



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 2, 2026	June 23, 2026

Purpose and Plan Summary

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

☒ Schoolwide Program

The purpose of 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).

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 6 times throughout the school year
District Parent Climate Survey: District wide parent survey during January
Student Empathy Gathering Sessions: Met 3 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 and two surveys
ELAC Meetings: Met 4 times throughout the year

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.78%	0.53%	0.53%	3	2	2
African American	11.23%	8.56%	5.87%	43	32	22
Asian	17.75%	17.11%	16.53%	68	64	62
Filipino	0.26%	0.80%	1.07%	1	3	4
Hispanic/Latino	20.37%	20.59%	23.20%	78	77	87
Pacific Islander	0.78%	0.53%	1.33%	3	2	5
White	41.51%	43.05%	41.33%	159	161	155
Multiple/No Response	7.31%	8.82%	10.13%	28	33	38
Total Enrollment				383	374	375

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten			16
Kindergarten	66		61
Grade 1	68		52
Grade 2	54		56
Grade3	63		66
Grade 4	69		63
Grade 5	63		61
Total Enrollment	383		375

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	123	124	127	25.5%	32.0%	33.9%
Fluent English Proficient (FEP)	20	32	28	5.0%	5.2%	7.5%
Reclassified Fluent English Proficient (RFEP)	17	18			10.30%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
374	72.7%	33.2%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	33.2%
Foster Youth	0	0.0%
Homeless	21	5.6%
Socioeconomically Disadvantaged	272	72.7%
Students with Disabilities	97	25.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	8.6%
American Indian	2	0.5%
Asian	64	17.1%
Filipino	3	0.8%
Hispanic	77	20.6%
Two or More Races	33	8.8%
Pacific Islander	2	0.5%
White	161	43%

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

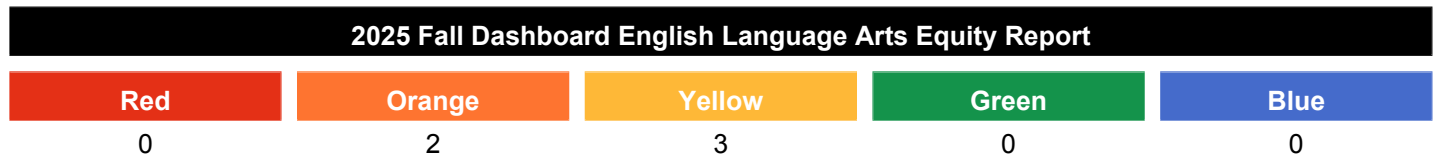
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 56.2 points below standard Increased 16.6 points 160 Students	English Learners  Orange 72.1 points below standard Increased 31.9 points 72 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Yellow 58.9 points below standard Increased 12.8 points 130 Students

Students with Disabilities  Orange 127.5 points below standard Increased 7.7 points 53 Students	African American  No Performance Color 157.2 points below standard Declined 60.7 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 46.5 points below standard Increased 66.7 points 24 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 51.4 points below standard Increased 5.1 points 31 Students
Two or More Races  No Performance Color 132.4 points below standard Declined 37.5 points 14 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 51 points below standard Increased 14.3 points 83 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.

The lowest performing groups were Two or More Races (132.4 points below standard, which was a decline of 37.5 points) and African American (157.2 points below standard, which was a decline of 60.7 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.

Missing foundational phonics skills and access to intervention services to address learning gaps. Lack of intervention and supplemental materials

Teachers professional development on ELA including science of reading and writing

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

Bilingual Instructional Assistants to continue supporting English learner students in home language

Take home supplies for families to support instruction

Funds for Professional Development for teachers

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

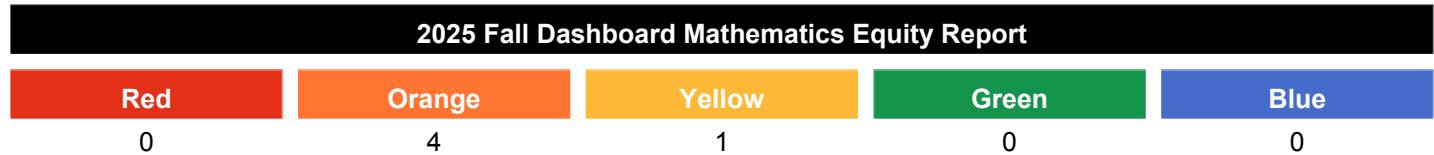
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 62.6 points below standard Increased 3.2 points 169 Students	English Learners  Yellow 62.9 points below standard Increased 5.4 points 79 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange 65.4 points below standard Maintained 0.8 points 137 Students

Students with Disabilities  Orange 129 points below standard Increased 8.8 points 54 Students	African American  No Performance Color 151.6 points below standard Declined 49.1 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 39.4 points below standard Increased 43.9 points 26 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 61.9 points below standard Maintained 1.8 points 31 Students
Two or More Races  No Performance Color 150.7 points below standard Declined 37.8 points 14 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 61 points below standard Declined 9.6 points 89 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.

Our lowest performing group was Two or More races (150.7 points below standard, decrease 37.8 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.

English Language Learner Population - 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 and intervention

Tutoring opportunities for students

School and Student Performance Data

Academic Performance Science

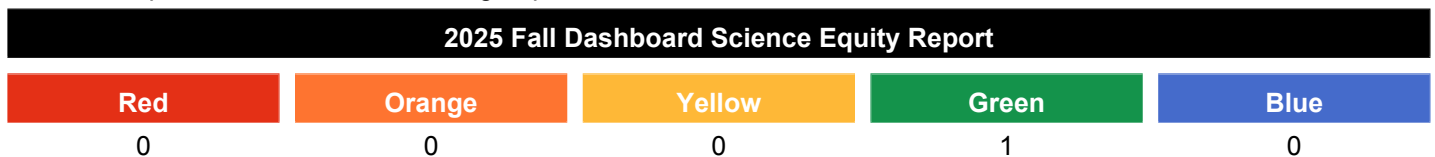
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 49.1 science points Increased 3.1 points 63 Students	English Learners  No Performance Color 43.7 science points Increased 6.2 points 27 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Green 49.2 science points Increased 3.6 points 52 Students

Students with Disabilities  No Performance Color 31.1 science points Increased 7.7 points 21 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 50.3 science points Increased 7.1 points 37 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.

Our lowest scoring group was Students with Disabilities with 31.1 Science Points and an increase of 7.7 points

Potential causes:

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

We increased in every category from previous 23-24 school year.

Providing more science materials for classroom instruction

Providing professional development to promote cross curricular instruction of science with ELA and Math.

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

Science supplemental supplies for instruction

Field trips and assemblies to experience science in action

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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
48.2 making progress.	making progress.
Number Students: 85 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.

2025 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
16.7%	35.7%	0%	47.6%

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 ELPI group that had the greatest growth was Progressed at Least One ELPI Level at 47.6%. An ELPI group that is an area of improvement is Decreased One ELPI Level which was 16.7%

Potential causes:

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

Loss of BIA support for Russian students to receive home language support to address academic needs
Introduction of EL Achieve program in ELD classes to provide structured curriculum support
Overcrowded ELD instruction in classrooms.
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 EL Achieve training to rest of staff to implement in integrated ELD
BIA academic support for home languages

Supplemental technology and materials for EL instruction.
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

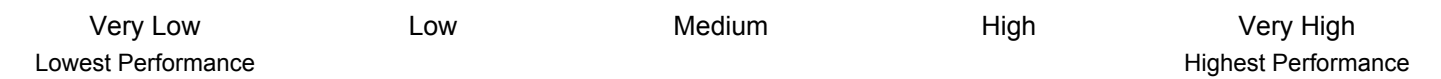
Academic Performance College/Career Report

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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.



This section provides number of student groups in each level.



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

2025 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.

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

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

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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

22.8% Chronically Absent

Declined 6.3

412 Students

English Learners



Yellow

16.9% Chronically Absent

Declined 3.9

142 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

48.3% Chronically Absent

Declined 5.2

29 Students

Socioeconomically Disadvantaged



Yellow

24.1% Chronically Absent

Declined 4.6

345 Students

Students with Disabilities  Orange 26.4% Chronically Absent Declined 11.6 121 Students	African American  Orange 30.4% Chronically Absent Declined 12.4 46 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 17.8% Chronically Absent Declined 2.7 73 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 18.5% Chronically Absent Declined 17.2 81 Students
Two or More Races  Red 39.4% Chronically Absent Increased 13.6 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 21.5% Chronically Absent Declined 4.6 172 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.

The lowest performing group was Two or More Races (39.4% chronically absent, increase 13.6%).

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.

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.

2025 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.

2025 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:

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Potential causes:

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

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

School and Student Performance Data

Conditions & Climate Suspension Rate

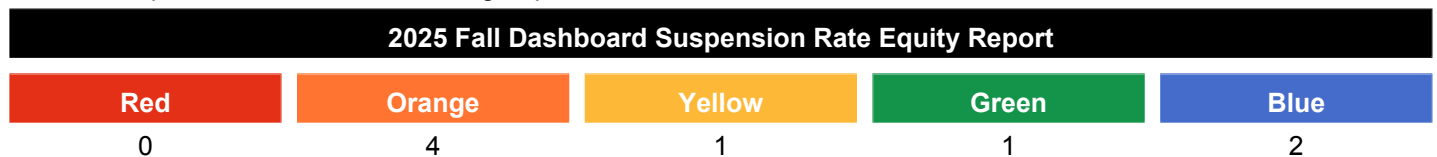
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.9% suspended at least one day Maintained 0.1% 428 Students	English Learners  Yellow 0.7% suspended at least one day Increased 0.7% 144 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 3.4% suspended at least one day Increased 1.3% 29 Students	Socioeconomically Disadvantaged  Orange 2% suspended at least one day Increased 0.7% 356 Students

Students with Disabilities  Orange 3.2% suspended at least one day Increased 0.6% 126 Students	African American  Orange 4.2% suspended at least one day Increased 0.4% 48 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 0% suspended at least one day Maintained 0% 74 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 1.1% suspended at least one day Declined 2.4% 88 Students
Two or More Races  Blue 0% suspended at least one day Declined 3% 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 2.9% suspended at least one day Increased 1.8% 174 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.

The student group with the highest suspension indicator is African American (4.2% suspended at least one day, and increase of 0.4% from last year)

Potential causes:

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

Increased focus on parent to home communication
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: 2025-26

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.
Increased monitoring of sitewide data for admin and teachers to assess progress and make changes.
Lack of continuity of ELA and Math curriculum and supplemental programs being implemented in all classrooms

Self selected teachers receiving training in science of reading pedagogy

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

Providing whole staff training to incorporate new math curriculum adoption
Increase differentiation on Math and ELA intervention by implementing new diagnostic assessments
Continue 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 2026-27 School Year:
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
Bilingual Instructional Assistants to support EL students in home language
Take home supplies for families to support ELA and Math instruction
Provide, implement, update and infuse the use of technologies as a tool for learning
Provide before or after school tutoring for students including African American and Two or More Races

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	56.2 points below standard	+3 scale score points
	English Learners	72.1 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	58.9 points below standard	
	Students with Disabilities	127.5 points below standard	
	African American	157.2 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	American Indian		
	Asian	46.5 points below standard	
	Filipino		
	Hispanic	51.4 points below standard	
	Two or More Races	132.4 points below standard	
	Pacific Islander		
	White	51 points below standard	
Math State Assessment: Change in scale score	All Students	62.6 points below standard	+3 scale score points
	English Learners	62.9 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	65.4 points below standard	
	Students with Disabilities	129 points below standard	
	African American	151.6 points below standard	
	American Indian		
	Asian	39.4 points below standard	
	Filipino		
	Hispanic	61.9 points below standard	
	Two or More Races	150.7 points below standard	
	Pacific Islander		
	White	61 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	48.2	+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 academic 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 X English Learners X Low-Income Students Foster Youth X Lowest Performing African American	Title I Part A Site Allocation 4000-4999: Books And Supplies	10000	School Year 2026-2027

1.2	Professional Development for certificated and classified staff on Math, ELA, ELD, Social Studies, and Science instruction. Topics include 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 X English Learners X Low-Income Students Foster Youth X Lowest Performing English learners, students with disabilities, African American, Two or More Races	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3000	School Year 2026-2027
1.3	UFLI Phonics Literacy to supplement ELA curriculum for all grade levels. Innovamat Math curriculum for all grade levels. Supplemental materials in the classroom for ELA and math instruction	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing English learners, African Americans, Two or More Races	Title I Part A Site Allocation 4000-4999: Books And Supplies	2000	School Year 2026-2027
1.4	Provide, implement, update and infuse	X All Students English Learners X Low-Income Students	Title I Part A Site Allocation	15000	School Year 2026-2027

	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	Foster Youth Lowest Performing	4000-4999: Books And Supplies		
1.5	Engaging At Home Learning. Provide supplemental literacy and math curriculum instruction for families to engage with ELA and math at home.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	6000	School Year 2026-2027
1.6	Counselor: Counselor (1.0 FTE) Increase student success through academic support, social-emotional needs, and chronic absenteeism.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, Asian, African American	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	130,000 52,646	School Year 2026-2027

	Specifically targeting support to Hispanic, Asian, and African American students access to PC 36086		Title I Part A Site Allocation 3000-3999: Employee Benefits		
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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: 2025-26

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
Funding additional time for Bilingual Instructional Assistant to help 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 2026-27 school year include:

Continue providing attendance monitoring to increase student attendance and decrease student chronic absenteeism.

Bilingual Instructional Assistant 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 2025-26		Expected Outcome 2026-27
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	22.8% Chronically Absent	-0.5%
	English Learners	16.9% Chronically Absent	
	Foster Youth		
	Homeless	48.3% Chronically Absent	
	Socioeconomically Disadvantaged	24.1% Chronically Absent	
	Students with Disabilities	26.4% Chronically Absent	
	African American	30.4% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	American Indian Asian 17.8% Chronically Absent Filipino Hispanic 18.5% Chronically Absent Two or More Races 39.4% Chronically Absent Pacific Islander White 21.5% 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 African American American Indian Asian	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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	Beyond Classroom Learning: Bring Title I compliant academic enrichment programs on site and fund field trip opportunities to reinforce State Standards through real world experiences, visual and performing arts, and STEM.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Two or More Races, African American, EL	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000	School Year 2026-2027
2.2	Student Leadership: Provide funding to support student leadership opportunities across campus to include student	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2026-2027

	led initiatives and student leadership teams.				
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 X English Learners X 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	5,179 4,511	School Year 2026-2027
2.4	Fund site based bilingual assistant, as needed, to work on student engagement and school outreach to families including providing resources and communication with district partnerships in home language. PC 40228	All Students X 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	10,036 8,890	School Year 2026-2027

2.5		All Students English Learners Low-Income Students Foster Youth Lowest Performing				
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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: 2025-26

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 weekly by student support team
Student and Family responses on annual family climate survey
Student and staff SAEBERS results for socio-emotional learning
Student listening sessions, small groups, and individual counseling feedback

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.
 Increased access to alternative discipline procedures to address repeated behavior

**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 and supervision 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 2025-26		Expected Outcome 2026-27
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	1.9% suspended at least one day	-0.3%
	English Learners	0.7% suspended at least one day	
	Foster Youth		
	Homeless	3.4% suspended at least one day	
	Socioeconomically Disadvantaged	2% suspended at least one day	
	Students with Disabilities	3.2% suspended at least one day	
	African American	4.2% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic 1.1% suspended at least one day Two or More Races 0% suspended at least one day Pacific Islander White 2.9% 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 Engagement: Provide opportunities for families and students to engage in events	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Two or More Races	Title I Part A Site Allocation 5000-5999: Services And Other	8,214	School Year 2026-2027

	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 structured playground activities to promote positive	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 2000-2999: Classified	12,826 1,852 4130	School Year 2026-2027

	citizenship. Provide training to employees. PC 35558/35562 PC 35562		Personnel Salaries		
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 X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,780	School Year 2026-2027
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	5946	School Year 2026-2027
3.5	Parent Liaison - to support ongoing positive relations between	X All Students English Learners X Low-Income Students Foster Youth	Title I Part A Parent Involvement	3010	School Year 2026-2027

	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.	Lowest Performing	2000-2999: Classified Personnel Salaries		
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 2026-June 2027	ELD Teacher	1000-1999: Certificated Personnel Salaries	Other	
Provide primary language support to Emerging Bilingual students.	August 2026-June 2027	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 2026-June 2027	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 2026-June 2027	School Community Specialist	2000-2999: Classified Personnel Salaries	Other	

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	247,640	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	247,640.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	133,000.00
2000-2999: Classified Personnel Salaries	35,181.00
3000-3999: Employee Benefits	67,899.00
4000-4999: Books And Supplies	50,726.00
5000-5999: Services And Other Operating Expenditures	18,214.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	28,041.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	15,253.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,946.00
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	133,000.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	52,646.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	43,780.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	18,214.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,646.00
Goal 2	39,616.00
Goal 3	46,758.00

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
Janelle Bright	Parent or Community Member
Elizabeth Gilly	Parent or Community Member
Lee Farand	Parent or Community Member
Ahmad Gadae	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
ON FILE	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 06/02/26.

Attested:

DJ Latcham	Principal, DJ Latcham on June 2, 2026
J. Bright	SSC Chairperson, Janelle Bright on June 2, 2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Carmichael Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$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	\$1,852.00	Engaging Academic Programs	
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	

Carmichael Elementary School

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	\$5,179.00	Healthy Environments for Social-Emotional Growth
Fund site based bilingual assistant, as needed, to work on student engagement and school outreach to families including providing resources and communication with district partnerships in home language. PC 40228	2000-2999: Classified Personnel Salaries	\$10,036.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$4,511.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$8,890.00	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 structured playground activities to promote positive citizenship. Provide training to employees. PC 35558/35562 PC 35562	2000-2999: Classified Personnel Salaries	\$12,826.00	Engaging Academic Programs
Safety: Purchase safety equipment and materials to support students, parents and staff.	4000-4999: Books And Supplies	\$5,946.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$57,240.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Carmichael Elementary School

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

\$247,640.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	\$10,780.00	Engaging Academic Programs	
Family 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	\$8,214.00	Engaging Academic Programs	

Carmichael Elementary School

Provide supplemental materials needed to support academic 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	\$10,000.00	Connected School Communities
Professional Development for certificated and classified staff on Math, ELA, ELD, Social Studies, and Science instruction. Topics include 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	\$3,000.00	Connected School Communities
UFLI Phonics Literacy to supplement ELA curriculum for all grade levels. Innovamat Math curriculum for all grade levels. Supplemental materials in the classroom for ELA and math instruction	4000-4999: Books And Supplies	\$2,000.00	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	\$15,000.00	Connected School Communities
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	\$6,000.00	Connected School Communities
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	1000-1999: Certificated Personnel Salaries	\$130,000.00	Connected School Communities

PC 36086

Carmichael Elementary School

	3000-3999: Employee Benefits	\$52,646.00	Connected School Communities
Beyond Classroom Learning: Bring Title I compliant academic enrichment programs on site and fund field trip opportunities to reinforce State Standards through real world experiences, visual and performing arts, and STEM.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Healthy Environments for Social-Emotional Growth
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: \$258,640.00

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

Carmichael Elementary School Total Expenditures: \$323,020.00