning. This includes hardware and software updates. This may also include but is not limited to; iPads, TV, Monitors, Mounting Materials, projectors, printer/copiers, curriculum, apps,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	21,485 8199	2024-25 School Year

	toner, ink, paper, and accessories.				
1.4	One (1.0 FTE) Intervention Teacher to provide students with direct intervention support services that promote access to the core curriculum. Work in collaboration with the classroom teacher to use data to provide scaffolds and support for possible learning loss. PC 30436	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English learners, Hispanic, Socioeconomically disadvantaged and white	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	79,000 44858	2024-25 School Year
1.5	Conferences: Travel and attendance at conferences to improve student achievement and implementation of state standards	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	8000	School Year 2024-25

1.6	UFLI Foundations Literacy: Supplemental program to Benchmark curriculum that teaches students the foundational skills necessary for proficient reading.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	4000	School Year 2024-25
1.7	EL Achieve Curriculum: Systematic ELD curriculum to support English development for English language learners during designated ELD as well as all learners for Integrated ELD inside the general education classroom.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	33,000	School Year 2024-25
1.8	Engaging School Literature: • Engaging school literature to reflect culturally relevant	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English learners, Hispanic, Socioeconomically disadvantaged and white	Equity Multiplier 4000-4999: Books And Supplies	25,000	School Year 2024-25

	topics, student interests, and promote student literacy. • Provide literacy for families to engage with ELA at home.				
1.9	Bilingual Instructional Assistant Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing English learners, Hispanic, Socioeconomically disadvantaged and white	Equity Multiplier 2000-2999: Classified Personnel Salaries	200,256	School Year 2024-25

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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 Attendance and Chronic Absenteeism is monitored weekly by site attendance team and monthly with district attendance department
Student Engagement monitored by participation in field trips, assemblies, school clubs, before/after school activities, and family events through trimester progress tracking.

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

Funding additional time for attendance clerk to work on tracking and monitoring chronic absenteeism increased communication with families

Funding for school enrichment programs allowed students to engage in school beyond the school day and access a broad course of study.
Student leadership increased student advocacy and voice on campus, leading to more student input on school decisions

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

Need more staffing to address chronic absenteeism families to provide resources and make community connections.
Provide incentives for students and families to increase daily attendance and decrease chronic absenteeism.

2023-24
Identified Need

There is a need to provide more attendance monitoring to increase student attendance and decrease student chronic absenteeism

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	39.7% Chronically Absent	-0.5%
	English Learners	25.9% Chronically Absent	
	Foster Youth		
	Homeless	58.3% Chronically Absent	
	Socioeconomically Disadvantaged	42.2% Chronically Absent	
	Students with Disabilities	52.5% Chronically Absent	
	African American	56.3% Chronically Absent	
	American Indian		
	Asian	19.7% Chronically Absent	
	Filipino		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Hispanic	34.6% Chronically Absent	
	Two or More Races	39.4% Chronically Absent	
	Pacific Islander		
	White	43.9% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.04%		+1%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	N/A	N/A
	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	N/A	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Enrichment: Bring academic enrichment programs on site to reinforce Common Core State Standards through real world experiences, visual and performing arts, STEM.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	School Year 2024-25
2.2	Student Leadership: Provide funding to support student leadership opportunities across campus to include student led initiatives and student leadership teams.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7304	School Yea2024-25 r
2.3	Student and Family Engagement:	All Students English Learners Low-Income Students Foster Youth	Equity Multiplier 2000-2999: Classified	21990 37261	School Year 2024-25

	• School Community Specialist to monitor and communicate with students identified as chronically absent. • Provide engaging attendance incentives for students and families.	X Lowest Performing African American, English learners, Socioeconomically Disadvantaged	Personnel Salaries Equity Multiplier 4000-4999: Books And Supplies		
2.4	Fund site based clerk, as needed, to work on school outreach to families identified with attendance concerns including providing resources and communication	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, English learners, Socioeconomically Disadvantaged	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	4263 1961	School Year 2024-25

	with district partnerships PC 39087		Site Allocation 3000-3999: Employee Benefits		
2.5		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Suspension Rate monitored bimonthly by student support team
Student and Family responses on annual family climate survey
Student and staff SAEBERS results for socio-emotional learning

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

Family engagement events increased in attendance and participation with new academic focuses and family community resources
Additional school supervision decreased suspension for students engaging in physical altercations by providing more problem solving and conflict management opportunities
Full time counselor running tier one whole school SEL lessons, tier 2 small group skill development, and tier 3 individual skill support

SEL materials to increase social-emotional intelligence and decrease behaviors leading to suspensions.
Student engagement in school clubs, activities, family events have lead to increased participation by students and higher levels of school connectedness.

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

Provide parent resource classes to increase academic engagement at home and childcare for parents to participate
Structured recess activities to decrease suspensions occurring during non-structured activities
Increase access and materials for SEL and student engagement materials so all students have access to participate.

2023-24
Identified Need

There is a need for family and student engagement events and opportunities to participate before, during, and after school. Structured recess activities to keep students engaged and increase problem solving and conflict management. Funding of school counselor and materials to implement SEL curriculum and positive behavior materials

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	4% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	7.1% suspended at least one day	
	Socioeconomically Disadvantaged	3.9% suspended at least one day	
	Students with Disabilities	5% suspended at least one day	
	African American	5.9% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Filipino		
	Hispanic	4.8% suspended at least one day	
	Two or More Races	8.3% suspended at least one day	
	Pacific Islander		
	White	3.7% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	53.1%		+5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	45.7%		+5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	80%		Maintain 80%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Family and Student Engagement: Provide	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	10000	School Year 2024-25

	opportunities for families and students to engage in events on campus that support academic success in areas including, but not limited to: math, literacy, science, social studies, attendance, social emotional learning, college/career readiness, school culture, and other areas	Lowest Performing	5000-5999: Services And Other Operating Expenditures		

3.2	Provide active supervision 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 to employees. PC 35558 PC 35562	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries
			LCFF Supplemental Site Allocation 3000-3999: Employee Benefits
			LCFF Rec Aide Allocation
				11144
				
				1609
				
				3,933
					School Year 2024-25

3.3	Classroom Environment: Provide social-emotional learning materials and incentives for individual, group, and school wide distribution, including Check In/Check Out monitoring.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School Year 2024-25
3.4	Counselor: Counselor (1.0 FTE) Student support for social emotional skills as well as academic support to promote student success in social emotional and academic needs PC 36086	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	84500 46317	School Year 2024-25
3.5	Student Engagement: Provide opportunities for students to participate in extracurricular activities that may take place during	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	10000	School Year 2024-25

		school or after school this could include but is not limited to STEAM, culture, arts, music, physical activity and movement.				

3.6		Safety: Purchase safety equipment and materials to support students, parents and staff.	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Lowest Performing
				LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School Year 2024-25

3.7		Parent Liaison - to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Lowest Performing
				Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	3816	School Year 2024-25

3.8		Welcoming and Belonging: Provide "welcome kits" and additional	All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			 X Lowest Performing Two or More Races
				Equity Multiplier 4000-4999: Books And Supplies	10000	School Year 2024-25

	resources to support students.				
3.9	Structured Recess Supervision: Monitor, coach, and provide positive modeling for recess activities.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	Equity Multiplier 5000-5999: Services And Other Operating Expenditures	64,800	School Year 2024-25
3.10	Positive Behavior Intervention: • Professional learning focused on meeting students' various needs. • Engaging families as partners in supporting positive behaviors.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	Equity Multiplier 4000-4999: Books And Supplies	20000	School Year 2024-25

	• Schoolwide signage. • Furniture and materials for calm down space and behavioral alternatives. • PBIS materials.				
3.11		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development based on language proficiency levels.	August 2024 - June 2025	ELD Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A Centralized Services (District Only)	

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide attendance monitoring and communication to families.	August 2024 - June 2025	Attendance Clerk	2000-2999: Classified Personnel Salaries	Other	

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Improve safety, security, supervision, relationships, and connections with priority student groups	August 2024 - June 2025	School Community Specialist	2000-2999: Classified Personnel Salaries	Other	

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	$329,766.00
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	$812,486.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Equity Multiplier	$426,307.00
LCFF Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$52,480.00
Title I Part A Parent Involvement	$3,816.00
Title I Part A Site Allocation	$325,950.00

Subtotal of state or local funds included for this school: $812,486.00

Total of federal, state, and/or local funds for this school: $812,486.00

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	52,480	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	325,950	0.00
Title I Part A Parent Involvement	3,816	0.00
Equity Multiplier	426,307	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	426,307.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	52,480.00
Title I Part A Parent Involvement	3,816.00
Title I Part A Site Allocation	325,950.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,933.00
1000-1999: Certificated Personnel Salaries	169,500.00
2000-2999: Classified Personnel Salaries	241,469.00
3000-3999: Employee Benefits	94,745.00
4000-4999: Books And Supplies	210,039.00
5000-5999: Services And Other Operating Expenditures	92,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Equity Multiplier	222,246.00
4000-4999: Books And Supplies	Equity Multiplier	139,261.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	64,800.00
	LCFF Rec Aide Allocation	3,933.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	15,407.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	3,570.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	25,503.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	8,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,816.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	169,500.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	91,175.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	45,275.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	453,588.00
Goal 2	82,779.00
Goal 3	276,119.00

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
Ahmad Gadae	Parent or Community Member
Keturah James	Parent or Community Member
Elizabeth Gilly	Parent or Community Member
Maria Lucero	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
J. Wiese	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/28/24.

Attested:

Signature	
DJ Latcham	Principal, DJ Latcham on 05/28/2024
Stacy Boyd	SSC Chairperson, Stacy Boyd on 05/28/2024

Budget By Expenditures

Carmichael Elementary School

Funding Source: Equity Multiplier   **$426,307.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
UFLI Foundations Literacy: Supplemental program to Benchmark curriculum that teaches students the foundational skills necessary for proficient reading.	4000-4999: Books And Supplies	$4,000.00	Connected School Communities	
EL Achieve Curriculum: Systematic ELD curriculum to support English development for English language learners during designated ELD as well as all learners for Integrated ELD inside the general education classroom.	4000-4999: Books And Supplies	$33,000.00	Connected School Communities	
Engaging School Literature: - Engaging school literature to reflect culturally relevant topics, student interests, and promote student literacy. - Provide literacy for families to engage with ELA at home.	4000-4999: Books And Supplies	$25,000.00	Connected School Communities	
Bilingual Instructional Assistant Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families.	2000-2999: Classified Personnel Salaries	$200,256.00	Connected School Communities	
	4000-4999: Books And Supplies	$10,000.00	Connected School Communities	
Student and Family Engagement: - School Community Specialist to monitor and communicate with students identified as chronically absent. - Provide engaging attendance incentives for students and families.	2000-2999: Classified Personnel Salaries	$21,990.00	Healthy Environments for Social-Emotional Growth	
	4000-4999: Books And Supplies	$37,261.00	Healthy Environments for Social-Emotional Growth	

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Welcoming and Belonging: Provide "welcome kits" and additional resources to support students.	4000-4999: Books And Supplies	$10,000.00	Engaging Academic Programs
Structured Recess Supervision: Monitor, coach, and provide positive modeling for recess activities.	5000-5999: Services And Other Operating Expenditures	$64,800.00	Engaging Academic Programs
Positive Behavior Intervention: - Professional learning focused on meeting students' various needs. - Engaging families as partners in supporting positive behaviors. - Schoolwide signage. - Furniture and materials for calm down space and behavioral alternatives. - PBIS materials.	4000-4999: Books And Supplies	$20,000.00	Engaging Academic Programs

Equity Multiplier Total Expenditures: $426,307.00

Equity Multiplier Allocation Balance: $0.00

Funding Source: LCFF Rec Aide Allocation $3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: $3,933.00

LCFF Rec Aide Allocation Allocation Balance: $0.00

Funding Source: LCFF Supplemental Site Allocation $52,480.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$1,609.00	Engaging Academic Programs	

	3000-3999: Employee Benefits	$1,961.00	Healthy Environments for Social-Emotional Growth
Safety: Purchase safety equipment and materials to support students, parents and staff.	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
Provide active supervision 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 to employees. PC 35558 PC 35562	2000-2999: Classified Personnel Salaries	$11,144.00	Engaging Academic Programs
Classroom Environment: Provide social-emotional learning materials and incentives for individual, group, and school wide distribution, including Check In/Check Out monitoring.	4000-4999: Books And Supplies	$5,000.00	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 PC 39087	2000-2999: Classified Personnel Salaries	$4,263.00	Healthy Environments for Social-Emotional Growth
Conferences: Travel and attendance at conferences to improve student achievement and implementation of state standards	5000-5999: Services And Other Operating Expenditures	$8,000.00	Connected School Communities
Student Leadership: Provide funding to support student leadership opportunities across campus to include student led initiatives and student leadership teams.	4000-4999: Books And Supplies	$7,304.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	$8,199.00	Connected School Communities

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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	

LCFF Supplemental Site Allocation Total Expenditures: $59,480.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $3,816.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison - to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district	2000-2999: Classified Personnel Salaries	$3,816.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $3,816.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation $325,950.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Family and Student Engagement: Provide opportunities for families and students to engage in events on campus that support academic success in areas including, but not limited to: math, literacy, science, social studies, attendance, social emotional learning, college/career readiness, school culture, and other areas	5000-5999: Services And Other Operating Expenditures	$10,000.00	Engaging Academic Programs
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 PC 36086	1000-1999: Certificated Personnel Salaries	$84,500.00	Engaging Academic Programs
Student Engagement: Provide opportunities for students to participate in extracurricular 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.	4000-4999: Books And Supplies	$10,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$46,317.00	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	$44,858.00	Connected School Communities

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Enrichment: Bring academic enrichment programs on site to reinforce Common Core State Standards through real world experiences, visual and performing arts, STEM.	5000-5999: Services And Other Operating Expenditures	$10,000.00	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	$13,790.00	Connected School Communities
Professional Development for certificated and classified staff on Math and ELA instruction and differentiated Intervention strategies for students below grade level. Release days for teachers collect data, observe classrooms, and to collaborate on building lessons to implement.	1000-1999: Certificated Personnel Salaries	$6,000.00	Connected School Communities
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	$21,485.00	Connected School Communities
One (1.0 FTE) Intervention Teacher to provide students with direct intervention support services that promote access to the core curriculum. Work in collaboration with the classroom teacher to use data to provide scaffolds and support for possible learning loss. PC 30436	1000-1999: Certificated Personnel Salaries	$79,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: $336,950.00

Title I Part A Site Allocation Allocation Balance: $0.00

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Carmichael Elementary School Total Expenditures: $830,486.00