

School Year:

2020-21

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	Erika Pham
District Name	Jurupa Unified School District
SPSA Revision Date	May 27, 2020
Schoolsite Council (SSC) Approval Date	May 27, 2020
Local Board Approval Date	June 22, 2020

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's vision is to help students foster a love for learning, provide new experiences beyond the classroom, and prepare students with a solid foundation to succeed in college and careers. As students develop into well-rounded, confident, and responsible individuals who aspire to achieve their full potential, so does their curiosity of learning.

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 and develop a growth mindset through research-based best practices. 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

Jurupa Unified School District serves approximately 20,500 students in grades TK - twelve. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence - focusing on Learning Without Limits. There is a district-wide focus on fostering a growth mindset in every child and to empower each child to unlock their potential and succeed in career, in school, and in life. Our district includes 15 elementary schools, one TK - 8 Music Academy, one K - 8 STEAM school, three middle schools, three four-year comprehensive high schools, a continuation high school, and an adult school.

Established in 1988 Camino Real Elementary School is located at 4655 Camino Real in Jurupa Valley, California. Comprised of moderate-income homes in a suburban area, Camino Real is one of seventeen elementary schools in the Jurupa Unified School District.

Camino is home to approximately 820 students where about forty-nine percent of our student population participates in the National School Lunch Program (NSLP). We employ 33 general education teachers, two intervention teachers, and three education specialists, along with an Elementary Media Center Clerk, instructional aides, bilingual tutors, and a front office staff.

Camino Real serves a diverse student population. As many as ten languages are spoken in the homes of our students, where about 80 students are identified as English learners, receiving ELD instruction and access to core programs in structured English immersion and mainstream classrooms deemed appropriate for their levels of English fluency.

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 5th/6th Grade Booster Club provides support for 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 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.

In addition, Camino Real is a School-wide Title I school, receives funding to support the supplemental needs of the at-risk students at our school, and was recently awarded the California Distinguished School Award.

SPSA Highlights

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

Based on our performance on the state indicators and progress toward SPSA goals, self-assessment tools, and stakeholder input, Camino will build upon the following key features:

- 1.) Guided Reading/Literacy Intervention/DIBLES (primary)/I-Station(upper)
- 2.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th
- 3.) Common Core curriculum including; JUSD UOS: ELA, MATH & NGSS
- 4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with a growth mindset.
- 5.) Expanding Impact Teams and effective practices using protocols and formative assessment to drive instruction
- 6.) Continued training and implementation of technology with staff and students
- 7.) Increase parent involvement and school connectedness
- 8.) Increase and promote student engagement and achievement
- 9.) Support Distance Learning with technology, training, and resources
- 10.) Continue to support full inclusion with our students, teachers, faculty, and parents.

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

Camino Real acknowledges the continued growth of our English Language Learners in ELA and Math. Current practices are strong in support of EL progress and will be enhanced with PD focusing on Integrated ELD and incorporating Academic Language supports across the curriculum. Guided Reading and Literacy Intervention are being implemented school-wide, along with professional development and our support personnel strategically placed in the allotted Guided Reading times. DIBELS supports primary grades and I-Station supports upper grades in providing detailed feedback about students' specific literacy needs and is used for goal setting/planning necessary interventions.

Chronic Absenteeism is another area of growth for our Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, and White students. Camino has a clear and concise attendance policy and acknowledges students for perfect attendance on a monthly, trimester, and yearly basis.

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

According to the California Dashboard, Camino's Greatest Needs are in the area of ELA for our Socioeconomically Disadvantaged and Students with Disabilities, as well as for Math for our Hispanic and Socioeconomically Disadvantaged students.

Teachers will continue to refine Balanced Math Practices with support of site PD, collaboration with their teams/the Balanced Math Facilitator, Math Intervention, and some opportunities for fish bowl observations (focusing on building conceptual knowledge and fluency with math facts, refining poster method to develop problem solving, and Daily Math Review/Mental Math practices). In the area of ELA, teachers will continue to use or implement DIBELS, Guided Reading, Literacy Intervention, with the support of professional development, as well as fish bowl observations.

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

Camino's Performance Gaps include our Students With Disabilities for Math; Chronic Absenteeism for our English Learners and for students of two or more races; and finally in the area of Suspensions for students in all areas. Camino will focus on supporting these sub groups by providing focused push-in support with Math Intervention, continue to address concerns with parents regarding chronic absenteeism of our English Learners and students of two or more races and to discuss ways Camino can support their needs, and finally, Camino needs to refine our Positive Behavior Intervention Supports in order to better address the needs of our school and our students.

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

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 include the implementation, expansion, and support of:

- 1.) Guided Reading/Literacy Intervention/DIBLES (primary)/I-Station(upper)
- 2.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th
- 3.) Common Core curriculum including; JUSD UOS: ELA, MATH & NGSS
- 4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with a growth mindset.
- 5.) Expanding Impact Teams and effective practices using protocols and formative assessment to drive instruction

- 6.) Continued training and implementation of technology with staff and students
- 7.) Increase parent involvement and school connectedness
- 8.) Increase and promote student engagement and achievement
- 9.) Support Distance Learning with technology, training, and resources
- 10.) Continue to support full inclusion with our students, teachers, faculty, and parents.

As a Title I School-wide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, 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.

Stakeholder 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

Camino Real is inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Parent and staff groups meet regularly and input is collected regarding school programs both within meetings and through surveys with our Leadership Team, School Site Council, ELAC, PTA, LCAP Surveys, School Climate Survey, College and Career Survey, and the California Healthy Kids Survey.

Resource Inequities

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

Due to the increase in STRS/PERS more funding is allocated for personnel, which impacts what is available for student programs and resources. As site budgets are cut, supplementary supports in the way of technology resources and funding for staff hourly to support after school programs including ELO/Parent Nights are limited or non-existent. Teachers are participating in extensive fundraising to continue programs/supports/materials that were once funded with site budgets. To further college and career readiness and connections, field trips for grade level visits to local colleges would be added if sufficient funding were available. In addition, there is a vital need to extended collaboration opportunities for teachers centered around best practices, IMPACT Team implementation, Integrated/designated ELD professional development, support the implementation of full inclusion which should further the achievement of students, as well as support educators. With increased cuts at state level, maintaining intervention and safety focus will be important. Allowances for costs of distance learning support, resources, and training need to be considered.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Green

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. Camino will address our Suspension Rate by focusing on refining our positive, comprehensive school-wide discipline progression. We will address our PBIS/BSEL practices: Areas of focus: classroom management systems, PBIS systems of acknowledgement and correction, daily instruction of social skills, and professional development for activity supervisors. Furthering the development of the AVID culture on campus to be aligned and in coordination with PBIS/BSEL will further reinforce positive trends with attendance and maintaining a low suspension rate.
2. We will continue to address all subgroups in English Language Arts by focusing support through guided reading, I-Station, intervention support with our EL's and full inclusion students, strengthen and expand our co-teaching partnerships, and address DIBELS as our early intervention piece to improve students' literacy foundation.

3. Our Chronic Absenteeism can be improved through communication with students and families about our attendance policy and the importance of attending school, addressing attendance concerns early, holding SART meetings as needed, offering families support, and encouraging students to attend through incentives.

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:

Identified Need from the Annual Evaluation and Needs Assessment:

In order to provide access to CCSS materials and effective implementation, a focus on aspects of digital/distance learning will be prioritized. As the world faces the challenges of dealing with COVID-19, preparation to provide essential learning to students with a digital/distance learning component will be key.

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 in ELA and in Mathematics including Balanced Math, and Math FUN to collaborate to refine practices. We will continue practices in micro-teaching activities and small group instruction in ELA and Math at the site level and possibly within district. Goals in ELD will continue to be examined and refined to support our English Learners with instructional practices. This data indicates a need to continue a firm commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Impact teams, AVID strategies and implementation, primary Intervention for reading foundational practices, guided reading small group support in upper grades, and inclusive practices school-wide. Impact Team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

Primary intervention will continue to be implemented in grades first through third to support foundational reading skills. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. One change that has taken place is the inclusion of bilingual tutors in the training, collaboration, and planning to reach this goal. Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in fourth-sixth grades. Additional training is being provided to grades four this year to successfully implement guided reading practices to accomplish this goal. Additional guided reading material was provided than was originally planned through the use of district print shop. Other changes include the transition from the LANGUAGE! Intervention program to guided reading support in 2nd grade. Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars take place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this population has experienced with CAASPP testing in grades 3-6. This change is reflected in the shift from the LANGUAGE! curriculum to the usage of I-Station, guided reading, and district-developed Units of Study.

Our SST Team will continue to meet to form plans of intervention strategies for struggling students. Intervention teachers, school psychologist, and speech pathologist are part of this team and are essential when identifying additional support systems.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessments - ELA	<p>CAASPP ELA for Fall 2019 Data Dashboard</p> <p>School: 5.4 points above standard; Decreased 0.1 point EL: -21.5 points below standard; Decreased 21.5 points SED: 8.1 points below standard; Decreased 2.6 points SWD: -90.6 points below standard; Increased 10.3 points Hispanic: 2.7 points below standard; Decreased 3.6 points White: 21.7 points above standard; Increased 6.9 points</p>	<p>CAASPP ELA Actual Progress will not be available to review in Fall 2020.</p> <p>Testing for Spring 2020 cancelled due to COVID-19 school closure.</p> <p>NO CURRENT DATA FOR 2020 DUE TO SCHOOL CLOSURE 3/16/20 - 5/29/20.</p> <p>Goals will be based and measured with the next administration of the CAASPP.</p> <p>School-wide increase of +3 points; Student Groups increase of +5 points</p>
P4: Statewide Assessments - Math	<p>CAASPP Math for Fall 2019</p> <p>School: -17.4 points below standard; Increased 4.6 points EL: -32.4 points below standard; Decreased 10 points SED: -25.6 points below standard; Increased 3.2 points SWD: -113.3 points below standard; Increased 23.6 points Hispanic: -24.5 points below standard; Increased 2.1 points White: -1.1 points below standard; Increased 12.3 points</p>	<p>CAASPP MATH Actual Progress will not be available to review in Fall 2020.</p> <p>Testing for Spring 2020 cancelled due to COVID-19 school closure.</p> <p>NO CURRENT DATA FOR 2020 DUE TO SCHOOL CLOSURE 3/16/20 - 5/29/20.</p> <p>Goals will be based and measured with the next administration of the CAASPP.</p> <p>School-wide increase of +3 points; Student Groups increase of +5 point</p>
P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC	<p>English Learner Actual Progress on ELPAC 2019</p> <p>Making progress towards English language proficiency: 28.6%</p> <p>EL's who decreased at least one ELPI Level: 24.4% EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 46.9%</p>	<p>English Learner actual progress:</p> <p>Due to COVID-19 school closure, reporting of spring 2020 ELPAC scores are unknown.</p> <p>School-wide 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 percent increase to</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL's who maintained ELPI Level 4: 2% EL's who progressed at least one ELPI level: 26.5% English Learner Progress Indicator (ELPI)	those students maintaining an ELPI level of 4 or progressing at least one ELPI level.
P4: English learner reclassification rate	Reclassified Results 2019 2017 - 2018 11 EL Students (15% of EL population) 2018 - 2019 24 EL Students (38% of EL population)	Reclassified Students 17-18 = 11 students Reclassified Students 18-19 = 24 students Reclassified Students 19-20 = This number of students is not yet finalized due to COVID-19 school closures. Reclassified Students 20-21= Goal is to increase the number of students reclassified annually. The method for reclassification in 20-21 is yet to be determined due to COVID-19 school closures and unknown ELPAC testing results. Maintain or Increase CALPADS Census Data
P4 Statewide Assessments - ELA CAASPP Results	2019 School Year ELA CAASPP Results Overall CAASPP Claim Results Near or Above Standard (78.01%) - goal met Exceeded: 23.92% Met: 29.31% Nearly Met: 24.78% • ----- Not Met: 21.98% Reading Above: 24.8% Near: 48.9%	2021 School Year ELA CAASPP Results All students in Exceeded and Met on Standard on CAASPP Results and Above and Near on Claims will increase by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Below: 26.3%</p> <p>Writing</p> <p>Above: 24.8%</p> <p>Near: 53.2%</p> <p>Below: 22%</p> <p>Listening</p> <p>Above: 18.3%</p> <p>Near: 65.5%</p> <p>Below: 16.2%</p> <p>Research/Inquiry</p> <p>Above: 28.7%</p> <p>Near: 49.8%</p> <p>Below: 21.6%</p>	
<p>P4 Statewide Assessments - Math CAASPP Results</p>	<p>2019 School Year Math CAASPP Results</p> <p>Results</p> <p>Near or Above Standard (75.01%) - goal not met</p> <p>Exceeded: 17.46%</p> <p>Met: 25.22%</p> <p>Nearly Met: 32.33%</p> <p>• -----</p> <p>Not Met: 25%</p>	<p>2021 School Year Math CAASPP Results</p> <p>All students in Exceeded and Met on Standard on CAASPP Results and Above and Near on Claims will increase by 2%</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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Concepts & Procedures Above: 27.4% Near: 38.6% Below: 34.1% Problem Solving and Modeling & Data Analysis Above: 19% Near: 49.8% Below: 31.3% Communicating Reasoning Above: 24.8% Near: 44.8% Below: 30.4%

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P8: Other student outcomes - DIBELS

DIBELS Scores reflect Benchmark 2 results Kindergarten: Overall students made growth in all areas that were assessed from B1 to B2. FSF (First Sound Fluency) Benchmark 1 goal: 10 Scored: 12.2 Benchmark 2 goal: 30 Scored: 26.1 LNF (Letter Naming Fluency) - there is no benchmark goal for LNF Benchmark 1: 18 Benchmark 2: 42.7 PSF (Phoneme Segmentation Fluency) Benchmark goal: 20
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DIBELS Students in TK-3 will continue to be assessed with DIBELS and meet or exceed the standard for each benchmark target
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Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Scored: 25*

NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds)
Benchmark goal: 17
Scored: 30.3*

Kindergarten provides intervention for their own students.
Kinder also provides intervention for the first grade team as well.
BLT push-in support is provided based on EL's.

First Grade:
Overall students made growth in all areas that were assessed from B1 to B2.

NWF-CLS (Nonsense Word Fluency - Correct Letter Sounds)
Benchmark 1 goal: 27
Scored: 34.3

Benchmark 2 goal: 43
Scored: 57.5

NWF-WWR (Nonsense Word Fluency - Whole Words Read)
Benchmark 1 goal: 1
Scored: 4.7

Benchmark 2 goal: 8
Scored: 14.6

DORF (DIBELS Oral Reading Fluency - Words Correct)
Benchmark 1 goal: not assessed

Benchmark 2 goal: 23
Scored: 45.2

DORF-A (DIBELS Oral Reading Fluency - Accuracy)
Benchmark 1 goal: not assessed

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Benchmark 2 goal: 78
Scored: 81.4

Support consists of: BLT, literacy, kinder, and inclusion push-in support.

Second Grade:
Overall students made growth in all areas that were assessed from B1 to B2.

DORF (DIBELS Oral Reading Fluency)
Benchmark 1 goal: 52
Scored: 68

Benchmark 2 goal: 72
Scored: 82.1

DORF-A (DIBELS Oral Reading Fluency - Accuracy)
Benchmark 1 goal: 90
Scored: 88.6

Benchmark 2 goal: 96
Scored: 93.9

Support consists of: BLT, literacy, and inclusion push-in support.

Third Grade:
Students made growth in all areas that were assessed for B1 to B2.

DORF (DIBELS Oral Reading Fluency)
Benchmark 1 goal: 70
Scored: 86.7

Benchmark 2 goal: 86
Scored: 95

DORF-A (DIBELS Oral Reading Fluency - Accuracy)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Benchmark 1 goal: 95 Scored: 94</p> <p>Benchmark 2 goal: 96 Scored: 96.4</p> <p>Daze Benchmark 1 goal: 8 Scored: 9.5</p> <p>Benchmark 2 goal: 11 Scored: 12</p> <p>Support consists of: BLT, literacy, and inclusion push-in support.</p> <p>*Indicates scores that have not been updated due to the DIBELS testing window being open till 2/7/20.</p>	
<p>P8: Other student outcomes - I-Station</p>	<p>ISIP Advanced Reading Results</p> <p>4th Grade: Overall Tier 3: 13% Tier 2: 16% Tier 1: 70%</p> <p>5th Grade: Overall Tier 3: 19% Tier 2: 17% Tier 1: 64%</p> <p>6th Grade: Overall Tier 3: 16% Tier 2: 19% Tier 1: 65%</p>	<p>I-Station: Students in grades 4-6 will continue to be assessed with I-Station and data will be analyzed at each assessment point over the course of the year.</p> <p>Targeted guided reading intervention will be provided with a goal to increase the top tiers of each literacy domain while reducing the number of students in the bottom tiers. (Comprehension, Word Analysis, Vocabulary, Text Fluency)</p>

Planned Strategies/Activities

Action 1.1

1.1 CCSS ELA/ELD Implementation

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for CCSS ELA/ELD Implementation include:</p> <p>a. Collaborative staff development time for staff on UoS implementation and effective strategies for ELA/ELD</p> <p>b. Coordinate staff development in ELA/ELD technology integration with Technology coordinator for all teachers.</p> <p>c. Purchase additional resources to support the implementation of integrated ELD (\$5,000 Materials/supplies).</p> <p>d. Provide release time (hourly/subs) for teachers to attend training and planning/collaboration meetings.</p> <p>e. Provide release time for technology coordinator(s) to model lessons in classrooms that include technology implementation by both students and teacher.</p> <p>f. Provide opportunities for teachers to support CCSS implementation.</p> <p>g. Provide students with the opportunity to participate in PTA Reflections that include displays of their published works and fine arts projects).</p> <p>h. Coaches will provide staff development/modeling as needed by grade levels</p> <p>i. Supplemental support ELA/ELD materials</p> <p>j. Library and Digital Resources (eBooks) Access</p> <p>k. Technology and software support for classroom integration</p> <p>l. Provide additional funding for library books that align with the ELA adoption</p>	<p>X All Students</p> <p>X Other student group(s) English Learners</p>	<p>Media Center Clerk (EMCC) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$53588</p> <p>Books, materials, supplies for the library and makerspaces 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000</p> <p>One 3 hrs BLTs salary/benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$19194</p> <p>One 3 hrs BLTs salary/benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$22554</p> <p>Materials and supplies (new teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Print shop 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$1,000</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Supplies for copy machines (4310) 4000-4999: Books And Supplies Title I Basic -- 3010 \$6296</p>

- m. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices.
- n. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEPs, SSTs, and 504s.
- o. Bilingual Language Tutors (2@3 hrs.)

Contract for duplo machine (5640)
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$1,000

Action 1.2

1.2 CCSS Math Implementation

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for CCSS Math Implementation include:</p> <ul style="list-style-type: none"> a. Collaborative time for staff on UoS implementation and effective strategies for mathematics. b. Coordinate staff development in mathematics technology integration with technology coordinator for all teachers. c. Purchase additional resources to support the implementation of integrated ELD. d. Provide release time (hourly/subs) for teachers to attend trainings/planning/collaboration meetings. e. Provide release time for technology coordinator(s) to model lessons in classrooms that include technology implementation by both students and teacher. f. Provide opportunities for teachers to support CCSS implementation. g. Coaches will provide staff development/modeling as needed by grade levels. h. Supplemental support Mathematics materials. 	<p><input checked="" type="checkbox"/> All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p>

i. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices and support Balanced Math.

Action 1.3

1.3 ELA/ELD Intervention

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for ELA/ELD Intervention include:</p> <p>a. Intensive Intervention supporting reading/mathematics instruction.</p> <p>b. Provide resources for implementation of intensive intervention for students.</p> <p>c. Provide release time for teachers to asses students and their progress in their classroom using DIBELS.</p> <p>d. Provide subs/release time for teachers to attend staff development in Early Literacy/primary intervention.</p> <p>e. Provide resources to support primary intervention.</p> <p>f. Provide professional development opportunities for staff to implement ELA/ELD intervention support and inclusion.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) English Learners</p>	<p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$73825</p> <p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$73825</p> <p>CSR Intervention Teacher (62.5)</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$87545</p> <p>CSR Intervention Teacher (37.5)</p> <p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$52528</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1,388</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$808</p>

	<p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$819</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1106</p> <p>1 Substitute Teacher for each grade level, each trimester for DIBELS 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2500.00</p> <p>Materials and Supplies (Intervention support) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4000</p>
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Action 1.4

1.4 Science NGSS Implementation

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for NGSS implementation include:</p> <p>a. Provide resources to support the implementation of the mini units created by the District Science Committee.</p> <p>b. Provide collaboration time for teachers to plan and share strategies.</p> <p>c. Enhance the technology and engineering practices.</p>	<u>X</u> All Students	<p>Technology equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$719</p> <p>Teacher Collaboration Hourly & Substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707</p>

\$1,500

Action 1.5

1.5 Elementary AVID

X

Modified Action

Planned Actions/Services

The planned actions for Elementary AVID include:

- a. Provide students with organizational tools to be better prepared for learning, college, and careers.
- b. Provide WICOR strategies to further engage students in the learning process.
- c. Provide students with an awareness of college and careers and how to prepare for the next stages of their academic life.

Students to be served

X All Students

Budget and Source

Materials and supplies
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$500
 Substitute Teacher/ Collaboration Time,
 College and Career Week
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$1500

Action 1.6

1.6 Communication Enhancement Program (CEP)

X

Unchanged Action

Planned Actions/Services

The planned actions for CEP include:

- a. The Communication Enhancement Program (CEP) at Camino Real is designed to provide voice, fluency and/or articulation skill enrichment.
- b. 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 to be served

X Other student group(s) Students with Disabilities

Budget and Source

c. Students may receive differentiated instruction based upon a tiered pyramid of interventions

Action 1.7

1.7 Preschool Transition Plan

X

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

The planned actions for Preschool Transition include:

a. Camino Real will communicate to parents the board policies and other requirements of Transitional K/Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents (Transitional K/Kindergarten Orientation).

b. Kindergarten parent meeting provided prior to the beginning of the school year to help students transition to the routines of the school, become familiar with the site, faculty and staff members they will be interacting with. Future kindergarten students will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the main office.

c. Camino Real will coordinate with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Camino Real Elementary and adhere to any needs possible.

d. Kindergarten Readiness Workshop is made available for students that did not participate in a preschool program via JUSD Parent Involvement and community outreach department.

X

All Students

X

Other student group(s)
Preschool/Head Start

Action 1.8

1.8 Full Inclusion

X

New Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Full Inclusion include:</p> <p>a. Professional Development for general education teachers, Education Specialists, and paraprofessionals.</p> <p>b. Release time for teachers to collaborate and plan for the support and success for all students.</p> <p>c. Classified and certificated behavior support and trainings (CPI training, Student Attendant Aides - if not provided by the district)</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) Students with Disabilities</p>	<p>PD, release time, trainings, and support for Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$6749</p> <p>PD, release time, trainings, and support for Classified Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

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. Continued reviewing and refinement of our procedures is always an on-going process.

Continued coaching from a Behavior Specialist will be provided for teachers, supervisors, and support staff to address Tier 2 and 3 students with behavior concerns. Bullying presentations will be made in fall and in spring to educate students on the characteristics, harm, and support of bullying. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures.

As part of our continued improvement of the culture and environment of our school, we will be expanding inclusion among our SDC students so that they are with their age appropriate peers most of the day. PBIS coach 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. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures. The staff handbook will be reviewed to ensure that staff's concerns are address as it relates to policy and procedures.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School Attendance Rate:	School Attendance Rate 2018-2019: 95%	School Attendance Rate to Maintain or Increase by 1%.
P5 Chronic Absenteeism Rate:	Chronic Absenteeism rate 2018 - 2019: School: 7% (increased by 1.3%) District: 9.7%	Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Pupil suspension Rate:	Pupil Suspension Rate 2018 - 2019: School: 1.4% (increased by 0.9%) District: 3.6%	Maintain or reduce pupil suspension rate
P6 Surveys of pupils, parents, teachers on sense of safety:	2018 - 2019 LCAP Survey: How safe do you feel at your school? LCAP Survey, Parents: 90% Extremely Safe to Moderately Safe LCAP Survey, Students: 90% Extremely Safe to Moderately Safe LCAP Survey, Staff: 73% Extremely Safe to Moderately Safe	Increase parent survey response and increase positive responses on survey results focusing on safe and orderly school practices.
P6 Surveys of pupils, parents, teachers on sense of safety:	2018 - 2019 CHKS Students reported: feeling safe all of the time: 44% feeling safe most of the time: 30% feeling safe some of the time: 25% never feeling safe: 1%	Increase student survey response and increase positive responses on survey results focusing on the California Healthy Kids Survey.

Planned Strategies/Activities

Action 2.1

2.1 Safe and Healthy School Environment

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Camino will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities.	<u>X</u> All Students	Health Care Aide 3 hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$9575
b. Activity Supervisors will participate in training that will address the needs of our students.		Substitute for Principal's Designee 1000-1999: Certificated Personnel Salaries

- c. Safety Coordinator will revise the Safe School Plan to include essential components such as a safe and healthy physical environment; a nurturing, and a respectful emotional environment. The plan will be approved every year by the School Site Council.
- d. Health aide will provide appropriate health care and nursing services.
- e. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures.
- f. Students and staff will participate in monthly fire drills and practice disaster procedures.
- g. Staff will annually revise and distribute parent/student handbook.
- h. PBIS coordinator and staff will provide a school-wide discipline program.
- i. Camino will operate the 100 Mile Club that focuses on student health and well-being by having students participate in running/walking miles throughout the school year.
- j. Principal's designee will be provided a substitute when the Principal is absent.

LCFF Suppl/Conc -- 0707
 \$2,000
 Meetings with classified staff
 2000-2999: Classified Personnel Salaries
 Title I Basic -- 3010
 \$500.00

Action 2.2

2.2 Positive Behavior Intervention Support (PBIS)

	<u>X</u>	Modified Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. The PBIS coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and school-wide to reward positive behavior.</p> <p>b. Students will participate in trimester Pizza with the Principal where teachers choose students who demonstrated PBIS behavior throughout the week.</p>	<p><u>X</u> All Students</p>	<p>Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p>

c. PBIS coach will hold monthly meetings with the committee to review discipline data and brainstorm school-wide interventions that promote good citizenship inside and outside the classroom.

Action 2.3

2.3 Attendance and Leadership Support

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
a. The staff will develop and implement attendance incentives to promote attendance.	<u>X</u> All Students	Materials & Supplies, attendance incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00

Action 2.4

2.4 Safe and Healthy School Environment

X Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
a. School will provide the 100 Mile Club that focuses on student health and well being through running and monitoring the number of miles ran. Students will develop self-monitoring strategies. Supervisors will provide student supervision to ensure student safety.	<u>X</u> All Students	

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 Peachjar, class Dojo, Remind, 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 parents being notified of what is going on in classrooms and at school. Using our PBIS/AVID coaches, we will focus on building positive relationships with students. Daily Announcements and Agendas will continue to focus on highlighting activities and assignments that build on students feeling welcomed, 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. Parent will be informed and provided supports for digital/distance learning if necessary.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	<p>Parent Engagement data from LCAP Survey 2018-19</p> <p>Satisfaction with the school - Extremely Satisfied/Moderately Satisfied: 92%</p> <p>Effectiveness of the front office staff communication with parents - Extremely effectively/Moderately effectively: 94%</p> <p>Informed of school-wide activities - Extremely well informed/Moderately well informed: 87%</p> <p>Informed of classroom activities - Extremely well informed/Moderately well informed: 87%</p>	<p>Improve parent engagement and disconnectedness to Camino, as shown with the LCAP survey, parent nights, parent involvement groups (ELAC, Boosters, GATE, PTA, and SSC).</p> <p>Parent LCAP survey results will improve from previous results.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Welcoming environment - Strongly agree/Moderately agree: 96%</p> <p>Satisfaction with Instruction - Extremely satisfied/Moderately Satisfied: 80%</p> <p>Opportunities to be involved with school and district decision making: Yes 81%</p> <p>Reading Support Services meet student needs - Extremely Satisfied/Moderately Satisfied: 89%</p> <p>Math Support Services meet student needs - Extremely Satisfied/Moderately Satisfied: 85%</p> <p>How high or low are standards for behavior - High and Very High: 86%</p>	
P5 Student Engagement	<p>Student Engagement data from LCAP survey 2018-2019:</p> <p>Welcoming environment - Strongly agree/Moderately agree: 87.50%</p> <p>Positive learning environment - Strongly agree/Moderately agree: 88%</p>	<p>Improve student engagement and disconnectedness to Camino, as shown with LCAP survey results.</p> <p>Student LCAP Survey areas that are below 90% will increase by 1%.</p>
P5 Student Engagement	<p>Student Engagement data from CHKS 2018-2019</p> <p>51% of the students feel connected to the school.</p> <p>71% of our students feel happy to be at our school most of the time/all the time.</p> <p>67% of our students feel like they are part of this school most of the time/all the time</p>	<p>Improve student engagement and disconnectedness to Camino, as shown with the California Healthy Kids Survey.</p> <p>CHKS will increase from previous results.</p>
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Staff Surveys of Pupils, Parents, Teachers on Sense of School Connectedness 2018-2019	Improve student, staff, and family engagement and disconnectedness to Camino, as shown through surveys.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Welcoming environment - Extremely/Moderately: 90% Collaborative culture - Strongly Agree/Agree 80% Opportunities to be involved with school and district decision making - Yes: 77.78%	Survey results will increase from previous numbers.

Planned Strategies/Activities

Action 3.1

3.1 Parent Engagement and Leadership

	X 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. b. School staff will provide all parents and staff leadership opportunities through advisory committee: DELAC, ELAC, SSC, GATE, PTA., and 5th/6th Boosters.	X All Students	Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$370

Action 3.2

3.2 Parent Involvement Opportunities

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage	X All Students	Allocations for teacher-provided in-services for parents

parents in their children's education by helping them develop skills to use at home that support 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.

b. The school staff will invite parents to participate in site-based activities.

1000-1999: Certificated Personnel Salaries
Title I Parent Involvement -- 3010 1902
\$500

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 academic common core state standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve student achievement using Q Communication System. The school will provide a parent station 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 conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo App, Remind app, phone calls, emails, and notes home.</p> <p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.</p>	<p><u>X</u> All Students</p>	<p>Materials & Supplies/ Student planners 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1200 Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$193</p>

Action 3.4

3.4 Parent Workshops

X

Modified Action

a. The school will facilitate parent workshops that may focus on topics like technology, cyberbullying, nutrition, mental health, and other topics that may affect their children's well-being.

X All Students

Allocations for teacher-provided in-services for parents
1000-1999: Certificated Personnel Salaries
Title I Parent Involvement -- 3010 1902
\$500

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessments - ELA	CAASPP ELA for Fall 2019 Data Dashboard Schoolwide increase of +3 points; Student Groups increase of +5 points	CAASPP ELA, Fall 2019 School: 5.4 points above standard; Decreased 0.1 point EL: -21.5 points below standard; Decreased 21.5 points SED: 8.1 points below standard; Decreased 2.6 points SWD: -90.6 points below standard; Increased 10.3 points Hispanic: 2.7 points below standard; Decreased 3.6 points White: 21.7 points above standard; Increased 6.9 points
P4: Statewide Assessments - Math	CAASPP Math for Fall 2019 Data Dashboard Schoolwide increase of +3 points; Student Groups increase of +5 points	CAASPP Math, Fall 2019 School: -17.4 points below standard; Increased 4.6 points EL: -32.4 points below standard; Decreased 10 points SED: -25.6 points below standard; Increased 3.2 points SWD: -113.3 points below standard; Increased 23.6 points Hispanic: -24.5 points below standard; Increased 2.1 points White: -1.1 points below standard; Increased 12.3 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC</p>	<p>English Learner Actual Progress on ELPAC 2019</p> <p>Schoolwide increase of 1% in Level 4 ELPAC results and between ELPAC levels</p> <p>4 Well Developed: 33.3% 3 Moderately Developed: 48.1% 2 Somewhat Developed: 14.8% 1 Beginning Stage: 3.7%</p>	<p>English Learner Actual Progress, ELPAC 2019</p> <p>Making progress towards English language proficiency: 28.6%</p> <p>EL's who decreased at least one ELPI Level: 24.4% EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 46.9% EL's who maintained ELPI Level 4: 2% EL's who progressed at least one ELPI level: 26.5%</p> <p>English Learner Progress Indicator (ELPI)</p>
<p>P4: English learner reclassification rate</p>	<p>Reclassified Results 2019</p> <p>All students in Level 4 Well Developed on ELPAC will be processed for Reclassification</p>	<p>Reclassified Results 2019</p> <p>2017 - 2018 11 EL Students (15% of EL population)</p> <p>2018 - 2019 24 EL Students (38% of EL population)</p>
<p>P4 Statewide Assessments - ELA CAASPP Results</p>	<p>2019 School Year ELA CAASPP Results</p> <p>All students in Exceeded and Met on Standard on CAASPP Results and Above and Near on Claims will increase by 2%</p>	<p>2019 School Year ELA CAASPP Results</p> <p>Overall CAASPP Claim Results</p> <p>Near or Above Standard (78.01%) - goal met</p> <p>Exceeded: 23.92% Met: 29.31% Nearly Met: 24.78%</p> <p>• -----</p> <p>Not Met: 21.98%</p> <p>Reading</p> <p>Above: 24.8%</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

Near: 48.9%

Below: 26.3%

Writing

Above: 24.8%

Near: 53.2%

Below: 22%

Listening

Above: 18.3%

Near: 65.5%

Below: 16.2%

Research/Inquiry

Above: 28.7%

Near: 49.8%

Below: 21.6%

P4 Statewide Assessments - Math CAASPP Results

2019 School Year Math CAASPP Results

All students in Exceeded and Met on Standard on CAASPP Results and Above and Near on Claims will increase by 2%

2019 School Year Math CAASPP Results

Results

Near or Above Standard (75.01%) - goal not met

Exceeded: 17.46%

Met: 25.22%

Nearly Met: 32.33%

● -----

Not Met: 25%

Metric/Indicator

Expected Outcomes

Actual Outcomes

Concepts & Procedures
Above: 27.4%
Near: 38.6%
Below: 34.1%

Problem Solving and Modeling & Data Analysis
Above: 19%
Near: 49.8%
Below: 31.3%

Communicating Reasoning
Above: 24.8%
Near: 44.8%
Below: 30.4%

P8: Other student outcomes - DIBELS

DIBELS Scores on Benchmark 2 will increase.

DIBELS Scores reflect Benchmark 2 results

Kindergarten:
Overall students made growth in all areas that were assessed from B1 to B2.

FSF (First Sound Fluency)
Benchmark 1 goal: 10
Scored: 12.2

Benchmark 2 goal: 30
Scored: 26.1

LNF (Letter Naming Fluency) - there is no benchmark goal for LNF
Benchmark 1: 18
Benchmark 2: 42.7

PSF (Phoneme Segmentation Fluency)

Metric/Indicator

Expected Outcomes

Actual Outcomes

[Empty cell for Metric/Indicator]

[Empty cell for Expected Outcomes]

Benchmark goal: 20
Scored: 25*

NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds)
Benchmark goal: 17
Scored: 30.3*

Kindergarten provides intervention for their own students.
Kinder also provides intervention for the first grade team as well.
BLT push-in support is provided based on EL's.

First Grade:
Overall students made growth in all areas that were assessed from B1 to B2.

NWF-CLS (Nonsense Word Fluency - Correct Letter Sounds)
Benchmark 1 goal: 27
Scored: 34.3

Benchmark 2 goal: 43
Scored: 57.5

NWF-WWR (Nonsense Word Fluency - Whole Words Read)
Benchmark 1 goal: 1
Scored: 4.7

Benchmark 2 goal: 8
Scored: 14.6

DORF (DIBELS Oral Reading Fluency - Words Correct)
Benchmark 1 goal: not assessed

Benchmark 2 goal: 23
Scored: 45.2

DORF-A (DIBELS Oral Reading Fluency - Accuracy)
Benchmark 1 goal: not assessed

Metric/Indicator

Expected Outcomes

Actual Outcomes

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Benchmark 2 goal: 78 Scored: 81.4
Support consists of: BLT, literacy, kinder, and inclusion push-in support.
Second Grade: Overall students made growth in all areas that were assessed from B1 to B2.
DORF (DIBELS Oral Reading Fluency) Benchmark 1 goal: 52 Scored: 68
Benchmark 2 goal: 72 Scored: 82.1
DORF-A (DIBELS Oral Reading Fluency - Accuracy) Benchmark 1 goal: 90 Scored: 88.6
Benchmark 2 goal: 96 Scored: 93.9
Support consists of: BLT, literacy, and inclusion push-in support.
Third Grade: Students made growth in all areas that were assessed for B1 to B2.
DORF (DIBELS Oral Reading Fluency) Benchmark 1 goal: 70 Scored: 86.7
Benchmark 2 goal: 86 Scored: 95

Metric/Indicator

Expected Outcomes

Actual Outcomes

DORF-A (DIBELS Oral Reading Fluency - Accuracy)
Benchmark 1 goal: 95
Scored: 94

Benchmark 2 goal: 96
Scored: 96.4

Daze
Benchmark 1 goal: 8
Scored: 9.5

Benchmark 2 goal: 11
Scored: 12

Support consists of: BLT, literacy, and inclusion push-in support.

*Indicates scores that have not been updated due to the DIBELS testing window being open till 2/7/20.

P8: Other student outcomes - I-Station

ISIP Advanced Reading Results

4th Grade: Overall
Tier 3: 13%
Tier 2: 16%
Tier 1: 70%

5th Grade: Overall
Tier 3: 19%
Tier 2: 17%
Tier 1: 64%

6th Grade: Overall
Tier 3: 16%
Tier 2: 19%
Tier 1: 65%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS ELA/ELD Implementation The planned actions for CCSS ELA/ELD Implementation include:</p> <p>a. Collaborative staff development time for staff on UoS implementation and effective strategies for ELA/ELD</p> <p>b. Coordinate staff development in ELA/ELD technology integration with Technology coordinator for all teachers.</p> <p>c. Purchase additional resources to support the implementation of integrated ELD (\$5,000 Materials/supplies).</p> <p>d. Provide release time (hourly/subs) for teachers to attend training and planning/collaboration meetings.</p> <p>e. Provide release time for technology coordinator(s) to model lessons in classrooms that include technology implementation by both students and teacher.</p> <p>f. Provide opportunities for teachers to support CCSS implementation.</p> <p>g. Provide students with the opportunity to participate in PTA Reflections that include displays of their published works and fine arts projects).</p> <p>h. Coaches will provide staff development/modeling as needed by grade levels</p>	<p>1.1 CCSS ELA/ELD actions were implemented as follows:</p> <p>a. Staff participated in beginning of the year Staff Meetings.</p> <p>b. Staff participated in district PD to support early literacy, ELA performance tasks, technology, and Step Up to Writing (SUTW).</p> <p>c. Grade level requests for supplemental materials were fulfilled and include: class sets of novels, NGSS experiment materials, and Read Naturally On-line.</p> <p>d. Release time has been provided for staff to attend trainings in the areas of: PBIS, AVID, technology, NGSS, SUTW, and early literacy.</p> <p>e. Grade levels/individuals are given the opportunity to work with a technology coordinators as needed. Coordinators are available to model lessons, provide support, and assist staff in technology needs. Support includes, but is not limited to PowerLearning, ConnectED, Q, and Google Docs.</p> <p>f. Staff has attended PD to support Balanced Math, early literacy, ELA performance tasks, SUTW, Impact Teams, Math Fun and Poster Method.</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$52,388</p> <p>Books, materials, supplies for the library and makerspaces 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000</p> <p>Two 3 hrs BLTs salary/benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$36,504</p> <p>Materials and supplies (new teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Print shop 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$1,000</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Supplies for copy machines (4310) 4000-4999: Books And Supplies Title I Basic -- 3010 \$8,000</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$52388</p> <p>Books and materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$600</p> <p>Two 3 hrs. BLTs salary/benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$36504</p> <p>Maintenance on copiers 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$990</p> <p>Print shop 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$1000</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p> <p>Supplies for copy machines (4310) 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>i. Supplemental support ELA/ELD materials</p> <p>j. Library and Digital Resources (eBooks) Access</p> <p>k. Technology and software support for classroom integration</p> <p>l. Provide additional funding for library books that align with the ELA adoption</p> <p>m. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices.</p> <p>n. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEPs, SSTs, and 504s.</p> <p>o. Bilingual Language Tutors (2@3 hrs.)</p>	<p>g. Students were given the opportunity to participate in Reflections to display their drawings, paintings, photography, or choreography. Students were able to submit projects based on guidelines. All winners were recognized at an awards ceremony.</p> <p>h. Subs were provided when grade levels request time to work together, as needed.</p> <p>i. GLAD strategies were shared at staff meetings to support English learners, SPED students, and gen ed students.</p> <p>j. All teachers have access to Wonders and California eBook, McGraw Hill, ConnectEd, 12 eBooks in the library, World Book online, and Destiny Quest.</p> <p>k. SeeSaw, ConnectEd, and Google tools are a few options that teachers can use to enhance their learning environment. In addition, teachers are encouraged to take advantage of the Digital Gateway courses provided by the district.</p> <p>l. PTA and Booster donated money to our library to expand our selection.</p> <p>m. Release time has been provided for staff to attend trainings in the areas of: PBIS, AVID, technology, NGSS, SUTW, and early literacy.</p>	<p>Contract for duplo machine (5640) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,000</p>	<p>\$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>n. Roving subs were provided for teachers to attend IEP's, SST's, and 504s.</p> <p>o. Two Bilingual Tutors work with classes who have EL students.</p> <p>(Note: Effective in ensuring that students are receiving core instructional support, tiered intervention when necessary, and access to aligned instructional materials and support; staff development is providing continued professional planning support through Impact Team implementation to increase learning for all, and on effective strategies in a Multi-Tiered Systems of Support to meet learner needs.)</p>		
<p>1.2 CCSS Math Implementation The planned actions for CCSS Math Implementation include:</p> <p>a. Collaborative time for staff on UoS implementation and effective strategies for mathematics.</p> <p>b. Coordinate staff development in mathematics technology integration with technology coordinator for all teachers.</p> <p>c. Purchase additional resources to support the implementation of integrated ELD.</p> <p>d. Provide release time (hourly/subs) for teachers to attend</p>	<p>1.2 CCSS Math actions were implemented as follows:</p> <p>a. Collaborative time for staff was provided on UoS implementation and effective strategies for mathematics.</p> <p>b. Staff development in mathematics technology integration with technology coordinator was provided.</p> <p>c. Additional resources were purchased to support the implementation of integrated ELD via our BLT's.</p> <p>d. Release time (hourly/subs) for teachers to attend</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>trainings/planning/collaboration meetings.</p> <p>e. Provide release time for technology coordinator(s) to model lessons in classrooms that include technology implementation by both students and teacher.</p> <p>f. Provide opportunities for teachers to support CCSS implementation.</p> <p>g. Coaches will provide staff development/modeling as needed by grade levels.</p> <p>h. Supplemental support Mathematics materials.</p> <p>i. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices and support Balanced Math.</p>	<p>trainings/planning/collaboration meetings have been provided.</p> <p>e. Release time for technology coordinator(s) to model lessons in classrooms that include technology implementation by both students and teacher has been provided.</p> <p>f. Opportunities for teachers to support CCSS implementation has been provided.</p> <p>g. Site coordinators have provided staff development, modeling, and support.</p> <p>h. Supplemental mathematics materials have not been purchased due to the lack of need for extra materials.</p> <p>i. Release time and substitutes have been made available for teachers to have the opportunity to participate in planning and training in best practices and support Balanced Math.</p>		
<p>1.3 ELA/ELD Intervention The planned actions for ELA/ELD Intervention include:</p> <p>a. Intensive Intervention supporting reading/mathematics instruction.</p> <p>b. Provide resources for implementation of intensive intervention for students.</p>	<p>1.3 ELA/ELD Intervention actions were implemented as follows:</p> <p>a. Intensive intervention supporting reading/mathematics instruction have been provided.</p> <p>b. Resources have been provided for implementation of intensive intervention for students.</p>	<p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$73,168</p> <p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035</p>	<p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$73168</p> <p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Provide release time for teachers to asses students and their progress in their classroom using DIBELS.</p> <p>d. Provide subs/release time for teachers to attend staff development in Early Literacy/primary intervention.</p> <p>e. Provide resources to support primary intervention.</p>	<p>c. Teachers have been provided time to assess student progress in their classroom using DIBELS.</p> <p>d. Subs and release time for teachers to attend staff development in Early Literacy/primary intervention have been provided.</p> <p>e. Resources have been provided to support primary intervention.</p>	<p>\$73,168</p> <p>CSR Intervention Teacher (62.5)</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$84,129</p> <p>CSR Intervention Teacher (37.5)</p> <p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$50,477</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1,388</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$695</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$819</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1106</p>	<p>\$73168</p> <p>CSR Intervention Teacher (62.5)</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$84129</p> <p>CSR Intervention Teacher (37.5)</p> <p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$50477</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		1 Substitute Teacher for each grade level, each trimester for DIBELS 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2500.00	Substitute Teachers - DIBELS 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2500
<p>1.4 Science NGSS Implementation The planned actions for NGSS implementation include:</p> <p>a. Provide resources to support the implementation of the mini units created by the District Science Committee.</p> <p>b. Provide collaboration time for teachers to plan and share strategies.</p> <p>c. Enhance the technology and engineering practices.</p>	<p>1.4 NGSS Implementation actions were implemented as follows:</p> <p>a. Resources have been provided to support the implementation of the mini units created by the District Science Committee.</p> <p>b. Teachers have been provided collaboration time to plan and share strategies.</p> <p>c. Enhancements to technology and engineering practices have been implemented.</p>	<p>\$</p> <p>Technology equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$719</p> <p>Teacher Collaboration Hourly & Substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p> <p>Technology equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$338</p> <p>Materials & Supplies/ Makerspace (Frozen) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Teacher Collaboration Hourly & Substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$758</p>
<p>1.5 Elementary AVID The planned actions for Elementary AVID include:</p> <p>a. Provide students with organizational tools to be better prepared for learning, college, and careers.</p> <p>b. Provide WICOR strategies to further engage students in the learning process.</p>	<p>1.5 AVID Elementary actions were implemented as follows:</p> <p>a. Students have been provided with organizational tools to be better prepared for learning, college, and careers.</p> <p>b. WICOR strategies were provided to further engage students in the learning process.</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Substitute Teacher/ Collaboration Time, College and Career Week 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$200</p> <p>Substitute Teacher/ Collaboration Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Provide students with an awareness of college and careers and how to prepare for the next stages of their academic life.</p>	<p>c. Students were prepared with an awareness of college and careers and how to prepare for their future.</p>		
<p>1.6 Communication Enhancement Program (CEP) The planned actions for CEP include:</p> <p>a. The Communication Enhancement Program (CEP) at Camino Real is designed to provide voice, fluency and/or articulation skill enrichment.</p> <p>b. 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.</p> <p>c. Students may receive differentiated instruction based upon a tiered pyramid of interventions</p>	<p>1.6 Communication Enhancement Program actions were implemented as follows:</p> <p>a. The Communication Enhancement Program (CEP) at Camino Real provides voice, fluency and/or articulation skill enrichment.</p> <p>b. The CEP has identified six students and is working to resolved speech difficulties.</p> <p>c. Students in the CEP have received differentiated instruction based upon a tiered pyramid of interventions.</p>		
<p>1.7 Preschool Transition Plan The planned actions for Preschool Transition include:</p> <p>a. Camino Real will communicate to parents the board policies and other requirements of Transitional K/Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents (Transitional K/Kindergarten Orientation).</p>	<p>1.7 Preschool Transition Plan actions were implemented as follows:</p> <p>a. Camino Real has communicated to parents the board policies and other requirements of TK/K program. Parents have been provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents (TK/K Orientation).</p> <p>b. Kindergarten parent meeting was held prior to the beginning of the</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Kindergarten parent meeting provided prior to the beginning of the school year to help students transition to the routines of the school, become familiar with the site, faculty and staff members they will be interacting with. Future kindergarten students will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the main office.</p> <p>c. Camino Real will coordinate with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Camino Real Elementary and adhere to any needs possible.</p> <p>d. Kindergarten Readiness Workshop is made available for students that did not participate in a preschool program via JUSD Parent Involvement and community outreach department.</p>	<p>school year to help students transition to the routines of the school, become familiar with the site, faculty and staff members they will be interacting with. TK/Kindergarten students were invited to visit the classrooms, office, and the cafeteria to become familiar with the campus. Preschool teachers communicated with the TK/K teachers to ensure a smooth transition for preschool students.</p> <p>c. Camino Real coordinated with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Camino Real Elementary.</p> <p>d. Kindergarten Readiness Workshop was made available for students that did not participate in a preschool program via JUSD Parent Involvement and community outreach department.</p>		
<p>1.8 Full Inclusion The planned actions for Full Inclusion include:</p> <p>a. Professional Development for general education teachers, Education Specialists, and paraprofessionals.</p>	<p>1.8 Full Inclusion planned actions include:</p> <p>Students who have an IEP in grades TK through sixth grade are placed in general education as part of their IEP and LRE. Education Specialists provide push-in supports to these students using grade level materials modified to meet their needs.</p>	<p>PD, release time, trainings, and support for Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p> <p>PD, release time, trainings, and support for Classified Staff 2000-2999: Classified Personnel Salaries</p>	<p>PD, release time, trainings, and support for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>PD, release time, trainings, and support for classified staff (Frozen)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Release time for teachers to collaborate and plan for the support and success for all students.</p> <p>c. Classified and certificated behavior support and trainings (CPI training, Student Attendant Aides - if not provided by the district)</p>	<p>Education Specialists are provided release time to collaborate with gen ed teachers to develop and modified learning goals for students with IEPs.</p> <p>a. General ed, education specialists, and paraprofessional have attended Professional Development.</p> <p>b. Trimester release days were provided for gen ed and educational specialist teachers to discuss backwards planning, behavior supports, strategies, resources, scaffolding, etc.</p> <p>c. Selected staff members have been CPI trained as needed.</p>	<p>LCFF Suppl/Conc -- 0707 \$500</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Analysis

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

The goal of addressing College and Careers with Camino students in order to better prepare them for their future can be seen through AVID, Impact Teams, implementing UDL, collaborating to strengthen inclusion, and identifying and supporting struggling readers through DIBELS, I-Station, and guided reading.

With the addition of new staff members this year, only 60% of our staff has been AVID trained; however, our AVID Site Team shares strategies and provides support during Staff meetings and through our Camino AVID google drive. All students participate in AVID strategies; such as 3-column notes and one-pagers, and anchor charts; and have access to AVID supplies, such as binders, agendas, and folders. Our AVID Site Team also plans a College and Career week, where students can experience guest speakers, get information on various universities, and attend binder boot camp, among other events.

Our 2nd and 5th grades participate in Impact Teams where teachers create an environment for every student to develop the belief in their own capacity to learn. Impact Teams consists of educators who work with students to help them expand and strengthen their ownership of learning and develop assessment-capable learners. This process is fostered through student engagement of self and peer-assessment. Impact Teams build a culture of efficacy based on strengths, trust, collaboration, and protocols. In addition, there are follow-up guided meetings with district staff and a consultant to provide additional guidance in the implementation of this model.

Teachers who have been trained in UDL use this approach in their lesson planning. Optional UDL PD has been offered and as more staff becomes trained, more opportunities will be offered for staff development and implementation. In addition, teachers who have attended the GLAD training have implemented these strategies to support EL, SPED, and general education students.

Our school has adopted a full-inclusion model where students who have an IEP are placed in general education as part of their IEP and the least restrictive environment. Education Specialists provide push-in supports to these students using grade level materials modified to meet their needs. Education Specialists are provided release time to collaborate with gen ed teachers to develop and modify learning goals.

There has been an increased in reading fluency among our primary grades as evident by DIBELS assessment data and running records, as well as identifying struggling readers in upper grades through I-Station. Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts - these groups offer opportunities for support, challenges, and problem solving, but easy enough for students to read with fluency.

Primary intervention continues in 1st - 3rd grades, while upper grade intervention literacy support is provided in grades 4th - 6th. These groups are fluid and monitored accordingly.

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

All of our implementations are used to support and challenge students at every level by using first, best instruction. The ultimate goal is always to foster independent learners. In order to address social-emotional growth, Camino identifies monthly character traits used to address behavior and build safe, responsible, and respectful Cubs. The overall effectiveness of our implemented strategies and activities will show in our continue growth with families, the academic growth within students, and improvement in behavior.

Primary Interventions, expansion of guided reading, and small group instruction has helped to improve and strengthen in the area of ELA. Camino continues to strengthen our designated/integrated ELD to further support our EL students. Further efforts for collaboration and communication between grade levels has been focusing on best practices with ELA, Math, and ELD instruction. Intervention Teachers, BLT's, and our SPED Team have joined the collaboration process. Impact Team training and implementation has enabled our 2nd and 5th grade teachers to be trained in teacher efficacy, develop student success criteria, and rubrics in efforts to build student efficacy. Impact Teams teachers teach their students how to be reflective in their writing and analyze their work. Follow-up coaching with district staff, consultant, and the principal provides additional guidance in implementing this model. In addition to impact Teams, I-Station, and extending DIBELS to 3rd grade has further increased students' abilities in reading which ultimately affected our test results and supported foundations that will lead to success in students' future college and careers.

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

Few extra materials were purchased to expand current initiatives, rather future funding will need to be adjusted to reflect more opportunities for staff collaboration, support, professional development, and implementation. Teachers, instructional aides, and bilingual tutors feel the materials that Camino currently has and uses are more than sufficient in order to address the needs of students, but consistent and constant collaboration needs to be held to continue to improve our school connectedness, understanding, and efficacy.

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 has built strong academic, behavioral, social emotional, and college and careers foundations, but needs to continue to fine-tune JUSD initiatives and overall Camino goals. Teachers and paraprofessionals will continue to collaborate to identify various interventions that will increase student academic achievement and social emotional growth.

Goals in ELA and Mathematics will continue to be our main focus. Teachers and support staff will continue to provide first, best teaching practices for all students and collaborate to refine practices. We will continue small group instruction through guided reading, literacy support, and math. Goals in ELD will continue to be examined and refined to support our English Learners Teachers and support staff will be looking at developing academic language structures and practices school-wide. Data indicates a need to continue a firm commitment to refine and deepen current practices regarding college and career readiness. Such

practices include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided Reading, small group support in upper grades, and Inclusive practices school-wide. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

Whole staff support will be provided through professional development, AVID lead teachers, and site administration. Current AVID goals may be refined or altered to reflect site needs. Camino's Leadership Team will determine site priorities which will be revisited throughout the school year. Interventions will continue to be implemented in grades Kindergarten through 6th. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. Intervention teachers will continue to support Bilingual Language tutors thru the Guided Reading process and refine the support of reading skills. Literacy specialists will continue to support teachers with running records and modeling lessons for Guided Reading. We will be researching alternative methods of supporting students who are struggling with English Language Arts and Mathematics. Our Student Success Team will continue to meet to form plans of intervention strategies for struggling students. Our students who are struggling emotionally will be supported through referrals to district supports. Intervention teachers, school psychologist, and speech pathologist are part of this team and are essential when identifying additional support systems for given students.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School Attendance Rate:	School Attendance Rate to Maintain an increase of 1%.	School Attendance Rate 2018-2019: 95%
P5 Chronic Absenteeism Rate:	Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages	Chronic Absenteeism rate 2018 - 2019: School: 7% (increased by 1.3%) District: 9.7%
P6 Pupil suspension Rate:	Maintain or reduce pupil suspension rate	Pupil Suspension Rate 2018 - 2019: School: 1.4% (increased by 0.9%) District: 3.6%
P6 Surveys of pupils, parents, teachers on sense of safety:	Increase parent survey response and increase positive responses on survey results focusing on safe and orderly school practices.	2018 - 2019 LCAP Survey: How safe do you feel at your school? LCAP Survey, Parents: 90% Extremely Safe to Moderately Safe LCAP Survey, Students: 90% Extremely Safe to Moderately Safe LCAP Survey, Staff: 73% Extremely Safe to Moderately Safe
P6 Surveys of pupils, parents, teachers on sense of safety:	Increase student survey response and increase positive responses on survey results focusing on the California Healthy Kids Survey.	2018 - 2019 CHKS Students reported: feeling safe all of the time: 44% feeling safe most of the time: 30% feeling safe some of the time: 25% never feeling safe: 1%

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. Camino will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities.</p> <p>b. Activity Supervisors will participate in training that will address the needs of our students.</p> <p>c. Safety Coordinator will revise the Safe School Plan to include essential components such as a safe and healthy physical environment; a nurturing, and a respectful emotional environment. The plan will be approved every year by the School Site Council.</p> <p>d. Health aide will provide appropriate health care and nursing services.</p> <p>e. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures.</p> <p>f. Students and staff will participate in monthly fire drills and practice disaster procedures.</p> <p>g. Staff will annually revise and distribute parent/student handbook.</p> <p>h. PBIS coordinator and staff will provide a school-wide discipline program.</p>	<p>2.1 Safe and Healthy School Environment</p> <p>a. Camino maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment with participation in the following activities: Red Ribbon Week, digital citizenship lessons, common sense media lessons, PBIS skill of the week, health awareness workshops, AVID lessons, and PTA sponsored events.</p> <p>b. Activity Supervisors participated in trainings that focus on conflict resolution and positive reinforcement on the on the playground. Supervisors get paid for additional supervisors during PTA sponsored events when needed. There is also babysitting available for parents meetings such as PTA, Booster, and ELAC.</p> <p>c. The Safe School Plan was reviewed and revised to include changes in classrooms, or a change in policy. The plan includes the essential components and will be approved by SSC in February.</p> <p>d. Health aide provided appropriate health care nursing services to students on a daily basis during recesses and lunch.</p> <p>e. Activity supervisors provided campus supervision, enforce school</p>	<p>Health Care Aide 3 hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$13,865</p> <p>Health Care Aide 3 hrs. (.50) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$13,866</p> <p>Substitute for Principal's Designee 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Meetings with classified staff 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500.00</p>	<p>Health Care Aide 3 hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$13865</p> <p>Health Care Aide 3 hrs. (.50) (District paid) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$13866</p> <p>Substitute for Principal's Designee 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Meetings with classified staff 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$150</p>

**Planned
Actions/Services**

- i. Camino will operate the 100 Mile Club that focuses on student health and well-being by having students participate in running/walking miles throughout the school year.
- j. Principal's designee will be provided a substitute when the Principal is absent.

**Actual
Actions/Services**

- rules and procedures, and students are reminded of safety procedures.
- f. Fire and/or safety drills were conducted each month at various times to ensure that students and staff are familiar with the procedures that need to be followed in case there is a fire, earthquake, lockdown, or other emergency situation.
- g. A parent/student handbook was made available. Handbook contains information on rules, procedures, and schedules.
- h. PBIS was implemented to address discipline on campus. Teachers received materials for teaching social skills. Student incentives include Cubs with Character, activity supervisors table, and perfect monthly attendance and trimester attendance rewards.
- i. 100 Mile Club was implemented across all grade levels to promote healthy habits. Each classroom tracks their students' miles and gives student incentives with each 25 miles they reached. Students learned ways to self monitor their progress in reaching their goals.
- j. A designee was provided a substitute when the principal is out in order to address concerns that may arise.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

2.2 Positive Behavior Intervention Support (PBIS)
a. The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. The PBIS coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and school-wide to reward positive behavior.
b. Students will participate in trimester Pizza with the Principal where teachers choose students who demonstrated PBIS behavior throughout the week.
c. PBIS coach will hold monthly meetings with the committee to review discipline data and brainstorm school-wide interventions that promote good citizenship inside and outside the classroom.

**Actual
Actions/Services**

2.2 Positive Behavior Intervention Support (PBIS)
a. The PBIS coach facilitated implementation of the social skills that are essential in this program. Ten character traits are embedded in short lessons that the teacher delivers in the classroom. The PBIS coach provided training to new staff on how to deliver these short lessons in the classroom. There is school-wide student incentives for both classroom and playground behavior. Students can be given Cubs with Character slips by any adult on campus, where names are picked every Friday and students are recognized for their actions of being respectful, responsible, and safe. School spirit is encouraged with "college wear on Mondays" and "spirit wear on Fridays". Staff participates in these activities as well.
b. Anytime during the week, students were awarded a Cub with Character slip where the student can be rewarded with a goodie bag and recognized on the intercom and in the office.
c. PBIS coach met with grade levels to identify those students who are in need of additional support in the PBIS social skills. Small group intervention is done with these students with the PBIS coach doing role-playing, social stories, and discussion on the given skill.

**Budgeted
Expenditures**

Incentives
4000-4999: Books And Supplies
Title I Basic -- 3010
\$500

**Estimated Actual
Expenditures**

Incentives
4000-4999: Books And Supplies
Title I Basic -- 3010
\$100

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.3 Attendance and Leadership Support a. The staff will develop and implement attendance incentives to promote attendance.</p>	<p>2.3 Attendance and Leadership Support a. Attendance incentives were in place with awards, student incentives, and classroom incentives that promote attendance. Students who had perfect attendance each month are awarded brag tags, and students with perfect attendance at the end of each trimester and at the end of the school-year receive medals and trophies for perfect attendance.</p>	<p>\$</p> <p>Materials & Supplies, attendance incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300</p>
<p>2.4 Safe and Healthy School Environment a. School will provide the 100 Mile Club that focuses on student health and well being through running and monitoring the number of miles ran. Students will develop self-monitoring strategies. Supervisors will provide student supervision to ensure student safety.</p>	<p>2.4 Safe and Healthy School Environment a. Camino's 100 Mile Club focused on student health and well-being by having students participate in Wednesday morning runs.</p>		

Analysis

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

In order to create a safe, orderly, and inviting learning environment Camino implements PBIS social skills throughout the school year. Based on teacher input, ten social skills are chosen each year, where a different skill is highlighted each month. Our PBIS Site Team has created a google drive where the staff can access materials and information as needed. Monthly emails are sent out to staff as a quick reference to that month's PBIS skill, and books on social skills are used to address areas of concerns as needed.

Other areas at Camino that promote a safe, orderly, and inviting learning environment are activities that promote a healthy mind and body like; 100 Mile Club, Band, and assemblies. We also monitor student safety through Go Guardian and digital citizenship lessons, and hold SART meetings to address attendance concerns.

Attendance incentives, attendance phone calls, SART meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies including perfect attendance recognition. The attendance incentives promote student interest in being at school and on time each day. We hold SART meetings each trimester with parents of students who are beyond the attendance threshold. Report cards

address attendance issues each trimester with comments, principal highlights and initials each report card with attendance issues. PBIS social skills implementation is ongoing throughout the school year. Teaching social skills and area expectations on a weekly basis in classrooms and in the Responsibility Room are in routine. Students work on conflict resolution whenever they encounter conflict with peers and are guided with supports from admin/other staff. Cubs with Character coupons are given to students that were caught exhibiting one of the traits of being respectful, responsible, or safe. Students are chosen every Friday to receive a goody bag courtesy of our PBIS Team, Booster, and PTA.

Additional trainings (like CPI) have been provided to teachers, supervisors, and support staff to support student and campus safety. Students are coached on conflict resolution and other issues by the School Psychologist, special education staff, and site administration. Students are reminded and encouraged to make smart choices, participate in 100 Mile, help others, and show kindness through daily morning announcements.

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

Effectiveness is measured by an increase in attendance rates, a decrease in absenteeism, and a reduction in either suspensions and/or lower-level behaviors. Staff safety concerns and work orders are addressed in a timely manner. Changes are made as needed to our Safe School Plan, reviewed with our staff, and approved by our School Site Council. Raptor is used to check-in visitors, we have a single-point of entry, and our SRO promptly responds when needed.

Strategies/activities to support attendance, overall health, and safety appear effective when examining multiple measures. Effectiveness is measured by maintaining and improving attendance rates, chronic absenteeism rates, and sustaining the site suspension rate. Parent meetings for SART and SARB will continue focusing on students that have chronic absenteeism and excessive tardies. Staff safety concerns continue to be addressed and implemented in the Safe School Plan. Our Student Senators (6th graders) support and help reinforce social skill development, student leadership responsibilities, and positive interactions among students. Additionally, they are an integral part in welcoming and supporting new students and special visitors to our campus.

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

Funds may need to be set aside to address mental health concerns, or provide more all-day SST days in order to address all the needs of our students. Mental health services are offered through PICO, and our Student Study Team also collaborates to address behavior and academic concerns that teachers or parents may have.

There is an expected increase in estimated actual expenditures for teacher collaboration time/release time to address the social emotional health of our students in need. Also, there is an expected increase in estimated actual expenditures for training support to meet with Activity Supervisors and Office Staff more frequently to improve safety/discipline at recess and welcoming environment strategies for office.

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'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. Continued reviewing and refinement of our procedures is always an on-going process.

Additional resources will be used to encourage perfect attendance and increase safe and healthy behaviors. Technology Coordinators will assist with social media to strengthen our goal of parent communication/inclusion in school-wide activities. Our Safe, Orderly, and Inviting Learning Environment may require additional funds to enhance the needs of our school (ie supplies, furniture, and materials) for our Maker's Space.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3 Parent Engagement</p>	<p>Improve parent engagement</p> <p>Parent Engagement data from LCAP Survey 2017-2018</p> <p>Satisfaction with the school? Extremely Satisfied/Moderately Satisfied: 87%</p> <p>Effectiveness of the front office staff communication with parents - Extremely effectively/Moderately effectively: 86%</p> <p>Informed of school-wide activities - Extremely well informed/Moderately well informed: 86%</p> <p>Informed of classroom activities - Extremely well informed/Moderately well informed: 86%</p> <p>Welcoming environment - Strongly agree/Moderately agree: 84%</p> <p>Satisfaction with Instruction - Extremely satisfied/Moderately Satisfied: 90%</p> <p>Opportunities to be involved with school and district decision making: Yes 81%</p> <p>Reading Support Services meet student needs - Extremely Satisfied/Moderately Satisfied: 87%</p>	<p>Parent Engagement data from LCAP Survey 2018-19</p> <p>Satisfaction with the school - Extremely Satisfied/Moderately Satisfied: 92%</p> <p>Effectiveness of the front office staff communication with parents - Extremely effectively/Moderately effectively: 94%</p> <p>Informed of school-wide activities - Extremely well informed/Moderately well informed: 87%</p> <p>Informed of classroom activities - Extremely well informed/Moderately well informed: 87%</p> <p>Welcoming environment - Strongly agree/Moderately agree: 96%</p> <p>Satisfaction with Instruction - Extremely satisfied/Moderately Satisfied: 80%</p> <p>Opportunities to be involved with school and district decision making: Yes 81%</p> <p>Reading Support Services meet student needs - Extremely Satisfied/Moderately Satisfied: 89%</p> <p>Math Support Services meet student needs - Extremely Satisfied/Moderately Satisfied: 85%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Math Support Services meet student needs - Extremely Satisfied/Moderately Satisfied: 85% How high or low are standards for behavior - High and Very High: 80%	How high or low are standards for behavior - High and Very High: 86%
P5 Student Engagement	Improve student engagement and disconnectedness to Camino, as shown with LCAP survey results.	Student Engagement data from LCAP survey 2018-2019: Welcoming environment - Strongly agree/Moderately agree: 87.50% Positive learning environment - Strongly agree/Moderately agree: 88%
P5 Student Engagement	Improve student engagement and disconnectedness to Camino, as shown with the California Healthy Kids Survey.	No available CHKS data for 2019-2020
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Improve student, staff, and family engagement and disconnectedness to Camino, as shown through surveys.	Staff Surveys of Pupils, Parents, Teachers on Sense of School Connectedness 2018-2019 Welcoming environment - Extremely/Moderately: 90% Collaborative culture - Strongly Agree/Agree 80% Opportunities to be involved with school and district decision making - Yes: 77.78%

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.	3.1 Parent Engagement and Leadership a. Parent involvement was sought through committees; SSC, ELAC, PTA, GATE, and 5th/6th Boosters.	Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$400	Materials and Supplies (Supported by Booster) 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. School staff will provide all parents and staff leadership opportunities through advisory committee: DELAC, ELAC, SSC, GATE, PTA., and 5th/6th Boosters.</p>	<p>These committees review and make recommendations to improve student achievement and/or student attendance. Updates and information are provided using Q Communications, website, and our marquee.</p> <p>b. Parents were invited to be a member or participate in the following committees: DELAC/DAC, ELAC, SSC, GATE, PTA, and 5th/6th Booster. SSC follows a ballot/voting procedure.</p>		
<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 education by helping them develop skills to use at home that support 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.</p> <p>b. The school staff will invite parents to participate in site-based activities.</p>	<p>3.2 Parent Involvement Opportunities</p> <p>a. PTA planned various activities during the school year and provides opportunities for parents to participate in their child's education. Parents learn skills that they can use at home with their students. There is always someone in the office to translate if needed, as well as during parent conferences or meetings.</p> <p>b. School plans activities that sought help from parent volunteers such as 100 Mile Club, field trips, festivals, book fair, Career Day, Kindness Day, and Picture Day.</p>	<p>Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>	<p>Parent trainings, student outreach opportunities Teacher hourly (Supported by Booster, PTA, GATE)</p> <p>1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>
<p>3.3 Parent Communication and Connectivity</p> <p>a. Assist parents in understanding academic common core state standards, state and local academic assessments, and how to monitor a child's progress</p>	<p>3.3 Parent Communication and Connectivity</p> <p>a. Parents were informed on topics like common core standards, state and district assessments, standards</p>	<p>Materials & Supplies/ Student planners 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1200</p>	<p>Materials & Supplies/ Student planners 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>and work with educators to improve student achievement using Q Communication System. The school will provide a parent station 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 conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo App, Remind app, phone calls, emails, and notes home.</p> <p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.</p>	<p>based report card through parent connect, class dojo, Remind, and during meetings such as SSC, ELAC, and PTA. During parent conferences, parents are given resources on how to stay connected with what is happening in the classroom. They are also given information on websites or apps where they can seek homework help when assisting their student.</p> <p>b. Student progress was communicated to parents on a daily basis using the student agenda, class dojo, Remind, email, and phone calls. During parent conferences, parents are informed of the classroom goals for the year and how they can support classroom instruction.</p> <p>c. Translation was provided to the Spanish speaking population during parent/teacher conferences, report cards, flyers, office communication, and parent resources. Phone messages are also provided in Spanish.</p>	<p>Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$193</p>	<p>Clerical and classified hourly/Translations 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>3.4 Parent Workshops</p> <p>a. The school will facilitate parent workshops that may focus on topics like technology, cyberbullying, nutrition, mental health, and other topics that may affect their children's well-being.</p>	<p>3.4 Parent Workshops</p> <p>a. Camino provided information on workshops offered through the district that include topics such as technology, cyber bullying, nutrition, mental health, and other topics that may affect their children's well-being.</p>	<p>Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>	<p>Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>

Analysis

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

Parent, student, and community outreach and engagement is encouraged and welcomed. Our activity supervisors and front office staff tend to be the first interaction that our families encounter and we pride ourselves on greeting everyone with a smile and a helpful hand. Camino communicates activities, meetings, and important dates through our website, Peach Jar, Q Communications, and our marquee. Translators are available to provide translation for phone calls and meetings such as IEP's, SST, SSC, ELAC, Parent Meetings, and school events including assemblies, movie nights, awards events, and celebrations. Additionally, teachers continue to implement the use of Class Dojo and Remind to keep parents informed of classroom activities and student progress. AVID Agendas have also helped our students to be organized and to assist the parents to foster the school to home connection.

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

Our LCAP surveys revealed information that Camino needs to focus on, such as; continuing to address parent and student engagement, and improving school connectedness. Even though the outcomes of our LCAP surveys were positive, we need to work on increasing the number of responses to better assess Camino's actual status.

Parent engagement opportunities were expanded to include more classroom participation using Class Dojo, Remind, school-wide publications using Peachjar, and increasing messages through Q and our website. Communication and parent involvement continue to be the focal point for Camino and parent/community involvement. Even though most areas of the LCAP survey increased, Camino will continue to focus on increasing the number of student and parent responses in order to more accurately gauge the overall experience of Camino. We will continue to address welcoming environments through facility upgrades and addressing safety needs. Mental Health concerns for students are addressed through the PICO referral process.

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

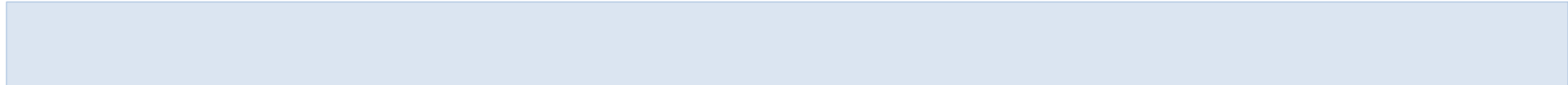
Funding will be adjusted to cover additional parent nights where teachers have the opportunity to create open conversations, along with sharing strategies and resources to improve areas of concerns identified by teacher, parents, and students. With the implementation of guided reading in all grades and Impact Teams at both the second and fifth grades, there were additional needs for subs to provide release time for teachers to collaborate.

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.

More effort will be made to increasing the number of surveys taken by students, parents, and staff in order to accurately assess our stakeholders. Results of that information will guide our future parent, student, and community engagement goals and actions.

Camino will continue to increase parent communication through various forms. As staff and school increases use of class Dojo and other forms of social media, parent engagement will increase as a result of parents being notified of activities and events at Camino and within the district. Parents will also be informed of behavior in a promptly manner. The use of the digital marquee in the parking lot has helped in communicating upcoming events and on-going successes at Camino. Camino would like to offer parent workshops; however, this will be contingent on our budget and the status of gatherings next year.

Combining parent workshops or meetings with school functions and student performances may lead to higher levels of parent involvement and sharing of school information. 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. Using our PBIS/AVID coaches, we will focus on building positive relationships with students. Daily Announcements and Agendas will continue to focus on highlighting activities and assignments that build on students feeling welcomed, 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. Parent engagement and participation will increase and our welcoming environment will remain strong.



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	268,432.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	435,282.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	125460.00	0.00
Title I Parent Involvement -- 3010 1902	1563.00	0.00
Title I District -- 500 3010	73825.00	0.00
Title II District -- 500 4035	73825	0.00
Title III LEP -- 4203	2196.00	0.00
LCFF Suppl/Conc -- 0707	95250.00	0.00
LCFF District -- 500 0707	63163.00	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kim Carter-Herbert	Parent or Community Member
Amanda Stackhouse	Parent or Community Member
Monica Alford	Parent or Community Member
Monica Jimenez	Parent or Community Member
Ana Minten	Other School Staff
Amber Jimenez	Classroom Teacher
Karen Gotschall	Classroom Teacher
La Juana Pate	Classroom Teacher
Erika Pham	Principal
Vacancy--Moved	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program 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 5/27/20.

Attested:

	Principal, Erika Pham on 5/27/20
	SSC Chairperson, Kim Carter on 5/27/20



Title I, Part A: School-Level Parental Involvement Policy

This policy describes the means of carrying out designated Title 1, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Camino Real has developed a written Title I, Part A parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Association (PTA), and District School Liaison Team (DSLTL) when in program improvement status. The policy is updated periodically to meet the changing needs of parents and the school (ESSA Section 1116(b) (1)). It has distributed the policy to parents of Title I students. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title 1 parental involvement requirements (20 USC 6318 Section 1118(a)-(f) inclusive).

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Camino Real, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I, Part A requirements and about the right of parents to be involved in the Title I program, Part A program (ESSA Section 1116©(1)).

- *During annual meeting at Back to School night in August.*

The school offers a flexible number of meetings for Title 1, Part A parents, such as meetings in the morning or evening (ESSA Section 1116©(2)).

- *A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.*

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I, Part A programs and the Title I, Part A parental involvement policy (ESSA Section 1116©(2)).

LEARNING WITHOUT LIMITS



Camino Real Elementary

- *An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.*
- *Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSLTL) meetings when in program improvement status.*

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)(A)).

- *Through parent newsletters, Back-to-School nights, SSC, ELAC, and PTA.*

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116 (c)(4)(B)).

- *At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for STAR and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.*

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA 1116(c)(4)(C)).

- *Through informal parent requests for meetings, parent teas, Back-to-School nights, SSC, ELAC, and PTA.*

School-Parent Compact

Camino Real Elementary engages Title 1, Part A parents in meaningful interactions with the school. The compact supports a partnership among staff, parents, and the community to improve student academic achievement. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner the help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parent of Title 1 students.

LEARNING WITHOUT LIMITS



The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact is distributed through parent-teacher conferences or mailed to parents not in attendance.

Building Capacity for Involvement

Camino Real Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116(e) (1)).

- *At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.*

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children achievement (ESSA Section 1116(e) (2)).

- *Training to empower parents to support and assist their children's education. This may include such activities as: College and Career Week, Digital Citizenship Parent meetings, Family Math Training, Family Reading Night, Family EL Night, and Science Night.*

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116(e) (3)).

LEARNING WITHOUT LIMITS



Camino Real Elementary

- *A “Parents Make a Difference” newsletter in English and Spanish is provided for all staff and parents on effective parent practices.*
- *At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.*

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116 (e) (4)).

- *Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a staff committee, the leadership team, and/or the SSC.*
- *Appropriate roles for community organizations will be developed and may include: Adopt-a-school, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.*
- *Through parent newsletters, kindergarten orientations, and referral to viable parent resources.*

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116(e) (5)).

- *School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.*

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116(e) (14)).

- *Parent involvement strategies within the SPSA are integrated based on parent input through survey data.*
- *Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.*

LEARNING WITHOUT LIMITS



Camino Real Elementary

Accessibility

Camino Real Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- *All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.*
- *Access to all facilities and parking are provided to parents with disabilities.*

School-Parent Compact is attached.

The school provides opportunities for the participation of all Title 1, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116(f)).

This policy was adopted by the Camino Real Elementary School in October and will be in effect for the period for the 2019 -2020 school year.

The school will distribute the policy to all students participating in the Title 1, Part A during the first trimester of 2019.

Erika Pham
Principal, Camino Real Elementary School

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