

School Year:

2023-24



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name

Camino Real Elementary School

Address

4655 Camino Real
Jurupa Valley, CA 92509-5419

County-District-School (CDS) Code

33670906106835

Principal

Lynette Bowen

District Name

Jurupa Unified School District

SPSA Revision Date

May 2023

Schoolsite Council (SSC) Approval Date

May 16, 2023

Local Board Approval Date

June 26, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision Statement

Camino Real Elementary School is committed to establishing a school culture that removes barriers, while challenging students to do their best academically and supporting their social-emotional growth. A partnership involving the school, home, and community will provide an environment that is conducive to intellectual, academic, personal, and social growth.

Mission Statement

Our mission is to work together to build a safe, respectful, nurturing environment where everyone is equal and all achievements are celebrated. Our staff is committed to helping students maximize their ability to succeed, develop a growth mindset, and support their social emotional well-being. Together, Camino's teachers, faculty, parents, and community help us achieve this.

School Profile

Describe The students and community and how school serves them.

The Story

Established in 1988, Camino Real Elementary School is comprised of moderate-income homes in a suburban area, Camino Real is located at 4655 Camino Real in Jurupa Valley. Camino is one of 17 elementary schools in the Jurupa Unified School District and is proud to be named as a California Distinguished School. Camino Real is considered a neighborhood school where most students live within walking distance.

Camino Real enrolls approximately 770 students in grades TK – 6 and is a full-inclusion school, where about half of the students qualify for free or reduced lunch. Our enrollment is made of 65.2% Hispanic, 20.5% White, 4.2% Asian and 2.4% African American. English Learners make-up about 12% of the student enrollment and homeless/foster make-up about 0.5% of our population.

Students, TK through sixth grade, have received Chromebooks to enhance their learning experience. Students in grades second through sixth take their Chromebooks home daily and our TK – 1st graders keep their Chromebooks in their classroom.

Camino Real Elementary School students are serviced by 30 teachers, all of whom are fully credentialed. We have two Education Specialists, two Literacy Support teachers, one math support teacher, one Psychologist, one Speech and Language Pathologist, and one Band teacher. The school campus is comprised of 35 classrooms, a multipurpose room, library, and main office. Grade Span Adjustment (GSA) in 2022-2023 moves towards 24:1 based on LCFF requirements annually. All teachers hired for Class Size Reduction (CSR) intervention are considered supplemental and over and above the GSA entitlements. Grades 4th – 6th maintain a 34:1 student-teacher ratio. The 2021-2022 school year is 180 days and has been restructured to include 36 minimum days in order to support teacher collaboration. Our staff participates in monthly professional development meetings, as well as Leadership, AVID, PBIS/BSEL, and Grade Level Meetings.

Camino Real Elementary School guides students to explore the attributes of being Respectful, Responsible, and Safe, as they embark on their learning adventures. Our school is committed to providing learning opportunities that are engaging and will assist our students not only with academic success, but also in making responsible decisions when solving problems they will face in the challenging world in which they live. We hold high standards of excellence for ourselves and our students, and work hard to give every student what he/she needs to succeed. At Camino, we provide a well-rounded program that helps students harness their uniqueness and strengths. Our teachers work diligently to create a learning environment that is responsive to the differences in our students' academic levels, interests, and learning styles. We provide a safe, positive, and supportive school experience so all students feel valued and encouraged to achieve their personal best. Teachers meet regularly to discuss effective teaching strategies and analyze data from Common Core aligned

assessments to guide their planning. Within that collaboration time, teachers analyze data and use findings to organize curriculum and learning experiences to guide students in developing a deeper understanding. The goal is for students to be engaged in learning experiences that prepare them for their futures and develop skills that guide them to be college and career ready. Problem solving, critical thinking, analysis, and technology are regular components of the high-level expectations that teachers build into the daily instructional practices. Besides the regular instructional program, various other programs exist to challenge and support our students. Camino Real has a variety of extended learning opportunities, such as, Saturday School, Family Nights, AVID, Think Together, 100 Mile Club, GATE, Primary Intervention/Early Literacy programs, and school-wide Guided Reading and Impact Teams. It takes true partnership to make Camino a success, and with everyone working together, our students can achieve, because of this teamwork, Camino cubs will become collaborative, reflective, and thoughtful citizens contributing great things to society.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Based on a review of performance on the state indicators and progress toward SPSA goals, local self-assessment tools and stakeholder input, Camino will plan to maintain or build upon the following key features:

Key features include:

- 1.) Guided Reading/Literacy intervention focus expansion in grades K - 6th.
- 2.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th to equitably support our English Learners.
- 3.) Common Core curriculum including; JUSD UoS: ELA, MATH, and NGSS.
- 4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with a growth mindset.
- 5.) Expansion using protocols, formative assessment, and collaborative inquiry to drive instructional practices in the classroom.
- 6.) Continued training and implementation of effective use of technology with students, staff, and parents.
- 7.) Increase parent involvement, school connectedness, student engagement, and achievement.
- 8.) Provide social-emotional learning opportunities and activities to support students.
- 9.) Provide and engage students in Healthy Living initiatives and activities to develop, support, and engage all students in healthy living habits.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

School Climate steadily improved throughout the year. Families, staff, SSC and ELAC shared that they felt more included and welcomed. Our ELAC team went from 2 parents to 11. Our behavior issues greatly improved with our Admin Pride assembly, admin follow through and our effort in being preventative rather than reactive.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

All student groups had high chronic absenteeism rate as shown on the Dashboard, more specifically students with disabilities and students of two or more races. Additionally, we need to get more support with the LCAP.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

CAASPP performance in ELA and Math had one student group with a performance gap: Students with Disabilities were very low, while EL were Low. Chronic Absenteeism was high in all subgroups except Asian students. The suspension rate was high among students with disabilities. Math NWEA scores declined in all grades except 1st.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Briefly describe 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 School Plan for Student Achievement for Camino Real aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement. This school-wide program includes the implementation, expansion, and support of:

Key features include:

- 1.) Guided Reading/Literacy intervention focus expansion in grades K - 6th.
- 2.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th to equitably support our English Learners.
- 3.) Common Core curriculum including; JUSD UoS: ELA, MATH, and NGSS.
- 4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with a growth mindset.
- 5.) Expansion using protocols, formative assessment, and collaborative inquiry to drive instructional practices in the classroom.
- 6.) Continued training and implementation of effective use of technology with students, staff, and parents.
- 7.) Increase parent involvement, school connectedness, student engagement, and achievement.
- 8.) Provide social-emotional learning opportunities and activities to support students.
- 9.) Provide and engage students in Healthy Living initiatives and activities to develop, support, and engage all students in healthy living habits.

Camino Real is effectively providing school-wide services for all students. As a Title I school-wide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with our educational partners, include strategies that support state standards and address the needs of all children but particularly those at-risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership Team, School Site Council, ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Educational Partner Involvement

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

The level of parent involvement at Camino Real is extensive. We have an active and supportive PTA which conducts fundraising to support educational experiences for our students, coordinates parent volunteers, and provides activities which extend and enhance learning experiences and fosters school spirit. Our Booster Club provides support for our fourth, fifth, and sixth grade students to participate in overnight field trips and outdoor education programs along with other culminating activities in their final year at Camino Real. Our GATE Advisory Committee/Booster Club examines the needs of the GATE and Merit students, and supports those needs through fundraising events and introduces enriching opportunities for all Camino kids. Our School Site Council, GATE, and ELAC committees meet regularly as representatives of our community and school staff to learn about and give input into school programs and the development of the School Plan, where Camino aligns our SPSA with the three goal of the Local Control Accountability Plan (LCAP): College and Career Readiness; Orderly and Inviting Learning Environment; and Parent, Student, and Community Engagement.

Parents are afforded various opportunities to participate in the education for their child(ren) and through various school organizations. Parents are encouraged to participate in Parent -Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented Education (GATE), Booster, and other organized activities to review current school programs, voice concerns, make recommendations, and celebrate successes.

Educational partners are invited to participate in discussions and to receive information regarding Camino Real's Title I programs, GATE programs, EL programs, AVID, Digital Gateway/Common Sense Citizenship, and other educational programs. Parents can call Dalia Aceves at (951) 360-2714 for more information.

Regular, two-way communication between the school and home is provided in both English and Spanish. Camino establishes regular communication with families using a variety of methods including; Q Communications, Parent Square, PeachJar, Class Dojo, FB, marquee, Instagram, and our school website. Parents are also able to communicate with staff members via email due to every student having a Chromebook. Communications from the site to student homes include tools for working with their child's teacher, ways to help their child with schoolwork, homework, and collaborating with the school for the benefit of their child(ren). In addition, parent classes are available through various district office programs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We've identified that students with disabilities have demonstrated chronic absenteeism due to a high suspension rate, and low in academics. Our teams lack of consistent communication regarding attendance during IEPs. We need to put forth more effort in communicating with families regularly. These students will receive follow up during IEPs and be given additional incentives from case carrier and families will be provided additional supports and resources Students of two

or more races have also been identified due to chronic absenteeism our lack of SART and follow through when students have an excused absence. Attendance teams will be created. Additionally, we will continue with the SART process Our AVID team has created an attendance goal and we are implementing a variety of incentives.

Due to the increase in STRS/PERS more funding is allocated for personnel and impacts what is available for student programs/resources. ESSER Funds will support resources, programs, supplies, and materials to support after school programs including ELO and in the future - parent workshops. Teachers are participating in extensive fundraising to continue programs/supports/materials that were once funded with site budgets. If there were sufficient funding Camino Real would further college and career readiness, foster connections, provide field trips for grade level visits to local colleges, extend collaboration and planning opportunities for teachers centered around IMPACT Team implementation, Integrated/Designated ELD professional development, and teacher compensation for after school programs for students to attend including sports, arts, technology, homework support, ELA and Math enrichment. With increased budget cuts at state level, maintaining intervention and a focus on safety will be important. Allowances for costs to support accelerated learning and filling in student achievement gaps established during distance learning including resources, support, and training, need to be considered.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	117	124	119
Grade 1	99	104	102
Grade 2	106	99	103
Grade3	116	101	103
Grade 4	119	111	104
Grade 5	98	130	101
Grade 6	117	95	119
Total Enrollment	772	764	751

Conclusions based on this data:

1. Decline in enrollment in the past three years.
2. Kindergarten enrollment has been steady for the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	77	93	96	10.00%	12.2%	12.8%
Fluent English Proficient (FEP)	68	61	53	8.80%	8.0%	7.1%
Reclassified Fluent English Proficient (RFEP)	2			2.6%		

Conclusions based on this data:

1. The EL population has greatly increased in the last three years.
2. The Fluent English Proficient student population has decreased over the last three years.
3. There has been no change in the reclassified population in the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	115	103		0	102		0	102		0.0	99.0	
Grade 4	118	107		0	105		0	105		0.0	98.1	
Grade 5	98	124		0	123		0	123		0.0	99.2	
Grade 6	122	94		0	93		0	93		0.0	98.9	
All Grades	453	428		0	423		0	423		0.0	98.8	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2423.7			24.51			23.53			28.43			23.53	
Grade 4		2451.0			20.00			23.81			22.86			33.33	
Grade 5		2498.5			18.70			31.71			16.26			33.33	
Grade 6		2494.6			5.38			30.11			33.33			31.18	
All Grades	N/A	N/A	N/A		17.49			27.42			24.59			30.50	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.71			66.67			18.63	
Grade 4		13.33			65.71			20.95	
Grade 5		14.63			71.54			13.82	
Grade 6		13.98			55.91			30.11	
All Grades		14.18			65.48			20.33	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.53			55.88			20.59	
Grade 4		13.33			59.05			27.62	
Grade 5		15.45			60.16			24.39	
Grade 6		7.53			61.29			31.18	
All Grades		15.13			59.10			25.77	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.78			73.53			15.69	
Grade 4		7.62			80.95			11.43	
Grade 5		13.01			73.17			13.82	
Grade 6		10.75			72.04			17.20	
All Grades		10.64			74.94			14.42	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.71			66.67			18.63	
Grade 4		9.52			70.48			20.00	
Grade 5		18.70			61.79			19.51	
Grade 6		4.30			74.19			21.51	
All Grades		12.29			67.85			19.86	

Conclusions based on this data:

1. CAASPP reading drops in 6th grade,
2. Writing is overall the highest percent of below standard achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	115	103		0	103		0	103		0.0	100.0	
Grade 4	118	107		0	107		0	107		0.0	100.0	
Grade 5	98	123		0	121		0	121		0.0	98.4	
Grade 6	122	94		0	92		0	92		0.0	97.9	
All Grades	453	427		0	423		0	423		0.0	99.1	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2423.3			15.53			29.13			27.18			28.16	
Grade 4		2437.3			10.28			20.56			33.64			35.51	
Grade 5		2480.6			13.22			16.53			32.23			38.02	
Grade 6		2463.6			4.35			10.87			33.70			51.09	
All Grades	N/A	N/A	N/A		11.11			19.39			31.68			37.83	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.24			44.66			30.10	
Grade 4		10.28			50.47			39.25	
Grade 5		18.18			47.93			33.88	
Grade 6		2.17			48.91			48.91	
All Grades		14.42			47.99			37.59	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.30			47.57			29.13	
Grade 4		13.08			48.60			38.32	
Grade 5		9.92			51.24			38.84	
Grade 6		4.35			46.74			48.91	
All Grades		12.77			48.70			38.53	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.42			57.28			23.30	
Grade 4		12.15			55.14			32.71	
Grade 5		11.57			57.02			31.40	
Grade 6		4.35			64.13			31.52	
All Grades		12.06			58.16			29.79	

Conclusions based on this data:

- 6th grade has a significantly lower percent of students who have earned above standard in all areas.

2. 6th grade shows a significant drop in Concepts & Procedures.
3. Problem Solving & Modeling/Data Analysis is the overall greatest deficit.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1423.5	1444.3		1436.9	1446.8		1391.9	1438.2		18	21	
1	1463.1	1448.8		1461.5	1473.9		1464.3	1423.1		15	15	
2	1481.5	1502.6		1472.5	1495.7		1490.3	1509.1		11	16	
3	*	1490.8		*	1483.2		*	1498.1		8	12	
4	*	*		*	*		*	*		10	9	
5	*	1509.5		*	1500.4		*	1518.1		7	11	
6	*	*		*	*		*	*		9	8	
All Grades										78	92	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	23.81		55.56	23.81		27.78	42.86		11.11	9.52		18	21	
1	13.33	6.67		33.33	60.00		40.00	20.00		13.33	13.33		15	15	
2	9.09	18.75		45.45	50.00		27.27	18.75		18.18	12.50		11	16	
3	*	8.33		*	58.33		*	16.67		*	16.67		*	12	
4	*	*		*	*		*	*		*	*		*	*	
5	*	0.00		*	45.45		*	45.45		*	9.09		*	11	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	6.41	10.87		30.77	43.48		43.59	33.70		19.23	11.96		78	92	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	19.05		61.11	42.86		27.78	33.33		5.56	4.76		18	21	
1	20.00	33.33		46.67	20.00		26.67	40.00		6.67	6.67		15	15	
2	27.27	37.50		36.36	43.75		18.18	18.75		18.18	0.00		11	16	
3	*	16.67		*	50.00		*	16.67		*	16.67		*	12	
4	*	*		*	*		*	*		*	*		*	*	
5	*	27.27		*	45.45		*	18.18		*	9.09		*	11	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	11.54	23.91		50.00	38.04		28.21	31.52		10.26	6.52		78	92	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	19.05		38.89	19.05		44.44	33.33		16.67	28.57		18	21	
1	6.67	0.00		40.00	33.33		20.00	46.67		33.33	20.00		15	15	
2	9.09	18.75		45.45	50.00		27.27	6.25		18.18	25.00		11	16	
3	*	0.00		*	50.00		*	33.33		*	16.67		*	12	
4	*	*		*	*		*	*		*	*		*	*	
5	*	0.00		*	36.36		*	27.27		*	36.36		*	11	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	2.56	7.61		26.92	33.70		39.74	35.87		30.77	22.83		78	92	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.22	28.57		72.22	61.90		5.56	9.52		18	21	
1	33.33	40.00		60.00	60.00		6.67	0.00		15	15	
2	9.09	18.75		72.73	75.00		18.18	6.25		11	16	
3	*	16.67		*	75.00		*	8.33		*	12	
4	*	*		*	*		*	*		*	*	
5	*	18.18		*	63.64		*	18.18		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	17.95	28.26		69.23	64.13		12.82	7.61		78	92	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	19.05		72.22	76.19		11.11	4.76		18	21	
1	6.67	33.33		86.67	60.00		6.67	6.67		15	15	
2	27.27	62.50		45.45	37.50		27.27	0.00		11	16	
3	*	33.33		*	50.00		*	16.67		*	12	
4	*	*		*	*		*	*		*	*	
5	*	54.55		*	27.27		*	18.18		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	14.10	31.52		69.23	54.35		16.67	14.13		78	92	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	19.05		88.89	71.43		11.11	9.52		18	21	
1	20.00	6.67		53.33	53.33		26.67	40.00		15	15	
2	18.18	25.00		54.55	50.00		27.27	25.00		11	16	
3	*	0.00		*	66.67		*	33.33		*	12	
4	*	*		*	*		*	*		*	*	
5	*	0.00		*	54.55		*	45.45		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	7.69	9.78		51.28	58.70		41.03	31.52		78	92	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	44.44	28.57		38.89	42.86		16.67	28.57		18	21	
1	6.67	6.67		73.33	80.00		20.00	13.33		15	15	
2	9.09	31.25		81.82	62.50		9.09	6.25		11	16	
3	*	0.00		*	100.00		*	0.00		*	12	
4	*	*		*	*		*	*		*	*	
5	*	27.27		*	54.55		*	18.18		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	14.10	19.57		71.79	68.48		14.10	11.96		78	92	

Conclusions based on this data:

1. Level 1, Written Language has increased in kindergarten and 2nd grades.
2. There was a significant decrease in Well Developed Writing from the K (20-21) group to the same group in 21-22.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
764	47.9	12.2	0.4
Total Number of Students enrolled in Camino Real 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	12.2
Foster Youth	3	0.4
Homeless	1	0.1
Socioeconomically Disadvantaged	366	47.9
Students with Disabilities	73	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.4
American Indian	1	0.1
Asian	32	4.2

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	7	0.9
Hispanic	498	65.2
Two or More Races	15	2.0
Pacific Islander	3	0.4
White	157	20.5

Conclusions based on this data:

1. 47.9 percent of students are socioeconomically disadvantaged.
2. 65.2 percent of the students at Camino Real are Hispanic.

School and Student Performance Data

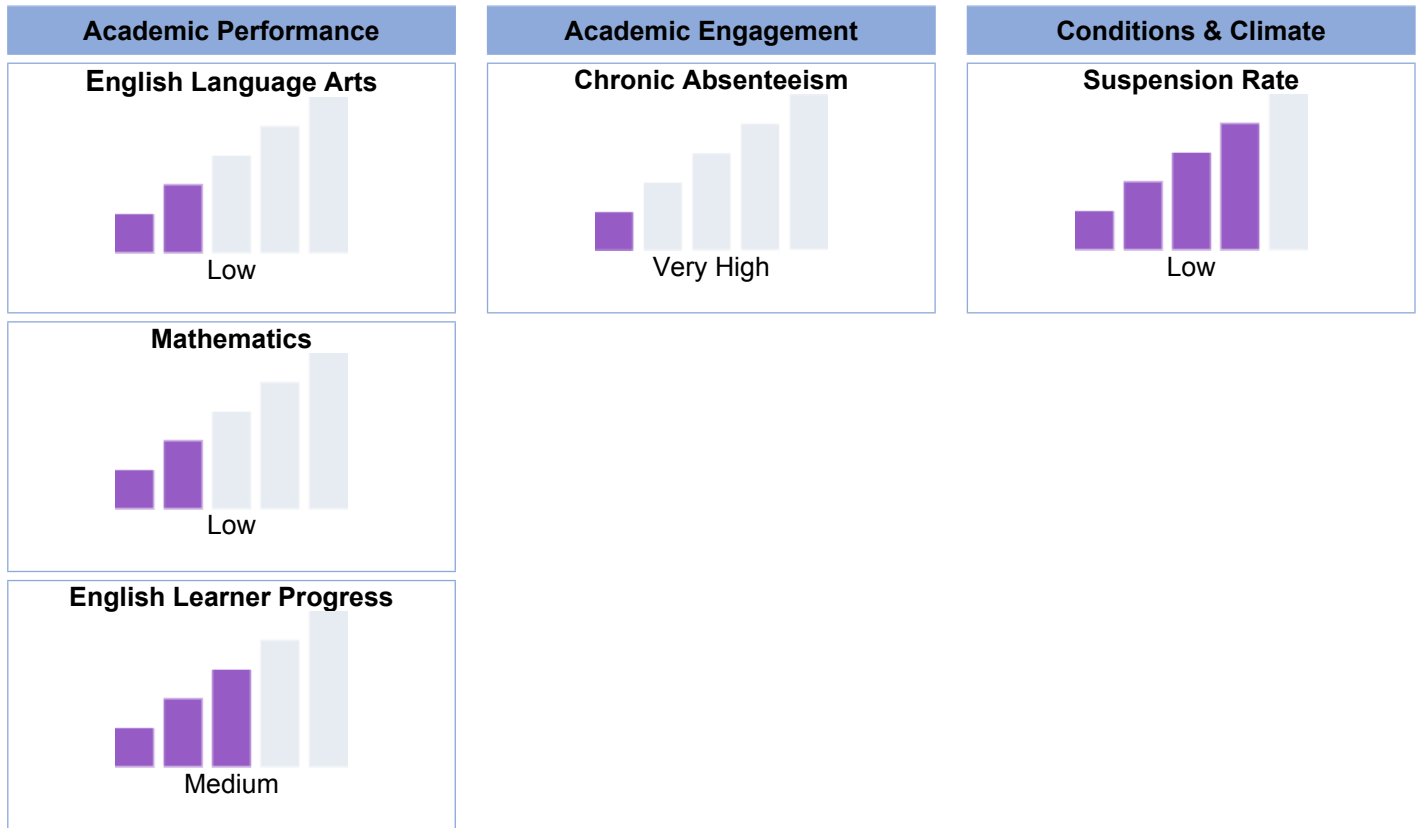
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. The Chronic Absenteeism rate at Camino is very high.

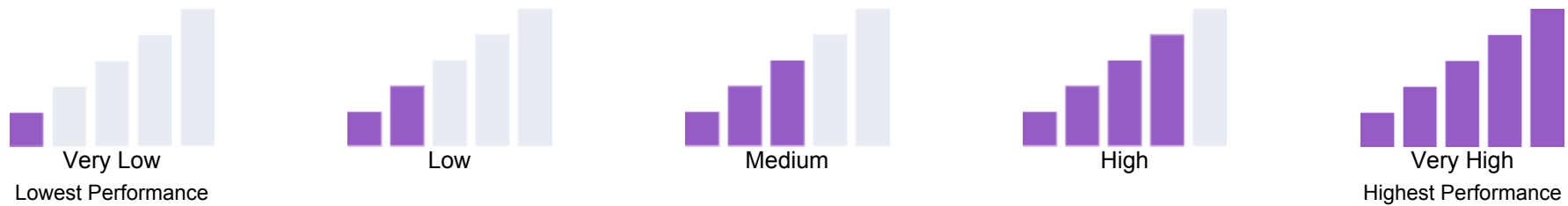
- 2. Overall, ELA CAASPP academic performance is low.
- 3. Overall, Math CAASPP academic performance is low.

School and Student Performance Data

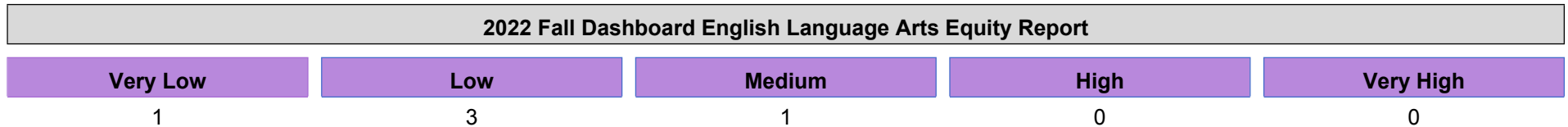
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Low

15.1 points below standard

413 Students

English Learners



Low

34.8 points below standard

60 Students

Foster Youth



No Performance Level

1 Student

Homeless

Socioeconomically Disadvantaged

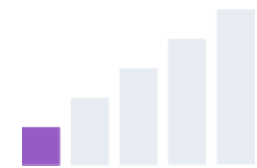


Low

32.7 points below standard

230 Students

Students with Disabilities

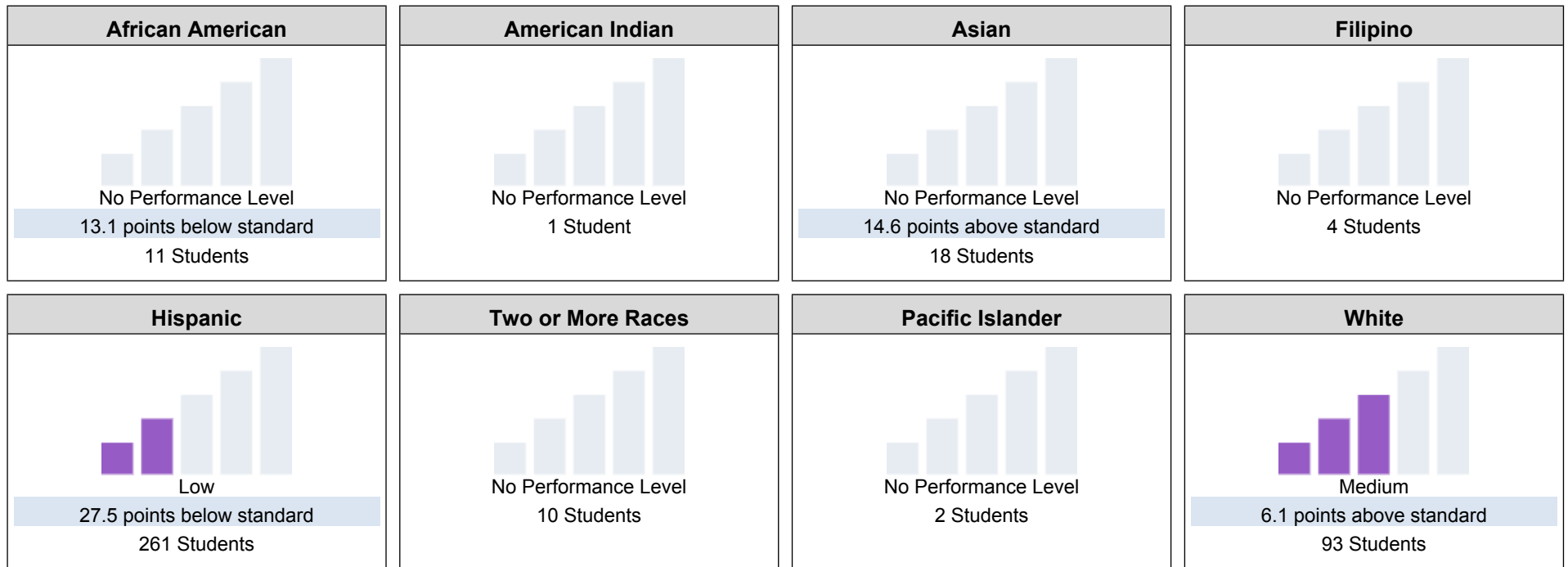


Very Low

76.0 points below standard

46 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.5 points below standard 36 Students	36.8 points above standard 24 Students	12.3 points below standard 329 Students

Conclusions based on this data:

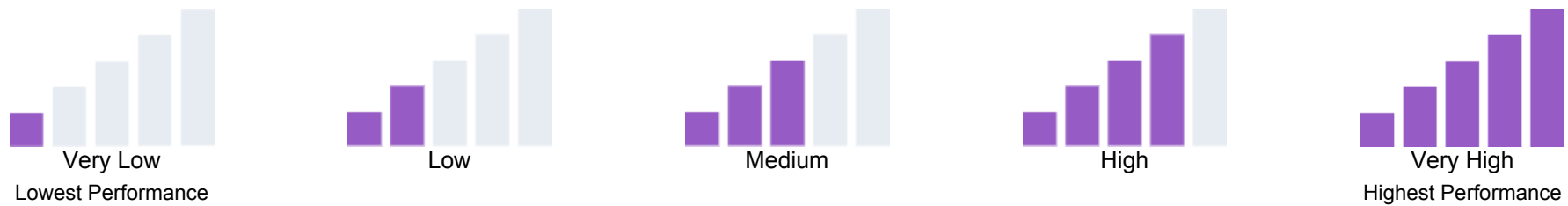
- Students with disabilities show 76.0 points below standard in ELA.
- Of the 60 ELA students, they are 34.8 points below standard in ELA.

School and Student Performance Data

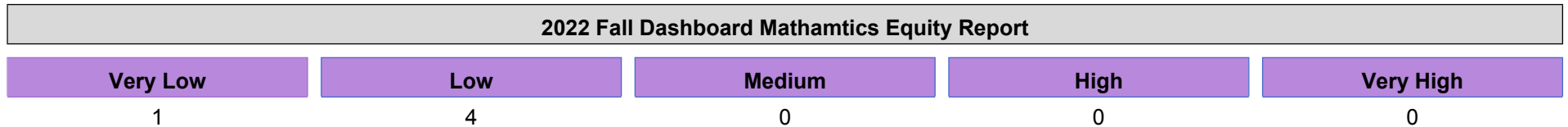
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



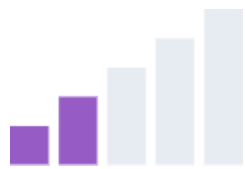
This section provides number of student groups in each level.



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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Low
46.5 points below standard
413 Students

English Learners



Low
64.9 points below standard
60 Students

Foster Youth



No Performance Level
1 Student

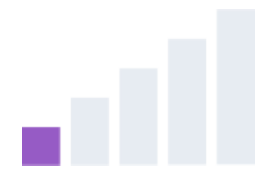
Homeless

Socioeconomically Disadvantaged



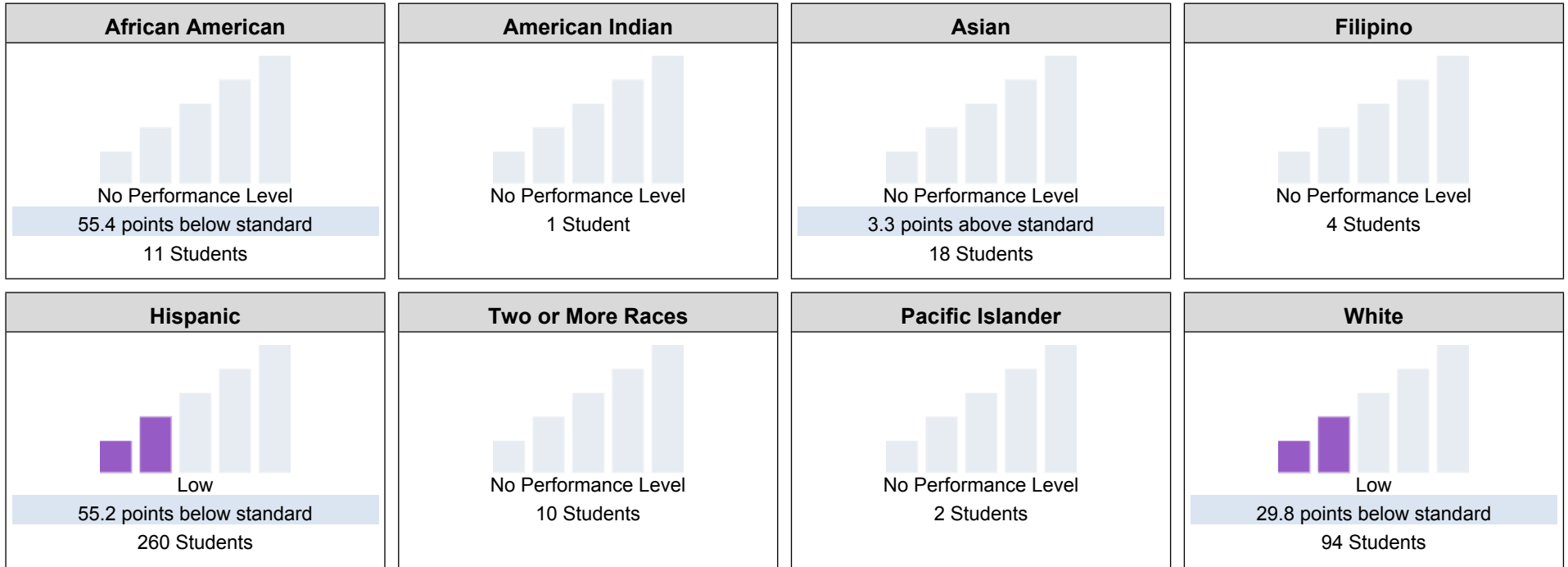
Low
64.7 points below standard
231 Students

Students with Disabilities



Very Low
115.0 points below standard
47 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.3 points below standard 35 Students	12.5 points below standard 25 Students	43.5 points below standard 329 Students

Conclusions based on this data:

- Our socioeconomic disadvantaged students are 64.7 points below standard.
- Our students with disabilities are 115 points below standard.

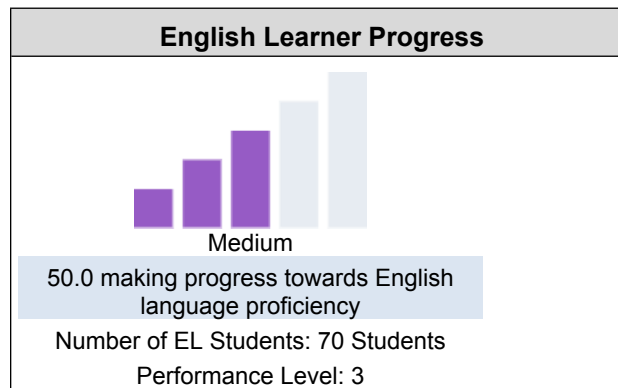
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
18.6%	31.4%	0.0%	50.0%

Conclusions based on this data:

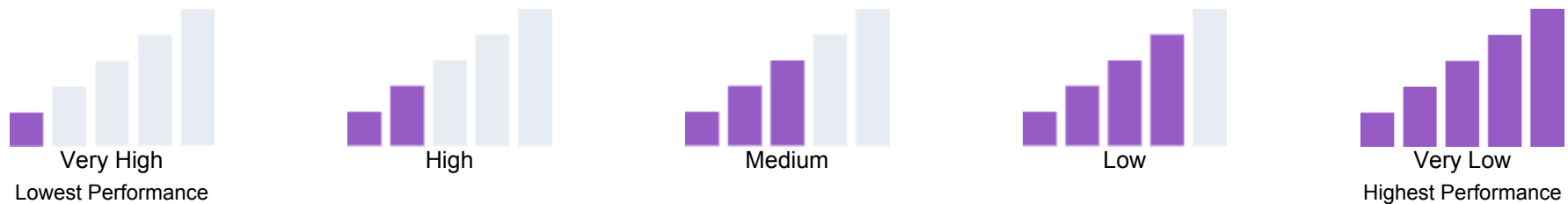
- 31.4% of our EL students maintained 1, 2L, 2H, 3L or 3H.
- 18.6% of EL students decreased on ELPI level.

School and Student Performance Data

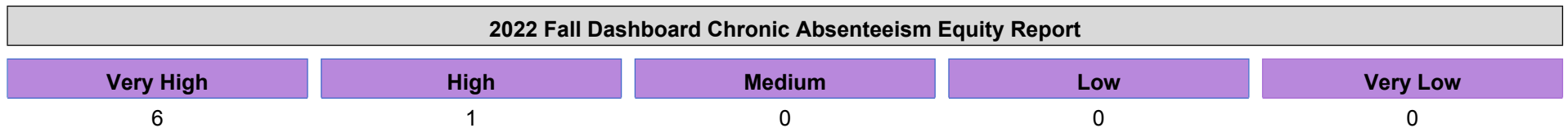
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

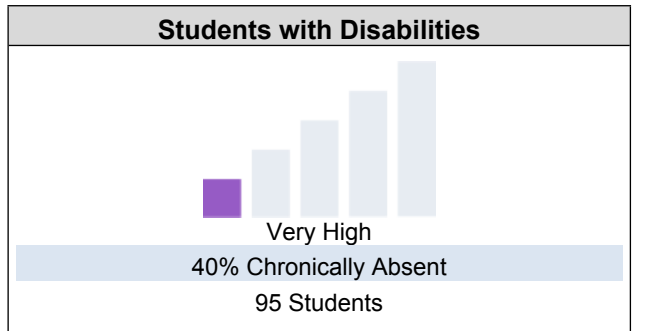
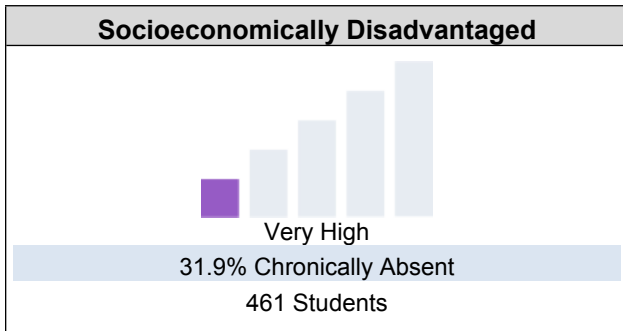
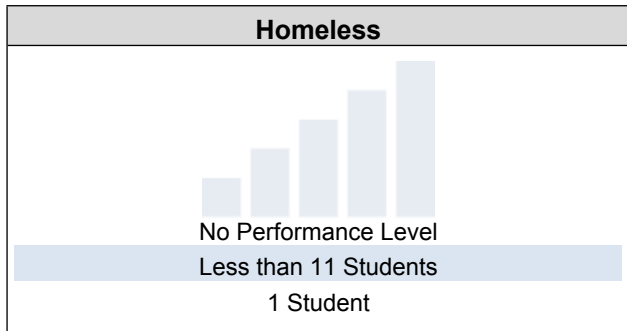
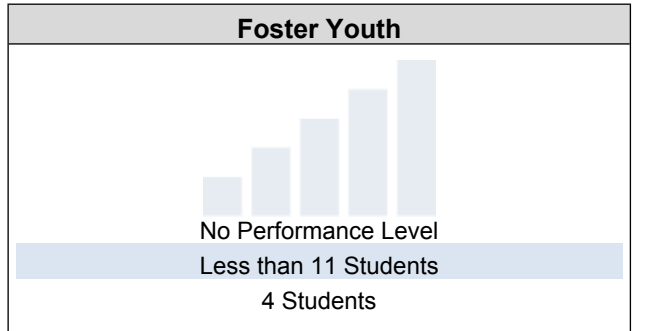
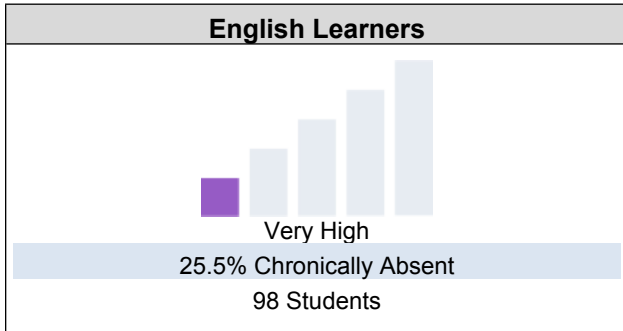
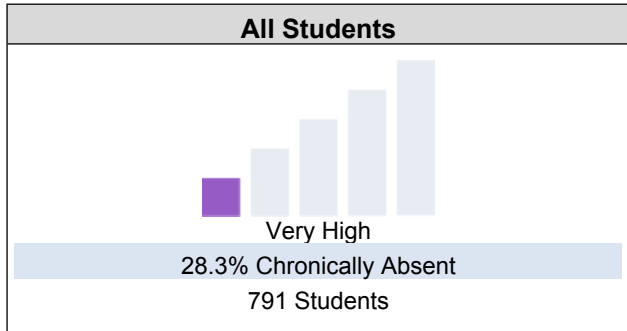


This section provides number of student groups in each level.

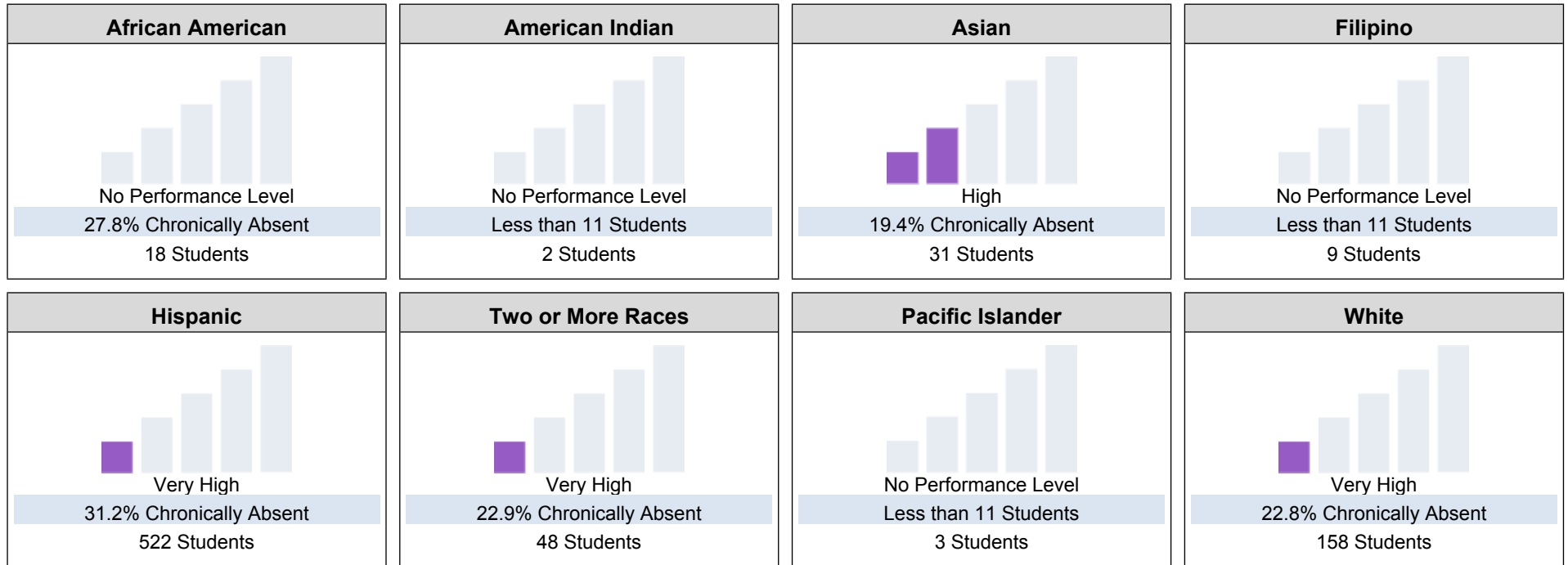


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

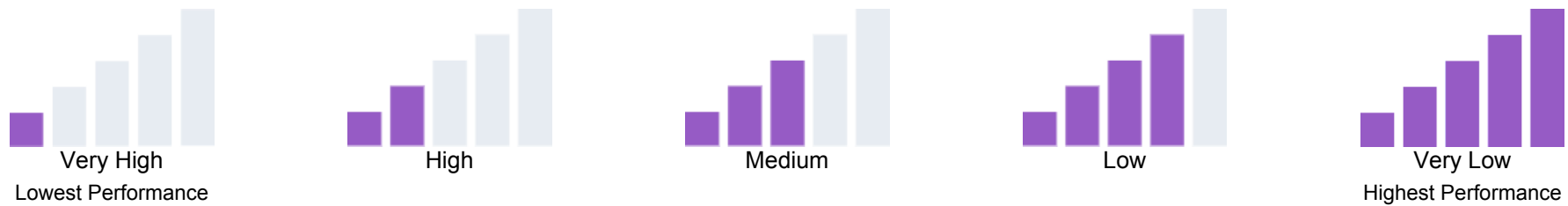
1. Our students with disabilities have the highest chronic absenteeism rate of 40%.
2. Our socioeconomically disadvantaged students have the second highest rate of chronic absenteeism at 31.9%

School and Student Performance Data

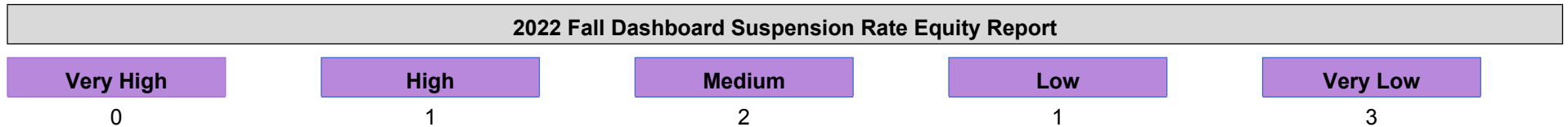
Conditions & Climate Suspension Rate

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Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

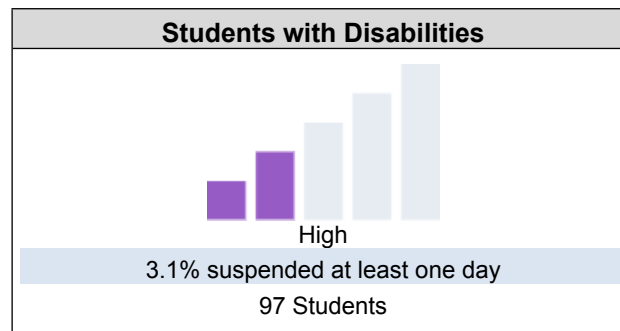
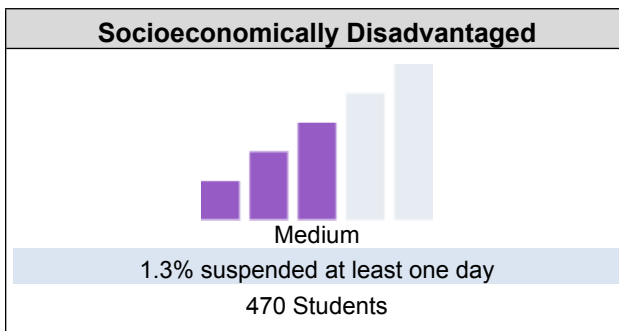
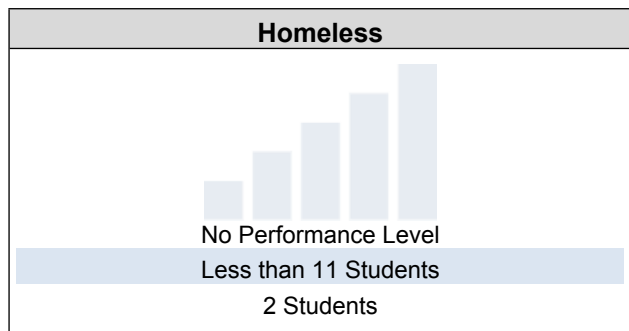
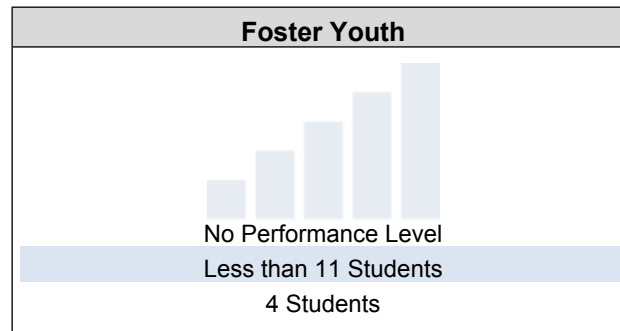
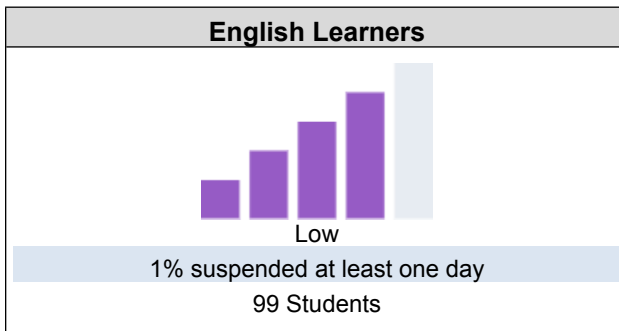
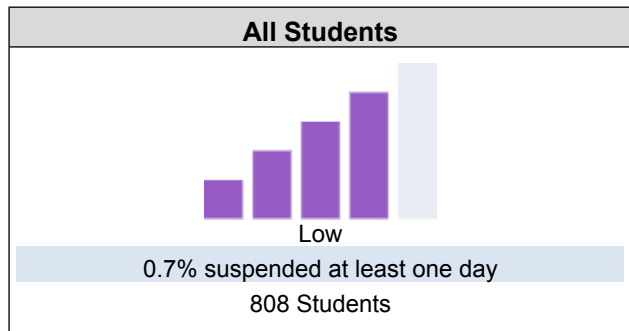


This section provides number of student groups in each level.

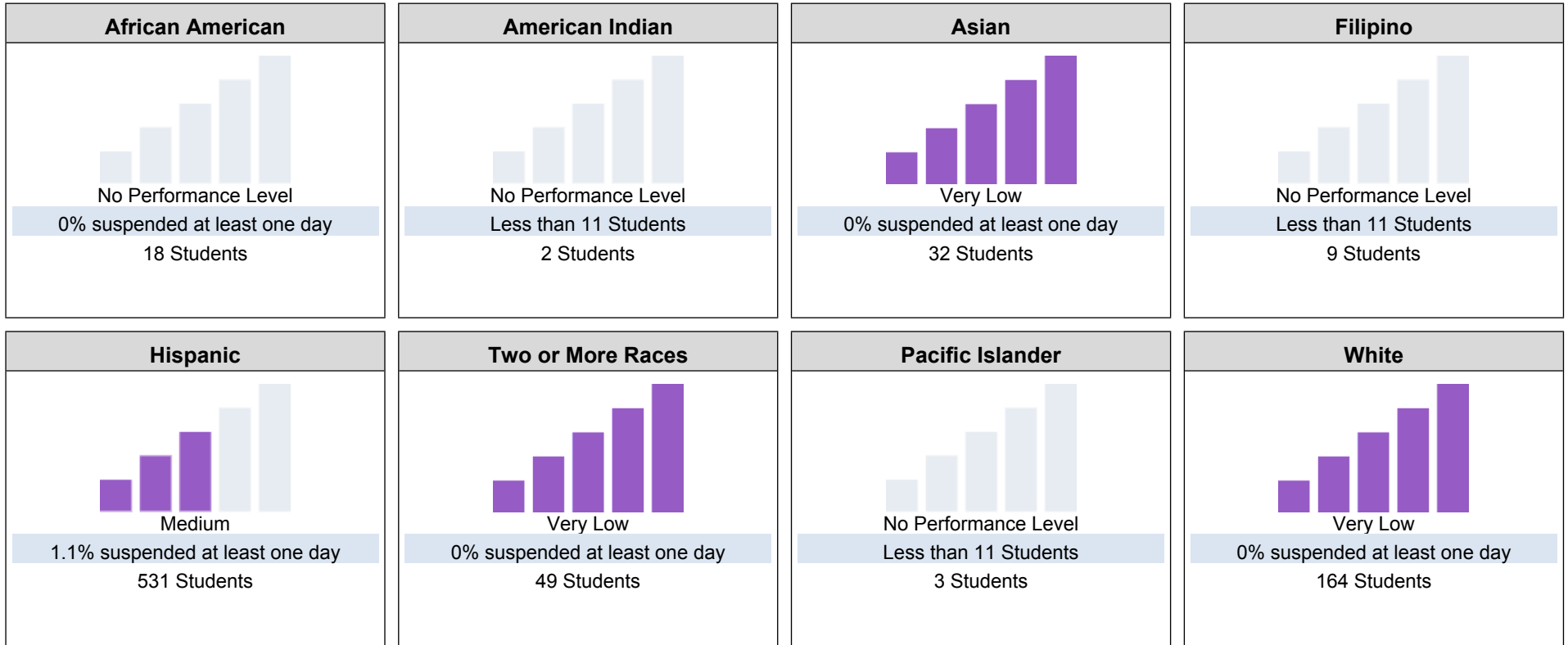


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our students with disabilities have the highest suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

Camino focused on addressing social emotional concerns - providing interventions and supports throughout the instructional day. We closely monitored and revised teaching schedules to optimize the role and support of interventions.

In order to best provide access to CCSS, we will continue to increase the focus on academic and social-emotional learning (SEL) and re-engagement. On-going SEL instructional practices will be revisited to ensure we are meeting the needs of our students and staff. Camino will also focus on equity and exploring all avenues for differentiation, along with maintaining high expectations. A Math Support Teacher (MST) will be integrated, in order to support students struggling in foundational math skills.

Goals in ELA and Mathematics will continue to be addressed. Teachers and support staff will continue to provide first-best teaching practices for all students. Goals in ELD will continue to be examined and refined to support our English Learners with instructional practices to ensure all students are ready for college and careers. Because our English learners continue to struggle in both math and ELA, intentional strategies will be used to address those areas in order to support and challenge our EL's. Teachers will ensure that ELD is part of their daily instruction and that there are both integrated and designated ELD happening in the classroom. The BLT will provide language acquisition support to our EL students. Teachers will be given additional time to plan and collaborate on strategies that may assist English Learners to close the achievement gap. PD will be made available to teachers who need support with ELD instruction.

Primary intervention will continue to be implemented in TK, K, and 1st grade. While additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at or above grade level. Resources and training will largely center on small group and Guided Reading implementation. Literacy Support Teachers (LST) will continue with support in grades 2nd - 6th in Guided Reading. One change that has taken place is the inclusion of bilingual tutors is the training, collaboration, and planning to reach this goal. Inclusive practices continue to be explored and implemented through the collaboration and planning for our special education students.

Teachers will be provided staff development on the new Social Studies and Math adoptions. Release time and staff development will be provided for planning of lessons using these standards and materials. Teachers will have a choice to use science notebooks as part of their instruction in science.

Our SST Team will continue to meet to form plans of intervention strategies and resources for students, parents, and teachers. Our Literacy and Math Support teachers, school psychologist, Speech Pathologist, and education specialists are part of this team and essential when identifying additional support and strategies.

Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including EL, RSP, SDC, and GATE students.

Our Technology Coordinators will provide technology staff development on topics such as GAFE, Common Sense Media, PEARDECK, Q communication, Canvas, and Digital Citizenship. A technology plan will be developed by the Technology Coordinators and implemented throughout the school year. Alludo also includes lessons specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.

Teachers will continue to assess students' needs with data from CAASPP, ELPAC, NWEA, Running Records, ESGI, and other formative and summative assessments to identify the needs of their students and plan accordingly. Data from these assessments will drive our instruction and help guide lessons. Collaboration across grade levels will take place in a central location so all teachers have access to the Literacy and Math Support Teachers, Education Specialists, and administrators. This format will also ensure that teachers of combo classes will have access to both grade levels and be able to collaborate in a timely manner.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS).</p>	<p>Overall Distance from Standard: 15.1 points below standard Students with Disabilities: 76 points below standard English Learners: 34.8 points below standard Hispanic: 27.5 points below standard Socioeconomically Disadvantaged: 32.7 points below standard</p>	<p>Overall Distance from Standard: 10.1 points below standard Students with Disabilities: 76 points below standard English Learners: 34.8 points below standard Hispanic: 27.5 points below standard Socioeconomically Disadvantaged: 32.7 points below standard</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS).</p>	<p>Overall Distance from Standard: 46.5 points below standard Students with Disabilities: 76 points below standard English Learners: 102.3 points below standard Hispanic: 55.2 points below standard Socioeconomically Disadvantaged: 64.7 points below standard</p>	<p>Overall Distance from Standard: 40 points below standard Students with Disabilities: 65 points below standard English Learners: 95 points below standard Hispanic: 45 points below standard Socioeconomically Disadvantaged: 50 points below standard</p>
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI).</p>	<p>2020 - 2021 ELPAC Dashboard data: HHHHHHHHHH Level 1 (Minimally Developed) 19.23% Level 2 (Somewhat Developed) 43.59% Level 3 (Moderately Developed) 30.77% Level 4 (Well Developed) 6.41%</p>	<p>English Learner actual progress will be recorded in summer of 2021</p> <p>Schoolwide goal is to have EL students maintain or increase their ELPI level while decreasing the percentage of students decreasing in ELPI level. An overall goal is set for a 3% increase to those</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		students maintaining an ELPI level of 4 or progressing at least one ELPI level.
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	<p>Reclassified Students 17-18 = 11 students Reclassified Students 18-19 = 24 students</p> <p>Reclassified Students 19-20 = This number of students is not yet finalized due to COVID-19 school closures.</p> <p>Reclassified Students 20-21= 21 students</p> <p>Reclassified Students 21-22 Expected outcome: English Learners will have an increase the number of students annually. Maintain or increase CALPADS/DataQuest census data.</p>	<p>Reclassified Students 17-18 = 11 students Reclassified Students 18-19 = 24 students</p> <p>Reclassified Students 19-20 = This number of students is not yet finalized due to COVID-19 school closures.</p> <p>Reclassified Students 20-21= 21 students</p> <p>Reclassified Students 21-22= 21 students</p> <p>Reclassified Students 22-23 English Learners will have an increase the number of students annually. 25 students</p>
P8: Other Student Outcomes - NWEA ELA	<p>2022 - 2023 School Year All grade levels will increase their results from the Winter NWEA by 5%.</p> <p>1st increased by 5% 2nd grade decreased by 6% 3rd grade decreased by 3% 4th grade decreased by 2% 5th grade decreased by 2% 6th grade decreased by 4%</p>	<p>1st grade will increase by 8% 2nd grade will increase by 3% 3rd grade will increase by 3% 4th grade will increase by 2% 5th grade will increase by 2% 6th grade will increase by 2%</p>
P8: Other Student Outcomes - NWEA Math	<p>2022 - 2023 School Year All grade levels will increase their results from the Winter NWEA by 5%.</p> <p>1st decreased by 6% 2nd grade decreased by 12% 3rd grade increased by 8% 4th grade decreased by 8% 5th grade decreased by 5%</p>	<p>1st will increase by 2% 2nd grade will increase by 2% 3rd grade will increase by 10% 4th grade will increase by 2% 5th will increase by 2% 6th grade will increase by 7%</p>

Metric/Indicator**Baseline/Actual Outcome****Expected Outcome**

6th grade increased by 4%

Planned Strategies/Activities**Action 1.1**

1.1 CCSS Implementation, Staff Development, and Collaboration

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation include:</p> <p>a. Provide time for staff to collaborate on effective strategies/ideas/resources/SMART goals for math, ELA, ELD, Science, Social Science, PE, technology, and SEL.</p> <p>b. Bilingual language tutors (BLT's) are assigned to SEI classrooms with EL students who are at the beginning levels of language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish, as well as primary language support (2 @ 3hrs.).</p> <p>c. Teachers will be provided with supplemental materials, supplies, incentives, library resources, technology, and other pertinent items to provide supplementary instruction and support to EL/SDC/RSP/GATE/Merit students.</p> <p>d. Release time may be provided to grade level appointed teacher or grade level chair to administer and/or review district required assessments or site-suggested assessments, such as, but not limited to NWEA or ESGI.</p> <p>e. Provide release time/substitutes for teacher(s) to attend a conference or conferences to support academics, technology, ELD, PE, etc., then share that information in a Staff Mtg. or PD. This also includes the cost of the conference.</p>	<p><u>X</u> All Students</p>	<p>(a) Release time for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$6,505</p> <p>(a) Release time for classified to collaborate on CCSS and SEL 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>(b) Two 3 hr. Bilingual Language Tutors salaries/benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$36407</p> <p>(b) Two 3 hr. Bilingual Language Tutors salaries/benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$12136</p> <p>(c) Supplemental materials, supplies, incentives to support library resources, technology, etc. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

<p>f. Provide time for teachers to hold workshops for parents in regard to Common Core State Standards, SEL, ELD, AVID, etc.</p> <p>g. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SSTs, and 504s.</p> <p>h. Provide additional funding for the Library and Digital Resources (eBooks) Access.</p> <p>i. Provide technology and software support for classroom integration to include (i.e. ESGI, Mystery Science).</p> <p>j. Provide materials for new teacher(s) to support academics, incentives, AVID, and SEL.</p> <p>k. Yearly contract for copy machine to support student learning.</p> <p>l. Supplies for copy machine to support and enhance student learning.</p> <p>m. Materials and supplies needed to support student learning, incentives, HCA slips, timecards, health notes and PBIS/AVID college and career readiness.</p> <p>n. Elementary Media Center Clerk (EMCC) is assigned to the library.</p> <p>o. Necessary materials and supplies for staff in order to collaborate throughout the year on, but not limited to CCSS, social-emotional learning, PBIS/BSEL, AVID, District initiatives, site initiatives, healthy minds and healthy bodies for our students and staff.</p> <p>p. Materials and supplies to support student, parent and community engagement including but not limited to technology.</p>	<p>\$2,000</p> <p>(e) Conferences for teachers to attend to support our students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,963</p> <p>(f) Teacher hourly for parent workshops 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(h) Library materials, ebooks, supplies, makerspace 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(i) Technology and software licenses to support teachers - such as ESGI and Mystery Science 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,500</p> <p>(j) Materials and supplies for new teacher(s) (\$200 each) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,200</p> <p>(k) Contract for copy machine (5640) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(l) Supplies for copy machines (4300) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6,000</p> <p>(m) Print Shop 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1,000</p>
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	(n) Media Center Clerk (EMCC) Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$74502
	(0) Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000
	Material and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$7,745

Action 1.2

1.2 Pre-School Transition to TK and/or Kindergarten

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Preschool Transition include:</p> <p>a. Camino Real will communicate to parents the board policies and other requirements of Transitional Kindergarten/Kindergarten program.</p> <p>b. A kindergarten parent meeting will be held prior to the beginning of the school year to help students transition and become familiar with the school and staff. During this meeting, TK/K students will visit their classrooms, office and cafeteria, as well as meet their teacher and learn where to enter and line up on the first day of school.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Preschool/Head Start</p>	

Action 1.3

1.3 Intervention

	<u>X</u>	Modified Action	
	<u>X</u>	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include:</p> <p>a. Two full-time literacy support teachers (LST) and one full-time math support teacher (MST) will be provided for our 2nd - 6th grade students. Students performing below grade level in 2nd - 6th grade in reading and/or math will be given the opportunity to participate in a reading and/or math intervention program.</p> <p>b. Intervention teachers will support K - 6 foundational skills, early literacy, primary intervention, and intensive intervention support with supplies and materials to support this program. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards, including technology and software support for classroom integration.</p> <p>c. The Communication Enhancement Program (CEP) at Camino Real is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p> <p>d. Provide time for MST and LSTs to collaborate with one another, peers and grade levels to review NWEA and classroom data and create supports and strategies.</p> <p>e. Provide planning time and supplies for Math and Literacy Night workshops.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) English Learners and SWD</p>	<p>(a) Literacy Support Teachers Salaries (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$172727</p> <p>(a) Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$70688</p> <p>(a) Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$47554</p> <p>(b) Materials and supplies to support students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

Action 1.4

1.4 Full Inclusion

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
The planned actions for Full Inclusion include:	<u>X</u> All Students	(a) Release time

<p>a. Provide release time for teachers and paraprofessionals to collaborate and plan for the support and success for all students.</p> <p>b. Provide resources (digital or otherwise) to support staff and students within full inclusion.</p> <p>c. Provide opportunities for professional development (trainings, conferences, etc.) for certificated and classified staff. If attending, staff will need to present information at a staff mtg.</p> <p>d. Students with disabilities who are identified with chronic absenteeism will have a check in check out routine with a staff member which will include incentives in an effort to improve attendance.</p>	<input checked="" type="checkbox"/>	<p>Other student group(s) Students with disabilities</p> <p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a) Release time 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>(b) Supplies and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>(c) Opportunities for classified and certificated staff to attend professional developments 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>
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Action 1.5

1.5 Elementary AVID

	<input checked="" type="checkbox"/>	New Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Elementary AVID include:</p> <p>a. Students will be provided with AVID materials and supplies including agendas/planners, binders, and dividers to keep their classwork organized. Students will be learning AVID skills that promote organization and college readiness.</p> <p>b. Teachers will participate in teacher meetings/conferences/collaboration that focuses on College and Career Readiness highlighting areas where teachers can incorporate AVID into their lesson planning to give students opportunities to consider their future.</p> <p>c. Provide AVID-release time for planning with a focus on College and Career Readiness, College and Career Week, AVID Certification, etc.</p>	<input checked="" type="checkbox"/> All Students	<p>(a - e) Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>(b - e) Substitute Teacher/Collaboration Time/Release time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p> <p>(d) Teacher Hourly for Parent Workshops 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

d. Parents will be given the opportunity to participate in parent workshops that focus on College and Career Readiness and/or career technology education for their child. The workshops will be given in both English and Spanish and babysitting will be provided.

e. Funding will be provided to enhance our College and Careers Day and/or other school-wide AVID activities.

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

Camino's continued need for improvement of our safe, orderly, and inviting learning environment will be monitored and addressed through our student, parent, and staff LCAP surveys and feedback from educational partners. Continued reflection and refinement of our procedures is always an on-going process.

Continued coaching from our Behavior Specialist, PBIS Team, and Mental Health Counselor/Marriage and Family Therapist (intern) will be provided for teachers, supervisors, and support staff to address Tier 2 and 3 students with behavior concerns. Grade specific "Behavior Chats" will be held in Fall and in Spring to teach behavior expectations to students. The Parent/Student Handbook will be reviewed to include information on how to handle various situations and address changes in rules and procedures.

As part of our continued improvement of the culture and environment of our school, we will be refining our inclusion program among our SDC students. Our PBIS Coordinator will continue to work with small groups on social skills but will expand it by working with the supervisors on how to handle situations on the playground using PBIS skills.

Morning SEL meetings as a focus for starting the day will continue at Camino Real. Continued efforts will be made to enhance SEL lessons to address emotional and social needs for students and training will be provided/offered. Camino will continue our incentives and recognition for behavior and attendance, in turn reducing our student absenteeism and increase positive behavior. We will provide supports that encourage collaboration and provide another connection to school. Camino Real will use any additional funding to implement before and after school activities that support students outside of academics. Camino will also focus on the physical well-being of the students and has formed a committee to support implementation of physical fitness with curriculum supports and equipment for before, during, and after school activities.

Students that continue to have excessive absences after Tier 1 supports have been implemented are provided a second level of re-engagement. Camino will work with the student and family to monitor progress, identify barriers to student engagement and attendance, and address student needs. Students may also be referred to our Marriage and Family Therapist (MFT) through the PICO to address mental health barriers to attendance and engagement. The school will work with Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SRB process to address barriers to re-engage the student.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School Attendance Rate:	TK: 90.06% K: 91.62% 1st: 91.89% 2nd: 93.13% 3rd: 94.14% 4th: 93.55% 5th: 94.06% 6th: 94% Overall: 92.63%	TK: 92% K: 92% 1st: 92% 2nd: 94% 3rd: 95% 4th: 94% 5th: 95% 6th: 95% Overall: 95%
P5 Chronic Absenteeism Rate:	Chronic absenteeism rate: 28.3% Number of students chronically absent: 224 Student total: 792 Chronically absent: 224/791 AA: 27.8% EL: 25.5% Hispanic: 31.2% SED: 30.9% SWD: 40%	Chronic absenteeism rate: 20% Number of students chronically absent: 100 Student total: 792 Chronically absent: 100/792 AA: 15% EL: 15% Hispanic: 20% SED: 25% SWD: 30%
P6 Pupil Suspension Rate:	Suspension rate: low 0.7% per day 3.1% in SWD	Suspension rate: low 0.2% per day 1% in SWD
P6 Surveys of pupils, parents, teachers on sense of safety:	LCAP Student Survey for 3rd - 5th grades: Students response to: Out of 100 students: 4 Never feel safe 24 Feel safe, some of the time 43 feel safe, most of the time 29 feel safe, all of the time	LCAP Student Survey for 3rd - 5th grades: Students response to: Out of 100 students: 1 Never feel safe 3 Feel safe, some of the time 45 safe, most of the time 50 feel safe, all of the time
P6 Surveys of pupils, parents, teachers on sense of safety:	There were 12 areas evaluated. Our overall rating was 97% Good	There were 12 areas evaluated. Our overall rating was 98% Good

Planned Strategies/Activities

Action 2.1

2.1 Safe and Healthy School Environment

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Health Care Aide will provide appropriate health care and nursing services. The Health Care Aide will also communicate with parents in regards to immunizations and allergies that might impact a student's school environment or student's education.</p> <p>b. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during lunch and recess</p> <p>c. Activity Supervisors will participate in trainings that focus on conflict resolution, positive reinforcement, discipline, disabilities and what that might look like regarding behavior, alternatives to discipline, etc. They will provide appropriate campus supervision, enforce school rules/procedures, and support student SEL needs. Activity Supervisors will supervise PTA sponsored events that may require additional supervision and will also provide babysitting for parent trainings and meetings such as PTA, ELAC, SSC, etc.</p> <p>d. Safety Coordinator will annually revise the Safe School Plan to include these essential components: ensuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety Coordinator will work with administration to include emergency training for staff on procedures and expectations in the case of an emergency. Students and staff will participate in monthly fire drills and practice disaster procedures. The plan will be presented by the Safety Coordinator to ELAC and be approved every year by School Site Council.</p> <p>e. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (Red Ribbon Week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, etc.). Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families will be provided with support including behavior, safety, physical education activities and mental health services through a focus on student wellness.</p>	<p>X All Students</p>	<p>(a) Health Care Aide Salary (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$21951</p> <p>(b) Recess/PE equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(c) Extended time for classified personnel - PD, babysitting for parent events, support with school functions. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(c) Meetings with classified staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(d) Replenish safety items and provide incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(e) Student incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(f) Support MFT/Behavioral Support Groups 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(g) Support for Extended Learning Opportunities (ELO)</p>

f. Mental Health supports will be provided to students with the hiring of a Behavioral Health Therapist/Marriage and Family Therapist (Intern). BHT/MFT will also provide assistance with social skill development in support of positive behavior at school.

g. Extracurricular activities and opportunities for students will be provided to enrich and enhance social and emotional well-being. Camino Real will implement healthy living initiatives to promote healthy living habits for all. These will include Physical Education standards, ELO opportunities to enrich physical activity, and healthy personal living habits, etc.

h. Camino Real will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they have run. Staff will provide additional supervision to ensure student safety.

i. Health Care Aide (HCA) will provide appropriate health and nursing services. The HCA will communicate with parents regarding student safety and needs (allergies, doctors' notes, immunizations, etc. The HCA's office will be a warm and invited environment for everyone.

4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$500

(h) Substitute for 100 Mile Club
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$500

(i) Supplies and materials for a warm and inviting Health Office
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1,000

Action 2.2

2.2 Positive Behavior Intervention Support (PBIS), Behavior and Social Emotional Learning (BSEL), and Multi-tiered Systems of Support (MTSS)

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. The PBIS/BSEL Coordinator along with the PBIS/BSEL committee will facilitate the implementation of the components of the PBIS/BSEL model. Teachers will teach short lessons that focus on the PBIS/BSEL character traits. The PBIS/BSEL coach will provide staff development and support in planning these short lessons.</p>	<p><u>X</u> All Students</p>	<p>(a and d) Release time/teacher hourly for PBIS/BSEL Team 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,000</p>
<p>b. Student incentives will be given in the classroom and school-wide to reward positive behavior. Weekly and monthly, classroom and school-wide incentives will be offered to encourage positive behavior.</p>		<p>(a and d) Release time for PBIS/BSEL Team 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,300</p>
<p>c. PBIS/BSEL Team will hold monthly meetings to discuss and revise our program.</p>		<p>Incentives/supplies to support PBIS/BSEL 4000-4999: Books And Supplies</p>

d. Release time/extra hours will be provided for classified and certificated staff to support our PBIS/BSEL school-wide plan.

e. Students will participate in trimester character reward activities/incentives where a teacher will choose those students who demonstrated PBIS behavior throughout the trimester (Student of the Month, Paw Pride, Cubs with Character, Golden Spatula Award, etc.)

f. Supplies and materials to support PBIS/BSEL activities - such as assemblies and sensory paths.

LCFF Suppl/Conc -- 0707
\$5000

Action 2.3

2.3 Attendance and Leadership Support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. The staff (classified and certificated) will develop and implement attendance incentives to promote attendance within the classroom and school-wide.</p> <p>b. Student Senators (6th grade nominated students) will serve the campus in the Student Senator role. They will provide leadership for TK - 6th grade students as they assist with assemblies, parent programs, new student orientation, attendance, Anti-Bully club, Back to School Night, first days of school, etc. They will provide student voice and input to the administration in school initiatives and programs.</p> <p>c. Reward and recognize students who are actively participating in classroom and school-wide activities and assignments.</p>	<p><u>X</u> All Students</p>	<p>(a and b) Release time to support leadership and attendance 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500</p> <p>(a) Extra hours for classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>(b) Materials and supplies to support Student Senators - leadership and mentorship 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(c) Materials and supplies for attendance and leadership support 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

In efforts to increase parent engagement, Camino Real will continue to increase parent communication through Peach Jar, Class Dojo, Remind, FB, Parent Square, and our school website. Parents will promptly be informed of challenges, success, and concerns with behavior. Combining parent workshops or meetings with school functions and student performances may lead to higher levels of parent involvement. More time dedicated to staff collaboration may also increase communication between the school and our community. As staff increases their use of our various modes of communication, parents' engagement will increase as a result of being notified of what is going on in classrooms and at school. Our PBIS/AVID Coordinators will assist in fostering positive relationships with students. Daily announcements and agendas will continue to focus on highlighting activities and assignments that build on students feeling welcomed, heard, informed, and connected to Camino. To strengthen our goals of parent connectivity, involvement and providing workshops, the PBIS/AVID Coordinators will be asked to increase Camino opportunities to involve parents in activities with designated release time.

We will include opportunities for virtual events (IEP's, SST's, 504's, etc.) when parents need that option and offering flipped opportunities for families to access presentations/information at a time that is convenient for them. Camino would like to offer Parent Workshops based on parents needs, this requires extra time for teachers to plan and present information to parents. Hopefully this will help with the level of connectedness we seek to cultivate with our educational partners. Sharing our protocols and communicating with parents before the beginning of the school year will help to reduce stress, answer questions, and troubleshoot areas of need ahead of time. Hosting family events and offering parent workshops may prove as welcoming activities on campus. In addition, Extended Learning Opportunities would serve as another avenue and connection for students who may need extra academic or social emotional support.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	11 Camino parents/family members completed the LCAP Parent/Family Survey Participation decreased by 56% Our areas of focus include school climate, community partnership, and school activities.	100 Camino parents/family members will complete the LCAP Parent/Family Survey Participation will increase. The following areas will demonstrate growth: school climate, community partnership, and school activities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 Student Engagement	242 students in 3rd-5th grade responded. to the LCAP A decrease is seen in 6th grade students valuing school and our school climate LCAP Parent/Family Survey	275 students in 3rd-5th grade will respond to the LCAP. An increase is expected in 6th grade students valuing school and our school climate LCAP Parent/Family Survey
P5 Student Engagement	112 students completed the CHKS. 90% of 6th graders 1 remote learning student completed it while 89 complete the survey in person.	115 students will complete the CHKS. 95% of 6th graders
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Low response rates. Increased connectedness will in turn increase response rates.	Response rates will increase due to an improved school climate.

Planned Strategies/Activities

Action 3.1

3.1 Parent Engagement and Leadership

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. Staff will provide regular updates to parents about classroom/school activities and programs through Q Communications, FB, school website, our marquee, Class Dojo, Peach Jar, and Parent Square.	<u>X</u> All Students	(a - c) Release time/Teacher hourly to support parent engagement and leadership 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000
b. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, GATE, PTA, and Booster. Babysitting will be provided.		(a - c) Extra hourly for classified to support parent engagement and leadership 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000

- c. The school will communicate to parents Board Policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents.
- d. District and site leadership meetings will include discussions and implementation for parent engagement and leadership.
- e. Parents will be given opportunities to participate in workshops/events (Coffee with the Principal) that focus on how they can support their student at home with academics, technology, Social Emotional Learning (SEL), and healthy living and well-being.
- f. Offer opportunities for our parents of EL students to participate in Parent Engagement and Leadership opportunities. Include supplies and materials, as well as release time for teachers or extra hourly for classified.

- (d - e) Materials and supplies to support parent engagement and leadership
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,000
- (f) Materials and supplies to support parent engagement and leadership for parent of EL students
4000-4999: Books And Supplies
Title III LEP -- 4203
\$820
- (f) Release time/Teacher hourly to support parent engagement and leadership
1000-1999: Certificated Personnel Salaries
Title III LEP -- 4203
\$500
- (f) Extra hourly for classified to support parent engagement and leadership
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
\$300

Action 3.2

3.2 Parent Involvement Opportunities

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner. Parents will be communicated with daily if their student is absent by office staff. Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful.</p> <p>b. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Book Fair, Bring Your Parent to Lunch,</p>	<p><u>X</u> All Students</p>	<p>(a - c) Allocations for teacher-provided in-services for parents - hourly or substitute 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a - c) Allocations for classified (extra hourly) to provide supports for parents 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p>

Moms and Muffins, Dads and Donuts etc. All parent activities will be supported with English and Spanish translation. Parenting classes to support their child's education will be provided and may include; academic engagement with Common Core Standards, use of technology, English as a Second Language and Homework support, etc.

c. Parents will be kept informed and involved with school activities through Parent Connect, Peachjar, Class DoJo, Google Classrooms, and Q Communications.

(a - c) Materials and supplies to support parent involvement opportunities
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$2,000

Action 3.3

3.3 Parent Communication and Connectivity

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Assist parents in understanding common core state standards, state and local academic assessments, requirements of Title I, and how to monitor their child's progress and work with educators to improve student achievement. The school will provide assistance to all parents to ensure all parents have access to Parent Connect and other district resources.</p>	<p>X All Students</p>	<p>(a - b) Materials and supplies to support parent communication and connectivity 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p>
<p>b. Parents will regularly be informed of student progress through Back-to-School Night, Parent-Teacher Conferences, progress reports, report cards, Parent Connect, Q Communications, Peach Jar, School Website, FB, Class Dojo, etc. All communication will be provided in English and Spanish, and translators will be provided for parent meetings when needed.</p>		<p>(a - b) Allocations for teacher-provided in-services for parents (substitutes & hourly) 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,723</p>
<p>c. Offer opportunities for our parents of EL students to participate in Parent Communication and Connectivity opportunities. Include supplies and materials, as well as release time for teachers or extra hourly for classified.</p>		<p>(a - b) Allocations for classified - provided in-services for parents (extra hourly) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(c) Release time/Teacher hourly to support parent communication and connectivity opportunities 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$400</p>

		<p>(c) Extra hourly for classified to support parent communication and connectivity opportunities 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$300</p> <p>(c) Materials and supplies to support parent communication and connectivity opportunities for parents of EL students 4000-4999: Books And Supplies Title III LEP -- 4203 \$330</p>
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Action 3.4

3.4 Parent Workshops

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through our social media.</p> <p>b. District and site leadership meetings will include topics to address parents and their concerns, ideas, and to build relationships.</p>	<p><u>X</u> All Students</p>	<p>(a - b) Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(a - b) Allocations for classified - provided in-services for parents (extra hourly) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a - b) Materials and supplies to support parent workshops 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p>

Action 3.5

Student Engagement and Leadership

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Provide incentives for students during testing (ELPAC, CAASPP, NWEA, etc.)</p> <p>b. Provide opportunities for students to attend a variety of academic, behavior, and SEL assemblies.</p> <p>c. Provide incentives and rewards for lunch time activities (Golden Spatula Award, Game Table), peer mentors,</p> <p>d. Provide students opportunities to engage with other students and staff, learn to be peer mentors, and develop leadership skills.</p> <p>e. Provide time for staff (classified and certificated) to support our students in students engagement and leadership.</p>	<p><u>X</u> All Students</p>	<p>(a - d) Materials and supplies to support students in student engagement and leadership opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6,967</p> <p>(a - d) Allocations for teachers to provide student engagement and leadership opportunities via substitute or hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(e) Allocations for classified to provide student engagement and leadership opportunities via extra hours 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p>

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS).	Pending the baseline data from the Fall of 2022	Overall Distance from Standard: 15.1 points below standard Students with Disabilities: 76 points below standard English Learners: 34.8 points below standard Hispanic: 27.5 points below standard Socioeconomically Disadvantaged: 32.7 points below standard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS).	Pending the baseline data from the Fall of 2022	Overall Distance from Standard: 46.5 points below standard Students with Disabilities: 76 points below standard English Learners: Hispanic: Socioeconomically Disadvantaged:
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI).	English Learner actual progress will be recorded in summer of 2021 Schoolwide goal is to have EL students maintain or increase their ELPI level while decreasing the percentage of students decreasing in ELPI level. An overall goal is set for a 3% increase to those students maintaining an ELPI level of 4 or progressing at least one ELPI level.	Current status: 50% Numerator:35 Denominator: 70
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	Reclassified Students 17-18 = 11 students Reclassified Students 18-19 = 24 students	Reclassified Students 17-18 = 11 students Reclassified Students 18-19 = 24 students

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Reclassified Students 19-20 = This number of students is not yet finalized due to COVID-19 school closures.</p> <p>Reclassified Students 20-21= Goal is to increase the number of students reclassified annually.</p> <p>Reclassified Students 21-22 Expected outcome: English Learners will have an increase in the number of students annually. Maintain or increase CALPADS/DataQuest census data.</p>	<p>Reclassified Students 19-20 = This number of students is not yet finalized due to COVID-19 school closures.</p> <p>Reclassified Students 20-21= 21 students</p> <p>Reclassified Students 21-22 Expected outcome: English Learners will have an increase the number of students annually. Maintain or increase CALPADS/DataQuest census data.</p>
P8: Other Student Outcomes - NWEA ELA	<p>2022 - 2023 School Year All grade levels will increase their results from the Winter NWEA by 5%.</p>	<p>2022 - 2023 School Year All grade levels will increase their results from the Winter NWEA by 5%.</p> <p>1st increased by 5% 2nd grade decreased by 6% 3rd grade decreased by 3% 4th grade decreased by 2% 5th grade decreased by 2% 6th grade decreased by 4%</p>
P8: Other Student Outcomes - NWEA Math	<p>2022 - 2023 School Year All grade levels will increase their results from the Winter NWEA by 5%.</p>	<p>2022 - 2023 School Year All grade levels will increase their results from the Winter NWEA by 5%.</p> <p>1st decreased by 6% 2nd grade decreased by 12% 3rd grade increased by 8% 4th grade decreased by 8% 5th grade decreased by 5% 6th grade increased by 4%</p>
P8: HMH Reading Inventory for ELA	<p>2022 - 2023 School Year:</p> <p>50% of 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.</p>	<p>86 sixth graders completed the HMH Read 180 Inventory. The performance standards are as follows:</p> <p>Advanced: 10 students @ 12% Proficient: 24 students @ 28% Basic 23 students @ 27% Below Basic 29 students @ 34%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>40% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.</p> <p>10% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.</p>	
<p>P8: Other Student Outcomes - MDTP for Math</p>	<p>2021 - 2022 School year:</p> <p>60% of 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment.</p> <p>50% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment.</p> <p>20% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment.</p>	<p>94 sixth graders completed the MDTP for Math.</p> <p>Seven mathematical concepts were assessed: Numbers & Operations. Geometry, Operations and Algebraic Thinking and Measurement and Data</p> <p>The results are as follows: The results are as follows:</p> <p>0/7: 35.11% 1/7: 36.17% 2/7: 12.77% 3/7: 3.19% 4/7: 4.26% 5/7: 3.19% 6/7: 2.13% 7/7: 3.19%</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS Implementation, Staff Development, and Collaboration The planned actions for CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation include:</p> <p>a. Provide time for staff to collaborate on effective strategies/ideas/resources/goal-setting</p>	<p>1.1 CCSS Implementation, Staff Development, and Collaboration The planned actions for CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation include:</p> <p>a. Time was provided to teachers to collaborate on UoS implementation,</p>	<p>(a) Release time for certificated to collaborate on CCSS and SEL 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,005</p> <p>(a) Release time for classified to collaborate on CCSS and SEL</p>	<p>(a) Release time for certificated to collaborate on CCSS and SEL 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>(a) Release time for classified to collaborate on CCSS and SEL</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>for math, ELA, ELD, Science, Social Science, PE, technology, and SEL.</p> <p>b. Bilingual language tutors (BLT's) are assigned to SEI classrooms with EL students who are at the beginning levels of language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish, as well as primary language support (2 @ 3hrs.).</p> <p>c. Teachers will be provided with supplemental materials, supplies, incentives, library resources, technology, and other pertinent items to provide supplementary instruction and support to EL/SDC/RSP/GATE/Merit students.</p> <p>d. Release time may be provided to grade level appointed teacher or grade level chair to administer and/or review district required assessments or site-suggested assessments, such as, but not limited to NWEA or ESGI.</p> <p>e. Provide release time/substitutes for teacher(s) to attend a conference or conferences to support academics, technology, ELD, PE, etc., then share that information in a Staff Mtg. or PD. This also includes the cost of the conference.</p> <p>f. Provide time for teachers to hold workshops for parents in regards to Common Core State Standards, SEL, ELD, AVID, etc.</p>	<p>new curriculum adoptions and effective strategies for math, ELA, ELD, and technology. This time included: Kindness Day planning, Second Step planning and Excellence through Equity PD.</p> <p>b. Bilingual language tutors were assigned to SEI classrooms with EL students who are at the beginning levels of language acquisition. These tutors provided assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish, as well as primary language support (2 @ 3hrs.).</p> <p>c. Teachers were provided materials for ELA, ELD, math, science, as well as, supplies, incentives, library resources, technology, and other pertinent items to provide supplementary instruction and support to EL/SDC/RSP/GATE/Merit students.</p> <p>d. K-3 teachers administered the district adopted monitoring program to assess students' reading fluency. Some K-3 teachers were given release time to administer these assessments.</p> <p>e. Staff attended conferences to support CCSS implementation. However, staff was also allotted opportunities to attend PD's and complete activities with Alludo.</p>	<p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>(b) Two 3 hr. BLT's salary/benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$29,430</p> <p>(b) Two 3 hr. BLTs salary/benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$9,810</p> <p>(c) Supplemental materials, supplies, incentives to support library resources, technology, etc. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(d) Release time for teacher(s) to administer/review assessments 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>(e) Conferences for teachers to attend to support our students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,963</p> <p>(e) Substitute(s) for teachers to attend conference(s)</p>	<p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1,500</p> <p>(b) Two 3 hr. BLT's salary/benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$36,000</p> <p>(b) Two 3 hr. BLTs salary/benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$12,100</p> <p>(c) Supplemental materials, supplies, incentives to support library resources, technology, etc. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p> <p>(d) Release time for teacher(s) to administer/review assessments 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000</p> <p>(e) Conferences for teachers to attend to support our students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000</p> <p>(e) Substitute(s) for teachers to attend conference(s)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
g. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s.	f. AVID and PBIS coordinators provided release time for planning (planning for College and Career Readiness, organizing AVID supplies, planning/organizing AVID Team Mtgs. and AVID certification).	1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000	1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000
h. Provide additional funding for the Library and Digital Resources (eBooks) Access.	g. Roving subs were provided for teachers to attend meeting including IEPs. SSTs and 504s.	(f) Teacher hourly for parent workshops 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000	(f) Teacher hourly for parent workshops 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1500
i. Provide technology and software support for classroom integration to include (i.e. ESGI, Mystery Science).	h. Additional funding was provided for the Library, Makerspace, and Digital Resources (eBooks) Access.	(g) Roving subs for IEP's, SST's, 504's 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,500	(g) Roving subs for IEP's, SST's, 504's 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,000
j. Provide materials for new teacher(s) to support academics, incentives, and SEL.	i. Software and licenses were purchased to support classroom collaboration, provide extra supports for teachers, and address struggling students (such as ESGI and Mystery Science)	(h) Library materials, ebooks, supplies, makerspace 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000	(h) Library materials, ebooks, supplies, makerspace 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000
k. Yearly contract for copy machine to support student learning.	j. New teachers were given a stipend to support academics, classroom incentives and SEL.	(i) Technology and software licenses to support teachers - such as ESGI and Mystery Science 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4,500	(i) Technology and software licenses to support teachers - such as ESGI and Mystery Science 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4,500
l. Supplies for copy machine to support and enhance student learning.	k. Annual contract for Konica copy machine was signed to continue to support student learning. An additional Konica copy machine was purchased.	(j) Materials and supplies for new teacher(s) (\$200 each) 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,200	(j) Materials and supplies for new teacher(s) (\$200 each) 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,200
m. Materials and supplies needed to support student learning, incentives, and college and career readiness.	l. Ink and paper were purchased to support and enhance student learning.	(k) Contract for copy machine (5640) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707	(k) Contract for copy machine (5640) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707
n. Elementary Media Center Clerk (EMCC) is assigned to the library.	m. Teachers were provided materials and supplies to support student learning, college and career readiness and to implement incentives for		
o. Necessary materials and supplies for staff in order to collaborate throughout the year on, but not limited to CCSS, social-emotional learning, PBIS/BSEL, District initiatives, site initiatives, healthy minds and healthy bodies for our students and staff.			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>positive reinforcement along with Print Shop supplies such as health clerk slips, timecards, cubs with character cards and PBIS posters.</p> <p>n. An EMCC was hired to monitor and carryout library responsibilities.</p> <p>o. Staff members were provided materials and supplies in order to collaborate throughout the year. These supplies included, but not limited to CCSS, social-emotional learning, PBIS/BSEL, District initiatives, such as Second Step, site initiatives, healthy minds and healthy bodies for our students and staff.</p>	<p>\$1,000</p> <p>(l) Supplies for copy machines (4310) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6,000</p> <p>(m) Print Shop 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(n) Media Center Clerk (EMCC) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$60,365</p> <p>(o) Materials and supplies for the staff to collaborate 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p>	<p>\$1,000</p> <p>(l) Supplies for copy machines (4310) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8,000</p> <p>(m) Print Shop 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1500</p> <p>(n) Media Center Clerk (EMCC) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$60,365</p> <p>(o) Materials and supplies for the staff to collaborate 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p>
<p>1.2 Pre-School Transition to TK and/or Kindergarten The planned actions for Preschool Transition include:</p> <p>a. Camino Real will communicate to parents the board policies and other requirements of Transitional Kindergarten/Kindergarten program.</p> <p>b. A kindergarten parent meeting will be held prior to the beginning of the school year to help students transition and become familiar with the school and staff. During this meeting, TK/K students will visit their classrooms, office and cafeteria, as well as meet their teacher</p>	<p>1.2 Pre-School Transition to TK and/or Kindergarten The planned actions for Preschool Transition include:</p> <p>a. Camino Real communicated to parents the board policies and other requirements of the TK/Kindergarten program. Developmental activity packets and Orientation meetings were held for new parents.</p> <p>b. A kindergarten parent meeting was held prior to the beginning of the school year to help students transition and become familiar with the school</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and learn where to enter and line up on the first day of school.	and staff. During this meeting, TK/K students visited their classrooms, office, cafeteria, as well as meet their teacher and learn where to enter and line up on the first day of school.		
<p>1.3 Intervention The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include:</p> <p>a. Two full-time literacy support teachers (LST) and one full-time math support teacher (MST) will be provided for our 2nd - 6th grade students. Students performing below grade level in 2nd - 6th grade in reading and/or math will be given the opportunity to participate in a reading and/or math intervention program.</p> <p>b. Intervention teachers will support K - 6 foundational skills, early literacy, primary intervention, and intensive intervention support with supplies and materials to support this program. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards, including technology and software support for classroom integration.</p> <p>c. The Communication Enhancement Program (CEP) at Camino Real is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to</p>	<p>1.3 Intervention The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include:</p> <p>a. Two full-time literacy support teachers (LST) and one full-time math support teacher (MST) were provided for our 2nd - 6th grade students. The LSTs supported 2nd-6th and the MST supported 2nd-5th performing below grade level in 2nd - 6th grade in reading and/or math were given the opportunity to participate in a reading and/or math intervention program.</p> <p>b. Intervention teachers and resident subs supported K - 6 foundational skills, early literacy, primary intervention, and intensive intervention support with supplies and materials to support this program. Resources were purchased to supplement classroom instruction to meet the rigor of the grade level standards, including manipulatives, online resources and software support for classroom integration and incentives.</p> <p>c. The Communication Enhancement Program (CEP) at Camino Real provided voice, fluency, language</p>	<p>(a) Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$76,165</p> <p>(a) Literacy Support Teachers (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$90,784</p> <p>(a) Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$80,405</p> <p>(a) Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$51,167</p> <p>(b) Materials and supplies to support students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>(a) Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$76,165</p> <p>(a) Literacy Support Teachers 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$90,784</p> <p>(a) Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$80,405</p> <p>(a) Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$51,167</p> <p>(b) Materials and supplies to support students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>and/or articulation skill enrichment. The CEP served as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students received differentiated instruction based upon a tiered pyramid of interventions.</p>		
<p>1.4 Full Inclusion The planned actions for Full Inclusion include:</p> <p>a. Provide release time for teachers and paraprofessionals to collaborate and plan for the support and success for all students.</p> <p>b. Provide resources (digital or otherwise) to support staff and students within full inclusion.</p> <p>c. Provide opportunities for professional development (trainings, conferences, etc.) for certificated and classified staff. If attending, staff will need to present information at a staff mtg.</p>	<p>1.4 Full Inclusion The planned actions for Full Inclusion include:</p> <p>a. Time was provided for teachers and paraprofessionals to collaborate and plan for the support and success for all students.</p> <p>b. Teachers were provided WHOVA application to support staff and students within full inclusion. In addition to Learning in the Brain PD and Trauma Informed, Body and Mind Connections, Restorative Practices, Leveraging voice and Choice.</p> <p>c. Certificated and classified staff was provided opportunities for professional development (trainings, conferences, etc.). Staff members briefly shared their experience at a staff meeting. Trainings include but were not limited to: Trauma Informed, Restorative Practices,</p>	<p>(a) Release time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>(a) Release time 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500</p> <p>(b) Supplies and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>(c) Opportunities for classified and certificated staff to attend professional developments 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>	<p>(a) Release time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p> <p>(a) Release time 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500</p> <p>(b) Supplies and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>(c) Opportunities for classified and certificated staff to attend professional developments 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>
<p>1.5 Elementary AVID</p>	<p>1.5 Elementary AVID</p>	<p>(a - e) Materials and supplies</p>	<p>(a - e) Materials and supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The planned actions for Elementary AVID include:</p> <p>a. Students will be provided with AVID materials and supplies including agendas/planners, binders, and dividers to keep their classwork organized. Students will be learning AVID skills that promote organization and college readiness.</p> <p>b. Teachers will participate in teacher meetings/conferences/collaboration that focuses on College and Career Readiness highlighting areas where teachers can incorporate AVID into their lesson planning to give students opportunities to consider their future.</p> <p>c. Provide AVID-release time for planning with a focus on College and Career Readiness, College and Career Week, AVID Certification, etc.</p> <p>d. Parents will be given the opportunity to participate in parent workshops that focus on College and Career Readiness and/or career technology education for their child. The workshops will be given in both English and Spanish and babysitting will be provided.</p> <p>e. Funding will be provided to enhance our College and Careers Day and/or other school-wide AVID activities.</p>	<p>The planned actions for Elementary AVID include:</p> <p>a. Students were provided with AVID materials and supplies including agendas/planners, binders, and dividers to keep their classwork organized. Students learned and practiced AVID skills that promote organization and college readiness.</p> <p>b. Teachers participated in teacher meetings/conferences/collaboration and AVID SI in San Diego that focused on College and Career Readiness highlighting areas where teachers were able to incorporate AVID into their lesson planning to give students opportunities to consider their future.</p> <p>c. AVID-release time was provided for planning with a focus on College and Career Readiness, College and Career Week, AVID Certification.</p> <p>d. Parents were given the opportunity to participate in parent workshops that focus on College and Career Readiness and/or career technology education for their child. The workshops were given both English and Spanish and babysitting asl be provided.</p> <p>e. Funding was provided to enhance our College and Careers Day stickers, activities and games and/or other school-wide AVID activities.</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>(b - e) Substitute Teacher/Collaboration Time/Release time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000</p> <p>(d) Teacher Hourly for Parent Workshops 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(b - e) Substitute Teacher/Collaboration Time/Release time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000</p> <p>(d) Teacher Hourly for Parent Workshops 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p>

Analysis

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

In an effort to achieve the articulated goal of college and career readiness with a focus on SEL and learning loss, three intervention teachers were acquired. We hired one MST for 2nd-5th grade and two LSTs for 2nd-6th grade. These teachers worked with individual and small groups of struggling students. They tailored differentiated lessons that aligned teacher plans and CCSS. Additionally, classified and certificated staff were provided opportunities to attend PD to enhance lessons, supports and student needs. Manipulatives, incentives, educational software and additional supplies were provided to support learning loss and reinforcements.

Additionally

- * Teachers integrated Social Emotional Learning (SEL) lessons and strategies in morning meetings and Restorative Practices
- * Staff members integrated SEL support throughout the day (snack recess, lunch recess, drop-off, and pick-up) specifically relating to anxiety (many times separation), stress, depression, and trauma - social stories were used to target specific needs.
- * Teachers assessed their students' present levels and were mindful of learning gaps and the time it might take to recoup lost learning.

We took part of our Staff Mtgs. to address various initiatives and resources like;

Ellevation, AVID, NWEA, SEL, and Impact Teams. Also, our Coordinator of Curriculum and Instruction provided a PD on Step Up to Writing and shared ideas for "low " and "high" stakes writing. Staff members were also encouraged to participate in Alludo and other District-provided opportunities.

Our Literacy Support Teachers (LST) used formative and summative assessments like Guided Reading, running records, NWEA results, and small group instruction to triangulate data regarding academic areas of concerns for students, in order to address these learning gaps. Paraprofessionals were used to support these efforts as well.

Our AVID and PBIS lead teachers, as well as our Student Senate lead teacher provided support, opportunities, and incentives for staff and students throughout the school year. Activities such as College and Career Week, Read Across America, The Golden Spatula Award, Cubs with Character, The Kindness Tree, Student of the Month, and Spirit Days helped to create a culture of kindness, respect, responsible, and safe students. This also allowed for some normalcy as we returned to in-person instruction.

Our 6th grade Student Senators proved to be strong leaders at our school with reading the Monday morning announcements, picking up recycling from classrooms, being AVID and school buddies, welcoming TK/am Kindergarten students at the gate every morning - basically taking on any leadership role that was asked of them and doing a fantastic job.

With the return to in-person instruction and the addition of our Marriage and Family Therapist (MFT) through PICO, came some insight into the daily struggles our students face everyday. Camino referred about 40 students, with our MFT meeting with about 35 of those. Students were referred for issues such as; loss of a loved one, anxiety, stress, divorce, suicidal ideation, anger, disconnectedness, and depression.

The additional hours our TCT received proved to be essential. When a HCA is not on campus, a secretary has to be pulled from their position to provide support in the Health Office - many times this is disruptive and difficult, and has a domino effect throughout the front office - with phone calls, visitors, or teachers/staff members needing assistance. Also, having a friendly face, such as our Health Clerk Aide, provided consistency and comfort to our students and staff.

The increase to five Resident Subs lessened unnecessary stress and worry when the daily need arose for teacher coverage. Even though many times, two wasn't enough, it was nice knowing we had someone. Again, having our resident subs provided consistency for our students and it was another connection for them on campus.

Activities such as GATE/Merit, ELO, and Saturday School provided teachers an opportunity to work with students in a different capacity. Extended Learning Opportunities (ELO) provided teachers an opportunity to address SEL and/or academics. ELO teachers had the liberty to identify and work with students based on any need or gap they wanted to address.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As with any school year, our main focus was to ensure students' social-emotional needs were met. Teachers and staff reported many students struggled to focus and pay attention throughout the day. Students needed to continue to build stamina in order to accomplish a full day of

in-person instruction. With each passing day, students were able to achieve and do more, but overall academically they are not where they were before the pandemic. Our district assessments provided a baseline - where teachers can now take a step back and reflect with a years worth of information and ask, "Where will we go from here?" We will continue to accelerate instead of remediate, but there will be students who will accelerate at a slower pace. Strategies will need to be implemented, resources will have to be provided, on-going school-home communication will be a must, interventions will need to be developed and kept fluid, and progress will need to be monitored.

Below are a few measurements that will provide a starting point for Camino teachers to set goals for the upcoming school year.

2020 - 2021 ELPAC Dashboard data:

Level 1 (Minimally Developed) 19.23%

Level 2 (Somewhat Developed) 43.59%

Level 3 (Moderately Developed) 30.77%

Level 4 (Well Developed) 6.41%

2020 - 2021 Dataquest

Fluent-English-Proficient Students: 8.8% (68 students)

Re-designated FEP Students: 2.5% (2)

Spring 22-23 NWEA ELA Data:

K: 46% students scored Avg., High Avg., or High

1st: 28% (46.46 students) scored Avg., High Avg., or High

2nd: 34% (34.4 students) scored Avg., High Avg., or High

3rd: 41% (41 students) scored Avg., High Avg., or High

4th: 30% (30 students) scored Avg., High Avg., or High

5th: 42% (42.42 students) scored Avg., High Avg. or High

6th: 39% (45.63 students) scored Avg., High Avg., or High

Winter 2022 - 2023 NWEA Math Data:

K: 75% (66 students) scored Avg., High Avg., or High

1st: 48% (48.96 students) scored Avg., High Avg., and High

2nd: 35% (33.66 students) scored Avg., High Avg, or High

3rd: 40% (40.4 students) scored Avg., High Avg., or High

4th: 36% (36 students) scored Avg., High Avg., or High

5th: 53% (54.06 students) scored Avg., High Avg. or High

6th: 39% (45.63 students) scored Avg., High Avg., or High

ELPAC Chats may help our English learners understand why they're taking this test, where they currently are, and what are their personal goals. Since all students K-6th grade took the NWEA this year, the process may be more familiar next year, and prove valuable information.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The additional staff support - either additional hours (TCT), positions (MFT, Library assistant, resident sub.), or stipend positions (AVID Lead Teacher) lessened or eliminated stress for other staff members and provided support for students and staff. Student re-engagement support was needed. It was a bit easier to support before we divided combo classes and added, however this proved to be a beneficial decision for students.

W planned to spend \$500 on books and supplies for AVID, yet we used about \$2,000 to replenish materials. We also added incentives and purchased items to enhance the program. Additionally we added attendance incentive for classes and Individuals as Chronic Absenteeism was a challenge.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional and continued support for SEL training and resources will be needed for students and staff. An increase in Restorative Practice and Trauma Informed training will prove to be beneficial. The baseline for ELA and math NWEA will allow teachers to better prepare for their students and address their academic needs. In addition to the two Reading Intervention Release time will be provided to staff in order to administer assessments such as: ESGI, NWEA, ELPAC, CAASPP, other benchmarks; grade level collaboration and data analysis, our Tech Coordinators to provide support; and for other coordinators such as our Safe School, PBIS, and AVID Coordinators, as well as our Leadership Team. Funding for PBIS, AVID, Student Senators and other student-centered teams will be increased to support a positive school culture and environment celebrating success and addressing areas of need or concern.

In the coming year, we will focus on chronic absenteeism, incentivizing positive attendance for classes and individuals all year. We will incorporate peer mentors to support on the playground. We will also continue to focus on learning through writing, increased collaboration, and educating and involving stakeholders.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School Attendance Rate:	<p>School Attendance Rate to return back to Pre-COVID and distance learning rates for attendance.</p> <p>Goal for 2021-2022 school year: Increase of 1%</p>	<p>School Attendance Rate for 2021-2022 was 92.63%</p>
P5 Chronic Absenteeism Rate:	<p>Goal for 2021-2022 school year: Return to Pre-COVID and distance learning rates of absenteeism rates or better. Establish a new baseline for improvement.</p> <p>Long term goal: Reduce Chronic Absenteeism rate by 0.5%.</p>	<p>Chronic absenteeism rate: 28.3%</p> <p>Number of students chronically absent: 224</p> <p>Student total: 792</p> <p>Chronically absent: 224/791</p> <p>AA: 27.8%</p> <p>EL: 25.5%</p> <p>Hispanic: 31.2%</p> <p>SED: 30.9%</p> <p>SWD: 40%</p>
P6 Pupil Suspension Rate:	<p>Goal for 2021-2022 school year: Return to Pre-COVID and distance learning rates of suspension rates or better. Establish a new baseline for improvement.</p> <p>Long term goal: Reduce Suspension Rate by 0.5%.</p>	<p>Suspension rate: low</p> <p>0.7% per day</p> <p>3.1% in SWD</p>
P6 Surveys of pupils, parents, teachers on sense of safety:	<p>Goal for 2021-2022 school year: Increase parent survey response and increase positive responses on survey results focusing on safe and orderly school practices.</p>	<p>Out of 100 students:</p> <p>4 Never feel safe</p> <p>24 Feel safe, some of the time</p> <p>43 feel safe, most of the time</p> <p>29 feel safe, all of the time</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6 Surveys of pupils, parents, teachers on sense of safety:	Goal for 2021-2022 school year: Increase CHKS response and increase positive responses on survey results focusing on safe and orderly school practices.	There were 12 areas evaluated. Our overall rating was 97% Good

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Safe and Healthy School Environment</p> <p>a. Health Care Aide will provide appropriate health care and nursing services. The Health Care Aide will also communicate with parents in regards to immunizations and allergies that might impact a student's school environment or student's education.</p> <p>b. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during lunch and recess</p> <p>c. Activity Supervisors will participate in trainings that focus on conflict resolution, positive reinforcement, discipline, disabilities and what that might look like regarding behavior, alternatives to discipline, etc. They will provide appropriate campus supervision, enforce school rules/procedures, and support student SEL needs. Activity Supervisors will supervise PTA sponsored events that may require additional supervision and will also provide babysitting for</p>	<p>2.1 Safe and Healthy School Environment</p> <p>a. Health Care Aide provided appropriate health care and nursing services. The Health Care Aide communicated with parents in regard to immunizations and allergies that might impact a student's school environment or student's education. Health Care Aide monitored students who showed COVID systems and followed district protocols on safety guidelines.</p> <p>b. Appropriate and necessary PE and recess equipment was purchased and replenished throughout the school year to provide students with activities during lunch and recess. These items included but were not limited to basketballs, bouncy balls, Skitters, bats, tether balls and jump rope.</p> <p>c. Activity Supervisors were given the opportunity to participate in a PD that focused on conflict resolution and positive reinforcement and a partial CPI training. They provided</p>	<p>(a) Health Care Aide 3 hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14,121</p> <p>(b) Recess/PE equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(c) Extended time for classified personnel - PD, babysitting for parent events, support with school functions. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(c) Meetings with classified staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(d) Replenish safety items and provide incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(e) Student incentives</p>	<p>(a) Health Care Aide 3 hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14,121</p> <p>(b) Recess/PE equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(c) Extended time for classified personnel - PD, babysitting for parent events, support with school functions. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(c) Meetings with classified staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>(d) Replenish safety items and provide incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(e) Student incentives</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
parent trainings and meetings such as PTA, ELAC, SSC, etc.	appropriate campus supervision, enforced school rules/procedures and supported student SEL needs. They also participated in a playground Back to School policy and procedure expectations meeting.	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000
d. Safety Coordinator will annually revise the Safe School Plan to include these essential components: ensuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety Coordinator will work with administration to include emergency training for staff on procedures and expectations in the case of an emergency. Students and staff will participate in monthly fire drills and practice disaster procedures. The plan will be presented by the Safety Coordinator to ELAC and be approved every year by School Site Council.	d. Safety Coordinator revised the Safe School Plan to include the essential components: ensuring each student has a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety Coordinator worked with administration to include emergency training for staff on procedures and expectations in the case of an emergency. Students and staff participated in monthly fire drills and practice disaster procedures. The plan was presented by the Safety Coordinator to ELAC and was approved by School Site Council.	(f) Support MFT/Behavioral Support Groups 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000	(f) Support MFT/Behavioral Support Groups 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000
e. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (Red Ribbon Week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, etc.). Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families will be provided with support including behavior, safety, physical education activities and mental health services through a focus on student wellness.	e. The school created and maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (Red Ribbon Week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, etc.). Teachers and staff used a multitiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families were provided support including behavior, safety,	(g) Support implementation of SEL/PBIS 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500	(g) Support implementation of SEL/PBIS 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,000
		(h) Support for Extended Learning Opportunities (ELO) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500	(h) Support for Extended Learning Opportunities (ELO) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500
		(i) Substitute for 100 Mile Club 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500	(i) Substitute for 100 Mile Club 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500
		(j) Supplies and materials for a warm and inviting Health Office 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000	(j) Supplies and materials for a warm and inviting Health Office 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000

**Planned
Actions/Services**

f. Mental Health supports will be provided to students with the hiring of a Behavioral Health Therapist/Marriage and Family Therapist (Intern). BHT/MFT will also provide assistance with social skill development in support of positive behavior at school.

g. SEL/PBIS implementation will include training and materials for teaching social skills. The PBIS/SEL Coordinator will update and revise Area Expectations as needed. Students will earn incentives and rewards for attendance, good citizenship, making good choices, etc. Teachers will be provided with Sanford Harmony online SEL (Social Emotional Learning) portal for TK-6. Teachers will address their students' of SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all students.

h. Extracurricular activities and opportunities for students will be provided to enrich and enhance social and emotional well-being. Camino Real will implement healthy living initiatives to promote healthy living habits for all. These will include Physical Education standards, ELO opportunities to enrich physical activity, and healthy personal living habits, etc.

**Actual
Actions/Services**

physical education activities and mental health services through a focus on student wellness.

f. Mental Health supports were provided to students with the hiring of a Behavioral Health Therapist/Marriage Family Therapist, as well as referrals by a staff member or parent. BHT/MFT also provided assistance with social skill development in support of positive behavior at school.

g. SEL/PBIS implementation included training and materials for teaching social skills using Second Step. The PBIS/SEL Coordinator updated and revised Area Expectations as needed. Students also earned incentives and rewards for attendance, good citizenship, making good choices through Cubs with Character, Cubs with Class and monthly attendance rewards and raffles. Teachers were provided with Second Step online SEL (Social Emotional Learning) resources for TK-6 and monthly activities which aligned with our monthly character trait. Teachers addressed their students' of SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all students.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>i. Camino Real will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they have run. Staff will provide additional supervision to ensure student safety.</p> <p>j. Health Care Aide (HCA) will provide appropriate health and nursing services. The HCA will communicate with parents regarding student safety and needs (allergies, doctors' notes, immunizations, etc. The HCA's office will be a warm and invited environment for everyone.</p>	<p>h. Extracurricular activities/Extended Learning Opportunities for students using teachers and paraprofessional staff to provide enriching opportunities and activities for students to be actively involved to enhance social and emotional well-being.</p> <p>i. Camino Real operated the 100 Mile Club that focused on student health and well-being by having them participate in running and monitoring the number of miles they have run. Students developed self-monitoring strategies. Supervisors and staff did not provide additional student supervision to ensure student safety. We plan to work on this action in the coming year.</p> <p>j. Health Care Aide provided appropriate health care and nursing services. The Health Care Aide communicated with parents in regard to immunizations and allergies that might impact a student's school environment or student's education. Health Care Aide monitored students who showed COVID symptoms and followed district protocols on safety guidelines.</p>		
<p>2.2 Positive Behavior Intervention Support (PBIS), Behavior and Social Emotional Learning (BSEL), and Multi-tiered Systems of Support (MTSS)</p>	<p>2.2 Positive Behavior Intervention Support (PBIS) and Social Emotional Learning (SEL)</p>	<p>(a and d) Release time/teacher hourly for PBIS/BSEL Team 1000-1999: Certificated Personnel Salaries</p>	<p>(a and d) Release time/teacher hourly for PBIS/BSEL Team 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. The PBIS/BSEL Coordinator along with the PBIS/BSEL committee will facilitate the implementation of the components of the PBIS/BSEL model. Teachers will teach short lessons that focus on the PBIS/BSEL character traits. The PBIS/BSEL coach will provide staff development and support in planning these short lessons.</p>	<p>a. The PBIS coordinator along with the PBIS committee facilitated the implementation of the components of the PBIS model. Teachers taught short lessons that focused on the nine-character traits. The PBIS coordinator provided staff development and support in planning these short lessons in addition to Second Step support.</p>	<p>LCFF Suppl/Conc -- 0707 \$3,000</p>	<p>LCFF Suppl/Conc -- 0707 \$3,000</p>
<p>b. Student incentives will be given in the classroom and school-wide to reward positive behavior. Weekly and monthly, classroom and school-wide incentives will be offered to encourage positive behavior.</p>	<p>b. Student incentives were provided school-wide to reward positive behavior. Weekly and monthly, classroom and school-wide incentives were offered to encourage positive behavior. Incentives included Cubs with Class, Cubs with Character, Student of the Month and Attendance.</p>	<p>(a and d) Release time for PBIS/BSEL Team 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,300</p>	<p>(a and d) Release time for PBIS/BSEL Team 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>
<p>c. PBIS/BSEL Team will hold monthly meetings to discuss and revise our program.</p>	<p>c. PBIS coordinator held monthly team meetings to brainstorm school-wide interventions that promote good citizenship inside and outside the classroom.</p>	<p>(b) Incentives to support PBIS/BSEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>(b) Incentives to support PBIS/BSEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,000</p>
<p>d. Release time/extra hours will be provided for classified and certificated staff to support our PBIS/BSEL school-wide plan.</p>	<p>d. Release time was provided to the PBIS coordinator/Team in order to support and improve our PBIS plan.</p>	<p>(e) Monthly PBSI/BSEL Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>(e) Monthly PBSI/BSEL Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p>
<p>e. Students will participate in trimester character reward activities/incentives where a teacher will choose those students who demonstrated PBIS behavior throughout the trimester (Student of the Month, Paw Pride, Cubs with Character, Golden Spatula Award, etc.)</p>	<p>e. Students earned a variety of rewards and activities where a teacher chose those students who demonstrated PBIS behavior throughout the trimester.</p>	<p>(f.) Supplies and materials to support PBIS/BSEL activities - such as assemblies and sensory paths. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p>	<p>(f.) Supplies and materials to support PBIS/BSEL activities - such as assemblies and sensory paths. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p>
<p>f. Supplies and materials to support PBIS/BSEL activities - such as assemblies and sensory paths.</p>	<p>f. Supplies, materials, tangible incentives, gift cards and activities were given to support PBIS/SEL and attendance. Sensory paths were</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Painted around the campus to promote SEL, movement and brain breaks.</p>		
<p>2.3 Attendance and Leadership Support</p> <p>a. The staff (classified and certificated) will develop and implement attendance incentives to promote attendance within the classroom and school-wide.</p> <p>b. Student Senators (6th grade nominated students) will serve the campus in the Student Senator role. They will provide leadership for TK - 6th grade students as they assist with assemblies, parent programs, new student orientation, attendance, Anti-Bully club, Back to School Night, first days of school, etc. They will provide student voice and input to the administration in school initiatives and programs.</p> <p>c. Reward and recognize students who are actively participating in classroom and school-wide activities and assignments.</p>	<p>2.3 Attendance and Leadership Support</p> <p>a. The staff developed and implemented attendance incentives to promote attendance within the classroom and school wide. Incentives include monthly brag tags, trimester Perfect Attendance, monthly raffles and social media posts, NOT OUR BELL incentives, and trimester activities.</p> <p>b. Student Senators (6th grade nominated students) served the campus in the Student Senator role. They provided leadership for TK - 6th grade students as they assist with assemblies, parent programs, new student orientation, attendance, Anti-Bully club, Back to School Night, first days of school, etc. They provided weekly announcements and shout outs, campus beautification and a recycle program.</p> <p>c. Students with excessive absences were contacted and reengagement supports were offered. Camino worked with the family to monitor progress, identify barriers to student engagement and attendance, and address student needs. Students were also referred to our BHT/MFT through</p>	<p>(a and b) Release time to support leadership and attendance 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500</p> <p>(a) Extra hours for classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>(b) Materials and supplies to support Student Senators - leadership and mentorship 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(c) Materials and supplies for attendance and leadership support 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>(a and b) Release time to support leadership and attendance 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500</p> <p>(a) Extra hours for classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>(b) Materials and supplies to support Student Senators - leadership and mentorship 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>(c) Materials and supplies for attendance and leadership support 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

PICO to address chronic absenteeism. SARTs were conducted and a myriad of attendance incentives were implemented.

Analysis

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

Our first and most important goal is always the social emotional well-being of our students and staff. Our students and staff have needed more support than ever following Covid. Staff members have spent more time talking with students and validating their feelings of anxiety, depression, worry, and stress. The addition of our MFT through PICO helped meet the needs for many of our students and we hope to continue that support, as the pandemic and recent increase and awareness of school violence has created and intensified trauma and mental health issues; however, the need for an MFT was needed before the pandemic. Activity Supervisors, Instructional Aides, and BLT's were trained in SEL and trauma to help with various behaviors (crying, separation anxiety, eloping, violent behavior, etc.) they experience on the playground, in the cafeteria, or before and after school. However that alone wasn't enough for the need.

Our BSEL/PBIS, AVID, and Student Senator Coordinator planned activities throughout the year to get students excited about school, engaged, and connected. Specifically, our BSEL Coordinator shared SEL strategies and interventions with teachers and staff so they could better support our students. We also implemented additional behavior and attendance incentives.

Extended Learning Opportunities (ELO), Gifted and Talented Education (GATE), Saturday School, LEAP, and Think Together have continued to provide an extension of Camino for social emotional and academic support - this gave students another way to connect to school and to other adults on campus. Since research shows that the more connections a student has to school, the more likely they are to succeed - the addition of these programs are needed.

Student breakfasts and lunches have continued to be free of charge for all students this school year, and additional snacks were provided for students participating in GATE, ELO and Think Together.

The HCA was allotted extra hours, to better support the needs of our students, and again this service needs to continue as a proactive measure. Additional support was also provided to our EMCC to assist with teacher and student needs.

Monthly fire and safety drills were conducted to ensure students and staff were knowledgeable and able to evacuate in a safe and orderly manner.

In order to best serve our students, collaboration among staff members was continuous. Planned and impromptu discussions revealed detailed information about students/families in need and we were able to brainstorm ideas and share resources and strategies to better support our Camino cubs and their families.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Chronic absenteeism continued to be a significant concern as it has been following Covid. some of our families struggled with attendance and were very concerned sending their child to school with minor symptoms - something that was not a concern before the pandemic. Camino still continued with daily phone calls, so parents were aware that we knew their child/children was/were absent. Attendance decreased as a result of COVID issues and students were absent

any time they were in close contact with someone who tested positive for COVID or was exposed to COVID. Independent Study was offered, but rarely assigned due to the lack of parental action. We offered assignments digitally, as well as paper/pencil packets, in conjunction with our Re-engagement Staff member who made separate phone calls home, helping parents navigate PowerSchool Pages and to answer any questions they may have about the homework.

2022-2023 Average Daily Attendance Rates

TK: 91.24%

K: 90.03%

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1st: 92.14%

2nd: 91.25%

3rd: 92.29%

4th: 92.68%

5th: 92.25%

6th: 92.43%

Overall: 91.92%

Chronic absenteeism rates have continued to increase due to COVID related concerns and increased anxiety. Students have been able to utilize Seesaw, Canvas, and Google Classroom which has continued to make it easier

to access work when absent. Our Resident Subs have worked on re-engagement when students were absent by contacting students and families to answer any questions and assist.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Most of our proposed expenditures were used in some format or another - or just modified to fit the current situation. Administrative designees were not used to cover administrators during the school day; however, that is an action that will be kept in case it is needed in the future.

With most students back in person, we needed additional time for our TCT and additional support from classified and certificated staff increased and this was provided primarily in the classroom, library, health office, and after school. Training with SEL and mental health support staff-wide was provided throughout the year, in addition to our process and supports for re-engagement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The need for additional support in the previously areas will help to alleviate stress for staff and students and provide much needed support academically and social-emotionally. The need for SEL support and resources, as well as additional academic support will continue to be essential. Continued trainings in the areas of SEL/trauma and how to work with students in academic and social settings will provide staff members the support needed to deal with sensitive issues and better support our students and their families. More specifically, enhanced SEL activities addressing identified areas of concerns will be shared with staff early on in the school year. Attendance incentives and award ceremonies will return to normal next year - with this we may find a increase of students engagement and parental involvement. Camino will continue to implement supports so students can learn to problem solve, effectively communicate, collaborate, develop critical thinking skills, create personal goals, take ownership for their learning, and understand how to access their curriculum.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	Total number of parent LCAP survey results will increase, as well as positive results.	We received 11 responses. Participation decreased by 56%. Our areas of focus include school climate, community partnership, and school activities.
P5 Student Engagement	Total number of student LCAP survey results will increase, as well as positive results.	242 students in 3rd-5th grade responded. A decrease is seen in 6th grade students valuing school and our school climate.
P5 Student Engagement	CHKS results will have a positive increase in the number of students who take the survey, as well as a positive increase in the results.	112 students completed the CHKS. 90% of 6th graders 1 remote learning student completed it while 89 complete the survey in person.
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Total number of staff LCAP survey results will increase in positive responses.	Low response rates. Increased connectedness will in turn increase response rates.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Parent Engagement and Leadership a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. Staff will	3.1 Parent Engagement and Leadership a. Parent involvement was greatly increased; however, Camino is	(a - c) Release time/Teacher hourly to support parent engagement and leadership 1000-1999: Certificated Personnel Salaries	(a - c) Release time/Teacher hourly to support parent engagement and leadership 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>provide regular updates to parents about classroom/school activities and programs through Q Communications, FB, school website, our marquee, Class Dojo, Peach Jar, and Parent Square.</p>	<p>planning to continue increasing parent involvement for next year.</p>	<p>LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>LCFF Suppl/Conc -- 0707 \$2,000</p>
<p>b. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, GATE, PTA, and Booster. Babysitting will be provided.</p>	<p>b. School staff provided parents and staff leadership opportunities through advisory committees like: DELAC, ELAC, SSC, GATE advisory committee, PTA, and Booster.</p>	<p>(a - c) Extra hourly for classified to support parent engagement and leadership 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>(a - c) Extra hourly for classified to support parent engagement and leadership 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p>
<p>c. The school will communicate to parents Board Policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents.</p>	<p>c. The school communicated Board Policies and other requirements of the Transitional Kindergarten program. Parents received registration packets, developmental activity packets for summer prep, and transition meetings for parents.</p>	<p>(d - e) Materials and supplies to support parent engagement and leadership 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>(d - e) Materials and supplies to support parent engagement and leadership 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,500</p>
<p>d. District and site leadership meetings will include discussions and implementation for parent engagement and leadership.</p>	<p>d. District and site leadership meetings did include discussions and implementation for parent engagement and leadership. We plan to promote ELAC, SSC and PTA via social media, phone calls and in person discussions and implement incentives to demonstrate appreciation.</p>	<p>(f) Materials and supplies to support parent engagement and leadership for parent of EL students 4000-4999: Books And Supplies Title III LEP -- 4203 \$700</p>	<p>(f) Materials and supplies to support parent engagement and leadership for parent of EL students 4000-4999: Books And Supplies Title III LEP -- 4203 \$400</p>
<p>e. Parents will be given opportunities to participate in workshops/events (Coffee with the Principal) that focus on how they can support their student at home with academics, technology, Social Emotional Learning (SEL), and healthy living and well-being.</p>	<p>e. Parents were not given opportunities to participate in math and literacy workshops. We did not carry out Coffee with the Principal, but plan to next year.</p>	<p>(f) Release time/Teacher hourly to support parent engagement and leadership 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$500</p>	<p>(f) Release time/Teacher hourly to support parent engagement and leadership 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$500</p>
<p>f. Offer opportunities for our parents of EL students to participate in Parent Engagement and Leadership opportunities. Include supplies and</p>	<p>f. We did offer math and literacy opportunities for our parents of EL students to participate in Parent Engagement and Leadership opportunities. Include supplies and materials, as well as release time for teachers or extra hourly for classified.</p>	<p>(f) Extra hourly for classified to support parent engagement and leadership 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$300</p>	<p>(f) Extra hourly for classified to support parent engagement and leadership 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$300</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
materials, as well as release time for teachers or extra hourly for classified.	We did not go beyond this event, but plan to host 3 math and literacy nights next year,		
<p>3.2 Parent Involvement Opportunities</p> <p>a. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner. Parents will be communicated with daily if their student is absent by office staff. Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful.</p> <p>b. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts etc. All parent activities will be supported with English and Spanish translation. Parenting classes to support their child's education will be provided and may include; academic engagement with Common Core Standards, use of technology, English as a Second Language and Homework support, etc.</p> <p>c. Parents will be kept informed and involved with school activities through</p>	<p>3.2 Parent Involvement Opportunities</p> <p>a. Parent involvement increased greatly as the COVID restrictions became more lenient. We reached out to parents in person, by phone and via social media. Our spring festival had an extraordinary turnout, and we had a record number of parents involved in ELAC. PTA and SSC also have full team that we hope to increase next year.</p> <p>b. The school staff invited parents to participate in site-based activities such as Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Book Fair, Moms and Muffins, Dads and Donuts etc. All parent activities will be supported with English and Spanish translation. Math and literacy night was hosted to support their child's education.</p> <p>c. Parents were informed about school activities through Parent Connect, Facebook, Instagram, Class Dojo, Google Classroom, and Q Communications, and Parent Square.</p>	<p>(a - c) Allocations for teacher-provided in-services for parents - hourly or substitute 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a - c) Allocations for classified (extra hourly) to provide supports for parents 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a - c) Materials and supplies to support parent involvement opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>(a - c) Allocations for teacher-provided in-services for parents - hourly or substitute 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>(a - c) Allocations for classified (extra hourly) to provide supports for parents 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>(a - c) Materials and supplies to support parent involvement opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Connect, Peachjar, Class DoJo, Google Classrooms, and Q Communications.			
<p>3.3 Parent Communication and Connectivity</p> <p>a. Assist parents in understanding common core state standards, state and local academic assessments, requirements of Title I, and how to monitor their child's progress and work with educators to improve student achievement. The school will provide assistance to all parents to ensure all parents have access to Parent Connect and other district resources.</p> <p>b. Parents will regularly be informed of student progress through Back-to-School Night, Parent-Teacher Conferences, progress reports, report cards, Parent Connect, Q Communications, Peach Jar, School Website, FB, Class Dojo, etc. All communication will be provided in English and Spanish, and translators will be provided for parent meetings when needed.</p> <p>c. Offer opportunities for our parents of EL students to participate in Parent Communication and Connectivity opportunities. Include supplies and materials, as well as release time for teachers or extra hourly for classified.</p>	<p>3.3 Parent Communication and Connectivity</p> <p>a. Parents were in understanding of common core state standards, state and local academic assessments, requirements of Title I, and how to monitor their child's progress and work with educators to improve student achievement using Parent Connect/Q Communications, ELAC, and School Site Council.</p> <p>b. Parents were regularly informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, Q Communications, Peach Jar, School Website, FB, Class Dojo, ZOOM Meetings, Google MEETS, home visits, phone calls, emails, and notes home.</p> <p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources were provided in both English and Spanish to meet the needs of us Spanish speaking population. Translators were provided for parent meetings.</p>	<p>(a - b) Materials and supplies to support parent communication and connectivity 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p> <p>(a - b) Allocations for teacher-provided in-services for parents (substitutes & hourly) 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,606</p> <p>(a - b) Allocations for classified - provided in-services for parents (extra hourly) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(c) Release time/Teacher hourly to support parent communication and connectivity opportunities 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$400</p> <p>(c) Extra hourly for classified to support parent communication and connectivity opportunities 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$300</p>	<p>(a - b) Materials and supplies to support parent communication and connectivity 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>(a - b) Allocations for teacher-provided in-services for parents (substitutes & hourly) 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1000</p> <p>(a - b) Allocations for classified - provided in-services for parents (extra hourly) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800</p> <p>(c) Release time/Teacher hourly to support parent communication and connectivity opportunities 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$400</p> <p>(c) Extra hourly for classified to support parent communication and connectivity opportunities 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$300</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		(c) Materials and supplies to support parent communication and connectivity opportunities for parents of EL students 4000-4999: Books And Supplies Title III LEP -- 4203 \$330	(c) Materials and supplies to support parent communication and connectivity opportunities for parents of EL students 4000-4999: Books And Supplies Title III LEP -- 4203 \$330
<p>3.4 Parent Workshops</p> <p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through our social media.</p> <p>b. District and site leadership meetings will include topics to address parents and their concerns, ideas, and to build relationships.</p>	<p>3.4 Parent Workshops</p> <p>a. Camino had parents involved in school/district advisory committees to review current school/district programs and make recommendations. School staff provided regular updates to parents about classroom/school activities and programs through Q Communications, Facebook, Instagram, our school website, daily announcements, Class Dojo, Peachjar, monthly calendar and marquee.</p> <p>b. District and site leadership meetings included topics to address parent concerns.</p>	<p>(a - b) Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(a - b) Allocations for classified - provided in-services for parents (extra hourly) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a - b) Materials and supplies to support parent workshops 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>(a - b) Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a - b) Allocations for classified - provided in-services for parents (extra hourly) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a - b) Materials and supplies to support parent workshops 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>
<p>3.5 Student Engagement and Leadership</p> <p>a. Provide incentives for students during testing (ELPAC, CAASPP, NWEA, etc.)</p> <p>b. Provide opportunities for students to attend a variety of academic, behavior, and SEL assemblies, celebrations.</p> <p>c. Provide incentives and rewards for lunch time activities (Golden Spatula Award, Game Table), peer mentors,</p>	<p>Student Engagement and Leadership</p> <p>a. Camino provided attendance incentives for students during testing (ELPAC, CAASPP, NWEA, etc.)</p> <p>b. A few opportunities were provided for students to attend academic, behavior, and SEL assemblies/celebrations. We plan to continue to work on and improve this area in the coming year.</p>	<p>(a - d) Materials and supplies to support students in student engagement and leadership opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p> <p>(a - d) Allocations for teachers to provide student engagement and leadership opportunities via substitute or hourly</p>	<p>(a - d) Materials and supplies to support students in student engagement and leadership opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p> <p>(a - d) Allocations for teachers to provide student engagement and leadership opportunities via substitute or hourly</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>d. Provide students opportunities to engage with other students and staff, learn to be peer mentors, and develop leadership skills.</p> <p>e. Provide time for staff (classified and certificated) to support our students in students engagement and leadership.</p>	<p>c. Incentives and rewards were provided for lunch time activities (Golden Spatula Award, Game Table).</p> <p>d. Camino did not provide students opportunities to engage with other students and staff in order to learn to be peer mentors and develop leadership skills. We did enhance and grow leadership, but plan to incorporate peer mentors on the playground next year,</p> <p>e. Staff (classified and certificated) was given time to support our students in student engagement and leadership.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(e) Allocations for classified to provide student engagement and leadership opportunities via extra hours 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(e) Allocations for classified to provide student engagement and leadership opportunities via extra hours 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p>

Analysis

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

With the COVID restriction lifted, meetings such as: parent-teacher conferences, SST's, 504's, and IEP's were in person and on campus. Our office was buzzing with volunteers again. With the lift in restrictions, communication became even more vital as families wanted more information on how and when to volunteer. Parents were informed of classroom, school, and districts events, in person during drop off or pick up, via Class Dojo, marquee, school website, Facebook, Parent Square, and Canvas. Our office staff worked diligently to assist parents with concerns and struggles and to answer their questions. Many teachers frequently surveyed their students to gain insight to how they felt and what they needed. In turn, this allowed teachers to tailor their SEL lessons to individual students and their class.

Camino did implement the planned strategies for Focusing on Parent Engagement and Leadership, Involvement Opportunities, Communication and Connection, and Parents Workshops as originally planned, and our engagement continued to increase as the year progressed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This year we were able to articulate goals in persons at parent volunteer committees such as: PTA, Booster, GATE, ELAC, and SSC. These wonderful groups met virtually and these parental platforms were used to gain insight and address concerns and needs. Our parent volunteer groups provided more feedback than the results of our LCAP - as seen in the lack of responses. Although the number of surveys were decreased, there was still a lack of response as seen below.

* Camino families participated in LCAP Parent/Family Survey (Spring 2023)

* %of our staff participated in the LCAP Staff Survey (Spring 2023)

* % of our students participate in the LCAP Student Survey (Spring 2023)

Extra efforts will need to be taken next year to increase the participation rates in all areas. Camino depends on this feedback in order to better serve our community, address areas on concerns, provide for our families, and become a better school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Some allocations as the transition of administration halted some actions and expedited others. For example, parent workshops were not started until May, however we plan to have three next year. A focus on community engagement will continue to be a focus in order to mend the bond between home and school that was fractured during distance learning. Camino needs to increase the participation rate for surveys. It is difficult to paint an accurate picture with minimal responses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Camino needs to increase the participation rate for surveys. It is difficult to paint an accurate picture with minimal responses. Parent workshops, based on parent needs may assist in increasing survey participation and address specific areas of concern for parents, while increasing parental involvement and reengaging the community. Sharing our protocols and communicating with parents at Back to School Night will help to reduce stress and troubleshoot areas of need ahead of time. Hosting family events may prove to be welcoming activities on campus.

Extended Learning Opportunities will continue into next school year, as we continue to address learning gaps and provide another avenue of connection for students.

PICO referrals are expected to increase next year and the addition resources will allow for group decisions/support groups to be developed.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	119,213
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	535,018.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	114,840	0.00
Title I Parent Involvement -- 3010 1902	1,723	0.00
Title III LEP -- 4203	2,650	0.00
LCFF Suppl/Conc -- 0707	146,625	0.00
LCFF District -- 500 0707	269,180	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	269,180.00
LCFF Suppl/Conc -- 0707	146,625.00
Title I Basic -- 3010	114,840.00
Title I Parent Involvement -- 3010 1902	1,723.00
Title III LEP -- 4203	2,650.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	316,597.00
2000-2999: Classified Personnel Salaries	154,896.00
4000-4999: Books And Supplies	56,562.00
5000-5999: Services And Other Operating Expenditures	5,963.00
5700-5799: Transfers Of Direct Costs	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	172,727.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	96,453.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	70,559.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	21,436.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	47,667.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	5,963.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	70,688.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	36,407.00
4000-4999: Books And Supplies	Title I Basic -- 3010	7,745.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,723.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	900.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	600.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,150.00

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
- 0 Secondary Students

Name of Members	Role
Lynette Bowen	Principal
Amber Jimenez	Classroom Teacher
Kaselle Crislip	Classroom Teacher
Karen Gotschall	Classroom Teacher
Samantha Bier	Parent or Community Member
Laura Douglas	Parent or Community Member
Nichole Herring	Parent or Community Member
Giselle Romero	Parent or Community Member
Yvonne Pacheco	Parent or Community Member
Dalia Aceves	Other School Staff

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 5/23/23.

Attested:



Principal, Lynette Bowen on 5/23/23

SSC Chairperson, Samantha Bier on 5/23/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program