School Year: **2025-26**

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	June 3, 2025	June 24,2025

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)

X Schoolwide Program

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).

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Comprehensive Needs Assessment Components

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

Data Analysis

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 three times 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 Enrollment by Subgroup						
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

Student 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)			17	0.0%		10.30%

School and Student Performance Data

Student Population

The 2024 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
383	**69.7%**	**32.1%**	**0.0%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	123	32.1%
Foster Youth	0	0.0%
Homeless	24	6.3%
Socioeconomically Disadvantaged	267	69.7%
Students with Disabilities	85	22.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	11.2%
American Indian	3	0.8%
Asian	68	17.8%
Filipino	1	0.3%
Hispanic	78	20.4%
Two or More Races	28	7.3%
Pacific Islander	3	0.8%
White	159	41.5%

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Blue		

School and Student Performance Data

Academic Performance
English Language Arts

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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
72.8 points below standard	104.0 points below standard	0 Students
Increased 11.1 points	Declined 4.8 points	
156 Students	57 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	71.7 points below standard
	6 Students	Increased 22.8 points
		133 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
135.2 points below standard	96.5 points below standard	Less than 11 Students
Increased 35.7 points	Declined 6.0 points	1 Student
50 Students	18 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
113.1 points below standard	Less than 11 Students	56.5 points below standard
Increased 37.5 points	1 Student	Increased 22.2 points
23 Students		38 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
94.8 points below standard	0 Students	65.3 points below standard
Declined 14.1 points		Increased 13.3 points
13 Students		64 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 72.8 points below standard which was an increase of 11.1 points.
The lowest performing group was English Language Learners (135.2 points below standard, which was a decline of 4.8 points).

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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.
Parent Involvement - Parents reported they feel disconnected from curriculum and are unable to help with ELA support at home.
Increased English Language Learner Population - Increased number of students who are new to the USA and who do not speak English. Lack of home language support for students to access curriculum.
Missing foundational phonics skills and access to intervention services to address learning gaps
Teachers not having professional development on science of reading
Integrated ELD instruction - Increased EL population has lead to higher class size numbers for EL support without instructional support in the classroom.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Bilingual Instructional Assistants to support EL students in home language
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
Supplemental materials in the classroom for ELA instruction
Intervention teachers to address ELA, specifically English learners.
Provide, implement, update and infuse the use of technologies as a tool for learning

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
65.8 points below standard	68.3 points below standard	0 Students
Increased 18.8 points	Increased 10.8 points	
164 Students	64 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Less than 11 Students	66.2 points below standard
	6 Students	Increased 22.0 points
		140 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
137.8 points below standard	102.5 points below standard	Less than 11 Students
Increased 42.2 points	Declined 3.1 points	1 Student
51 Students	20 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
83.3 points below standard	Less than 11 Students	63.7 points below standard
Increased 37.3 points	1 Student	Increased 23.5 points
24 Students		38 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
112.9 points below standard	0 Students	51.4 points below standard
Declined 26.1 points		Increased 26.8 points
14 Students		69 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 65.8 points below standard which was an increase of 18.8 points.
Our lowest performing group was Students with Disabilities (137.8 points below standard, increase 42.2 points).

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Students saw increases across the board in math scores which could be attributed to:
New Supplemental Math Curriculum and Materials: Address learning gaps with additional curriculum and intervention, new instructional materials.
Math Professional Development: Focus on number sense professional development in K-5 classrooms.

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. Lack of home language support in all languages.
Need for additional teacher training on supplemental math curriculum and programs.
Missing foundational math skills and access to intervention services to address learning gaps.
Lack of dedicated planning time to analyze student data and lesson design.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Bilingual Instructional Assistants for EL students in home language
Provide, implement, update and infuse the use of technologies as a tool for learning
Take home supplies for families to support instruction
Professional Development for teachers on math instruction
Supplemental materials in the classroom for math instruction
Intervention teachers to address math, specifically students with disabilities

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	No Performance Color
59.7% making progress.	making progress.
Number Students: 77 Students	Number Students: 0 Students

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.

2024 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**
9.1%	29.9%	0%	59.7%

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 46 students who progressed at least one ELPI Level this year. The group with the most room for improvement is the 7 students who decreased one level. We also had 24 students who maintained their current ELPI Level.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Introduction of BIA support for students to receive home language support to address academic needs
Introduction of EL Achieve program in ELD classes to provide structured curriculum support
Still a need for more additional BIA support as more newcomers coming each year with little or no English acquisition
Chronic Absenteeism is causing English language learners to miss significant academic instruction and limiting ELPI growth

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Provide ELD Achieve training to rest of staff to implement in integrated ELD
BIA academic support for home languages
Parent information meetings and take home materials to support EL students.
Chronic Absenteeism Outreach to reduce the amount of missed days of school and increase daily attendance

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

N/A

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

N/A

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
29.1% Chronically Absent	20.8% Chronically Absent	0 Students
Declined 10.5	Declined 5.1	
429 Students	159 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	53.5% Chronically Absent	28.7% Chronically Absent
1 Student	Declined 4.8	Declined 13.5
	43 Students	366 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
38.1% Chronically Absent	42.9% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 14.5	Declined 13.4	3 Students
113 Students	49 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Red
20.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	35.7% Chronically Absent
Increased 0.8	1 Student	Increased 1.1
78 Students		84 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
25.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	26.1% Chronically Absent
Declined 13.6	3 Students	Declined 17.8
31 Students		180 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 29.1% Chronically Absent, which was a significant decrease of 10.5%. Our lowest performing groups were Hispanic (35.7% chronically absent, increase 1.1%) and Asian (20.5%, increased 0.8%)

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Increased staff hours to monitor chronic absenteeism and build connections with families
Increase sense of belonging on campus
Provide enrichment programs to motivate students to attend regularly

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.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

N/A

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

N/A

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	4	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Blue	No Performance Color
1.8% suspended at least one day	0% suspended at least one day	0 Students
Declined 2.2%	Maintained 0%	
445 Students	161 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	2.2% suspended at least one day	1.3% suspended at least one day
2 Students	Declined 5%	Declined 2.6%
	46 Students	381 Students

Students with Disabilities	African American	American Indian
Green	Yellow	No Performance Color
2.6% suspended at least one day	3.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2.4%	Declined 2.1%	4 Students
117 Students	53 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	3.5% suspended at least one day
Maintained 0%	1 Student	Declined 1.3%
83 Students		86 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.1% suspended at least one day
Declined 5.3%	3 Students	Declined 2.6%
33 Students		182 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 suspended 1.8% at least one day last year, which was a decline of 2.2%. The lowest performing groups were African American (3.8% suspended at least one day, declined 2.1%) and Hispanic (3.5% suspended at least one day, declined 1.3%).

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Increase in parent/school connection
Focus on SEL and positive behavior support through MTSS and school counseling
Access to parent support and education
Providing structured recess supervision and activities

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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
Home language resources for students and families to provide positive behavior support at home

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: 2024-25

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.
UFLI 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

2025-26

Identified Need

The following needs were identified for the 2025-26 School Year:
Bilingual Instructional Assistants to support EL students in home language
Take home supplies for families to support ELA and Math instruction
Professional Development for teachers on science of reading, math instruction, and integrated ELD
Release time for teachers to analyze student data and create student centered lesson plans
UFLI Phonics Literacy to supplement ELA curriculum for all grade levels
Supplemental materials in the classroom for ELA and math instruction
Intervention teachers to address ELA, specifically English learners.
Intervention teachers to address math, specifically students with disabilities
Provide, implement, update and infuse the use of technologies as a tool for learning

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	72.8 points below standard	+3 scale score points
	English Learners	104.0 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Foster Youth Homeless Socioeconomically Disadvantaged: 71.7 points below standard Students with Disabilities: 135.2 points below standard African American: 96.5 points below standard American Indian Asian: 113.1 points below standard Filipino Hispanic: 56.5 points below standard Two or More Races: 94.8 points below standard Pacific Islander White: 65.3 points below standard	
Math State Assessment: Change in scale score	All Students: 65.8 points below standard English Learners: 68.3 points below standard Foster Youth Homeless Socioeconomically Disadvantaged: 66.2 points below standard Students with Disabilities: 137.8 points below standard African American: 102.5 points below standard American Indian Asian: 83.3 points below standard	+3 scale score points

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Filipino Hispanic: 63.7 points below standard Two or More Races: 112.9 points below standard Pacific Islander White: 51.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	59.7%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	10.30%	+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 supplemental materials needed to support literacy and math concepts in all grades ensuring all students have access to the instructional environment	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	2025-26 School Year

	which supports differentiated, independent, practice centers and small group guided instruction during the school day				
1.2	Professional Development for certificated and classified staff on Math, ELA, and ELD 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.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English learners, students with disabilities,	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2000	2025-26 School Year
1.3	One (1.0 FTE) Intervention Teacher to provide students with direct intervention support services that promote access to the	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English learners, students with disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	99,000 66,669	2025-26 School Year

	core curriculum. Work in collaboration with the classroom teacher to use data to provide scaffolds and support for possible learning loss. Specifically targeting ELA intervention for EL students and math intervention for students with disabilities PC 30436		Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.4	UFLI Foundations Literacy: Professional development for teachers to implement sitewide supplemental phonics instruction to all students, specifically English learners. Material costs to implement program including technology, printing expenses, etc	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English learners	Title I Part A Site Allocation 4000-4999: Books And Supplies	2000	2025-26 School Year

1.5	Provide, implement, update and infuse the use of technologies as a tool for learning. This includes hardware and software updates. This may also include but is not limited to; iPads, TV, Monitors, Mounting Materials, projectors, printer/copiers, curriculum, apps, toner, ink, paper, and accessories.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2025-26 School Year
1.6	Engaging At Home Learning: • Provide supplemental literacy and math curriculum instruction for families to engage with ELA and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	2025-26 School Year

	math at home.				
1.7	Counselor: Counselor (1.0 FTE) Increase student success through academic support, social-emotional needs, and chronic absenteeism. Specifically targeting support to Hispanic, Asian, and African American students access to PC 36086	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic, Asian, African American	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	45,500 26,170	2025-26 School Year

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: 2024-25

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, student listening sessions, and family events through trimester progress tracking.

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

Funding additional time for attendance clerk and school community specialist to work on monitoring and communicating with chronically absent families increased overall communication with families and we showed a decrease in chronic absenteeism

Bilingual Instructional Assistants helped families connect with school community and address attendance concerns in a timely manner.
School counselor was able to teach tier 1 SEL lessons to all students and provide tier 2 intervention to increase school engagement and reduce chronic absenteeism.
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 engagement, advocacy and voice on campus. This lead to more student input on school decisions and higher participation

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

Need to continue providing additional 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.

2025-26

Identified Need

Identified needs for the 2025-26 school year include:
Continue providing attendance monitoring to increase student attendance and decrease student chronic absenteeism.
Bilingual Instructional Assistants to help families connect with school community, increase parent awareness about attendance, and address attendance concerns
School counseling to provide SEL instruction to increase school engagement and reduce chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	29.1% Chronically Absent	-0.5%
	English Learners	20.8% Chronically Absent	
	Foster Youth		
	Homeless	53.5% Chronically Absent	
	Socioeconomically Disadvantaged	28.7% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Students with Disabilities: 38.1% Chronically Absent African American: 42.9% Chronically Absent American Indian: Asian: 20.5% Chronically Absent Filipino: Hispanic: 35.7% Chronically Absent Two or More Races: 25.8% Chronically Absent Pacific Islander: White: 26.1% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.9%	+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 English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities	N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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 and fund field trip opportunities to reinforce Common Core State Standards through real world experiences, visual and performing arts, STEM.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	2025-26 School Year
2.2	Student Leadership: Provide funding to support student leadership opportunities	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1000	2025-26 School Year

	across campus to include student led initiatives and student leadership teams.		4000-4999: Books And Supplies		
2.3	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	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	4687 2468	2025-26 School Year
2.4		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: 2024-25

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)

Structured recess activities to decrease suspensions occurring during non-structured activities
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)

Structured recess activities to increase student engagement and attendance, improve school suspension rate
Increase access and materials for SEL and student engagement materials so all students have access to participate.

2025-26

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 2024-25		Expected Outcome 2025-26
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	1.8% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	2.2% suspended at least one day	
	Socioeconomically Disadvantaged	1.3% suspended at least one day	
	Students with Disabilities	2.6% suspended at least one day	
	African American	3.8% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Filipino Hispanic — 3.5% suspended at least one day Two or More Races — 3% suspended at least one day Pacific Islander White — 1.1% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	58.9%	+5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	64.4%	+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).	60%	Maintain 60%

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 opportunities for families and students to	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Hispanic	Title I Part A Site Allocation 5000-5999: Services And Other	4,384	2025-26 School Year

	engage in events on campus that increase sense of belonging and support academic success. Focus areas include, but are not limited to: math, literacy, science, social studies, attendance, social emotional learning, college/career readiness, school culture, and other areas		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 35558/35562 PC 35562	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Hispanic	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation	15000 2500 4130	2025-26 School Year

3.3	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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4585	2025-26 School Year
3.4	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	2025-26 School Year
3.5	Parent Liaison - to support ongoing positive relations between the school, parents, and the community; as well as support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	3010	2025-26 School Year

	communication between parents, the site, and district. Increase family communication on leadership roles at school.				
3.6		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 2025-June 2026	ELD Teacher	1000-1999: Certificated Personnel Salaries	Other	
Provide primary language support to Emerging Bilingual students.	August 2025-June 2026	BIA Farsi/Dari	2000-2999: Classified Personnel Salaries	Other	

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 2025-June 2026	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 2025-June 2026	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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$305,103.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Rec Aide Allocation	$4,130.00
LCFF Supplemental Site Allocation	$50,240.00
Title I Part A Parent Involvement	$3,010.00
Title I Part A Site Allocation	$247,723.00

Subtotal of state or local funds included for this school: $305,103.00

Total of federal, state, and/or local funds for this school: $305,103.00

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	50,240	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	247,723	0.00
Title I Part A Parent Involvement	3,010	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	50,240.00
Title I Part A Parent Involvement	3,010.00
Title I Part A Site Allocation	247,723.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,130.00
1000-1999: Certificated Personnel Salaries	146,500.00
2000-2999: Classified Personnel Salaries	22,697.00
3000-3999: Employee Benefits	97,807.00
4000-4999: Books And Supplies	19,585.00
5000-5999: Services And Other Operating Expenditures	14,384.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Rec Aide Allocation	4,130.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	19,687.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,968.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,585.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,010.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	146,500.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	92,839.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	4,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	4,384.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	248,339.00
Goal 2	18,155.00
Goal 3	38,609.00

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
Janelle Bright	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
	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 June 3, 2025.

Attested:

	Principal, DJ Latcham on June 3rd, 2025
	SSC Chairperson, Elizabeth Gilly on June 3rd, 2025

Budget By Expenditures

Carmichael Elementary School

Funding Source: LCFF Rec Aide Allocation **$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$4,130.00
LCFF Rec Aide Allocation Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation **$50,240.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
	3000-3999: Employee Benefits	$2,500.00	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	$5,000.00	Connected School Communities	

Carmichael Elementary School

Enrichment: Bring academic enrichment programs on site and fund field trip opportunities 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
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	$1,000.00	Healthy Environments for Social-Emotional Growth
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	$4,687.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$2,468.00	Healthy Environments for Social-Emotional Growth
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 35558/35562 PC 35562	2000-2999: Classified Personnel Salaries	$15,000.00	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	$4,585.00	Engaging Academic Programs
Safety: Purchase safety equipment and materials to support students, parents and staff.	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures:	$57,240.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$3,010.00 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. Increase family communication on leadership roles at school.	2000-2999: Classified Personnel Salaries	$3,010.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$3,010.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$247,723.00 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 increase sense of belonging and support academic success. Focus areas include, but are 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	$4,384.00	Engaging Academic Programs	
Engaging At Home Learning: - Provide supplemental literacy and math curriculum instruction for families to engage with ELA and math at home.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	

Carmichael Elementary School

Counselor: Counselor (1.0 FTE) Increase student success through academic support, social-emotional needs, and chronic absenteeism. Specifically targeting support to Hispanic, Asian, and African American students access to PC 36086	1000-1999: Certificated Personnel Salaries	$45,500.00	Connected School Communities
	3000-3999: Employee Benefits	$66,669.00	Connected School Communities
	3000-3999: Employee Benefits	$26,170.00	Connected School Communities
Provide supplemental 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	$1,000.00	Connected School Communities
Professional Development for certificated and classified staff on Math, ELA, and ELD 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	$2,000.00	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. Specifically targeting ELA intervention for EL students and math intervention for students with disabilities PC 30436	1000-1999: Certificated Personnel Salaries	$99,000.00	Connected School Communities

Carmichael Elementary School

UFLI Foundations Literacy: Professional development for teachers to implement sitewide supplemental phonics instruction to all students, specifically English learners. Material costs to implement program including technology, printing expenses, etc	4000-4999: Books And Supplies	$2,000.00	Connected School Communities
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

Title I Part A Site Allocation Total Expenditures:	$258,723.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Carmichael Elementary School Total Expenditures:	$323,103.00