



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Camino Real Elementary School	33670906106835	05/14/24	June 24, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Camino Real Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in math and scores, with students with disabilities, socioeconomically disadvantaged students, and English learners demonstrating lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of an ELO, teacher training, and a focus on small group intervention, specifically targeting the students displaying the most significant need. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains.

Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Camino Real Elementary 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

Parent Involvement: Parent involvement at Camino is extensive. Our active PTA carries out fundraising to support educational support and experiences for our students. Our GATE Advisory Committee examines the needs of the GATE and Merit students, supports those needs through fundraising events, and introduces enriching opportunities for all Camino kids. Our School Site Council, GATE, and ELAC committees meet regularly as representatives of our community and school staff to learn about and give input into school programs and the development of the School Plan, where Camino aligns our SPSA with the three goals of the Local Control Accountability Plan (LCAP): College and Career Readiness; Orderly and Inviting Learning Environment; and Parent, Student, and Community Engagement. Additionally, we conduct a Title I meeting to share our plan and create a partnership as we begin the year. Families are afforded various opportunities to participate in educating their child(ren) through various school organizations. They are encouraged to participate in the Parent-Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented Education (GATE), and other organized activities to review current school programs, voice concerns, make recommendations, and celebrate successes.

Student Involvement: Our Camino Real Student Senators share ideas and provide feedback to enhance the student experience. We also review and use Panorama survey data and Healthy Kids survey data to identify strengths and areas of growth to continue to grow in support of our student population and needs.

Staff Involvement: Camino staff collaborate in various ways. They share ideas and participate in decision-making in SSC, Leadership, AVID, PBIS, and PTA.

Community Involvement: Regular, two-way communication between the school and home is provided in English and Spanish. JUSD offers PICO parenting classes. Camino establishes regular communication with families using various methods including, but not limited to, Q Communications, Parent Square, Class Dojo, FB, marquee, Instagram, Class Dojo, and our school website. Parents can also email staff members, as every student has a Chromebook. Communications from the site to student homes include tools for working with their child's teacher to help their child with

schoolwork and homework and collaborating with the school to benefit their child(ren). In addition, parent classes are available through various district office programs.

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall red or orange indicators at Camino Real include chronic absenteeism, CAASPP ELA, and ELPI.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The Camino Real suspension rate for our Asian, White and multiracial population was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To improve our ELPI and ELA progress, our BLTs, instructional aides, and Intervention teachers will use NWEA data to set small groups. We will focus on the bubble group and then provide a more intense intervention with students scoring very low. We will use benchmarks to track progress and to set goals. The administration will identify at-risk students utilizing Q. We will create a check-in support system to ensure these students have a trusted adult to check in on them. Additionally, our goal is to implement a Watch Dog program to have more male role models on campus.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Camino Real Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.13%	0.27%		1	2
African American	2.2%	2.36%	2%	17	18	15
Asian	4.0%	4.19%	4.53%	31	32	34
Filipino	1.0%	0.92%	1.07%	8	7	8
Hispanic/Latino	64.0%	65.18%	65.51%	494	498	492
Pacific Islander	0.5%	0.39%	0.4%	4	3	3
White	21.4%	20.55%	19.84%	165	157	149
Multiple/No Response	2.6%	1.96%	2.26%	20	15	17
Total Enrollment				772	764	751

Enrollment By Grade Level

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

Conclusions based on this data:

- Over the last 3 years, the overall enrollment at Camino Real continues to decrease.
- Kindergarten enrollment has been steady for the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	77	93	96	10%	12.2%	12.8%
Fluent English Proficient (FEP)	68	61	53	8.80%	8.0%	7.1%
Reclassified Fluent English Proficient (RFEP)	3	4	11	4%	4%	11%

Conclusions based on this data:

1. The EL population has continued to increase over the past three years.
2. The Fluent English Proficient student population has decreased over the last three years.
3. The reclassified student population has greatly increased over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	115	103	104	0	102	104	0	102	104	0.0	99.0	100.0
Grade 4	118	107	103	0	105	101	0	105	101	0.0	98.1	98.1
Grade 5	98	124	105	0	123	103	0	123	103	0.0	99.2	98.1
Grade 6	122	94	116	0	93	115	0	93	115	0.0	98.9	99.1
All Grades	453	428	428	0	423	423	0	423	423	0.0	98.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2423.	2405.		24.51	20.19		23.53	22.12		28.43	25.96		23.53	31.73
Grade 4		2451.	2419.		20.00	10.89		23.81	15.84		22.86	22.77		33.33	50.50
Grade 5		2498.	2464.		18.70	9.71		31.71	27.18		16.26	26.21		33.33	36.89
Grade 6		2494.	2519.		5.38	20.00		30.11	23.48		33.33	29.57		31.18	26.96
All Grades	N/A	N/A	N/A		17.49	15.37		27.42	22.22		24.59	26.24		30.50	36.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.71	15.38		66.67	58.65		18.63	25.96
Grade 4		13.33	9.90		65.71	61.39		20.95	28.71
Grade 5		14.63	8.74		71.54	65.05		13.82	26.21
Grade 6		13.98	16.52		55.91	58.26		30.11	25.22
Grade 11	NA			NA			NA		
All Grades		14.18	12.77		65.48	60.76		20.33	26.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.53	13.46		55.88	51.92		20.59	34.62
Grade 4		13.33	7.92		59.05	48.51		27.62	43.56
Grade 5		15.45	11.65		60.16	57.28		24.39	31.07
Grade 6		7.53	24.35		61.29	42.61		31.18	33.04
Grade 11	NA			NA			NA		
All Grades		15.13	14.66		59.10	49.88		25.77	35.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.78	11.54		73.53	73.08		15.69	15.38
Grade 4		7.62	4.95		80.95	76.24		11.43	18.81
Grade 5		13.01	9.71		73.17	66.02		13.82	24.27
Grade 6		10.75	6.09		72.04	78.26		17.20	15.65
Grade 11	NA			NA			NA		
All Grades		10.64	8.04		74.94	73.52		14.42	18.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.71	14.42		66.67	66.35		18.63	19.23
Grade 4		9.52	6.93		70.48	57.43		20.00	35.64
Grade 5		18.70	11.65		61.79	61.17		19.51	27.18
Grade 6		4.30	15.65		74.19	66.96		21.51	17.39
All Grades		12.29	12.29		67.85	63.12		19.86	24.59

Conclusions based on this data:

1. Overall, CAASPP writing is the highest percent of "Below Standard" achievement.
2. CAASPP reading scores drop in the 6th grade.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	115	103	104	0	103	104	0	103	104	0.0	100.0	100.0
Grade 4	118	107	103	0	107	98	0	107	98	0.0	100.0	95.1
Grade 5	98	123	105	0	121	105	0	121	105	0.0	98.4	100.0
Grade 6	122	94	116	0	92	115	0	92	115	0.0	97.9	99.1
All Grades	453	427	428	0	423	422	0	423	422	0.0	99.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2423.	2405.		15.53	10.58		29.13	32.69		27.18	22.12		28.16	34.62
Grade 4		2437.	2436.		10.28	9.18		20.56	12.24		33.64	40.82		35.51	37.76
Grade 5		2480.	2460.		13.22	5.71		16.53	12.38		32.23	41.90		38.02	40.00
Grade 6		2463.	2494.		4.35	6.96		10.87	19.13		33.70	37.39		51.09	36.52
All Grades	N/A	N/A	N/A		11.11	8.06		19.39	19.19		31.68	35.55		37.83	37.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.24	17.31		44.66	47.12		30.10	35.58
Grade 4		10.28	9.18		50.47	47.96		39.25	42.86
Grade 5		18.18	5.71		47.93	55.24		33.88	39.05
Grade 6		2.17	8.70		48.91	51.30		48.91	40.00
All Grades		14.42	10.19		47.99	50.47		37.59	39.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.30	10.58		47.57	52.88		29.13	36.54
Grade 4		13.08	9.18		48.60	48.98		38.32	41.84
Grade 5		9.92	6.67		51.24	55.24		38.84	38.10
Grade 6		4.35	8.70		46.74	53.04		48.91	38.26
All Grades		12.77	8.77		48.70	52.61		38.53	38.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.42	15.38		57.28	56.73		23.30	27.88
Grade 4		12.15	6.12		55.14	67.35		32.71	26.53
Grade 5		11.57	2.86		57.02	61.90		31.40	35.24
Grade 6		4.35	9.57		64.13	64.35		31.52	26.09
All Grades		12.06	8.53		58.16	62.56		29.79	28.91

Conclusions based on this data:

1. In 6th grade, there is a significantly lower percent of students who have earned "Above Standard" in all areas.
2. There is a significant drop in Concepts & Procedures in 6th grade.
3. Overall, the greatest deficit is Problem Solving & Model/Data Analysis.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1423.5	1444.3	1442.8	1436.9	1446.8	1444.7	1391.9	1438.2	1438.0	18	21	23
1	1463.1	1448.8	*	1461.5	1473.9	*	1464.3	1423.1	*	15	15	8
2	1481.5	1502.6	1488.8	1472.5	1495.7	1495.3	1490.3	1509.1	1481.9	11	16	12
3	*	1490.8	1492.2	*	1483.2	1491.8	*	1498.1	1491.9	8	12	12
4	*	*	1487.3	*	*	1480.5	*	*	1493.5	10	9	12
5	*	1509.5	*	*	1500.4	*	*	1518.1	*	7	11	10
6	*	*	*	*	*	*	*	*	*	9	8	9
All Grades										78	92	86

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	23.81	26.09	55.56	23.81	34.78	27.78	42.86	21.74	11.11	9.52	17.39	18	21	23
1	13.33	6.67	*	33.33	60.00	*	40.00	20.00	*	13.33	13.33	*	15	15	*
2	9.09	18.75	25.00	45.45	50.00	33.33	27.27	18.75	33.33	18.18	12.50	8.33	11	16	12
3	*	8.33	16.67	*	58.33	41.67	*	16.67	33.33	*	16.67	8.33	*	12	12
4	*	*	8.33	*	*	33.33	*	*	41.67	*	*	16.67	*	*	12
5	*	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.41	10.87	13.95	30.77	43.48	32.56	43.59	33.70	36.05	19.23	11.96	17.44	78	92	86

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	19.05	30.43	61.11	42.86	34.78	27.78	33.33	17.39	5.56	4.76	17.39	18	21	23
1	20.00	33.33	*	46.67	20.00	*	26.67	40.00	*	6.67	6.67	*	15	15	*
2	27.27	37.50	33.33	36.36	43.75	33.33	18.18	18.75	25.00	18.18	0.00	8.33	11	16	12
3	*	16.67	33.33	*	50.00	50.00	*	16.67	16.67	*	16.67	0.00	*	12	12
4	*	*	8.33	*	*	58.33	*	*	25.00	*	*	8.33	*	*	12
5	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.54	23.91	23.26	50.00	38.04	40.70	28.21	31.52	19.77	10.26	6.52	16.28	78	92	86

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	19.05	17.39	38.89	19.05	26.09	44.44	33.33	47.83	16.67	28.57	8.70	18	21	23
1	6.67	0.00	*	40.00	33.33	*	20.00	46.67	*	33.33	20.00	*	15	15	*
2	9.09	18.75	8.33	45.45	50.00	50.00	27.27	6.25	16.67	18.18	25.00	25.00	11	16	12
3	*	0.00	8.33	*	50.00	16.67	*	33.33	66.67	*	16.67	8.33	*	12	12
4	*	*	0.00	*	*	25.00	*	*	41.67	*	*	33.33	*	*	12
5	*	0.00	*	*	36.36	*	*	27.27	*	*	36.36	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.56	7.61	6.98	26.92	33.70	24.42	39.74	35.87	46.51	30.77	22.83	22.09	78	92	86

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.22	28.57	21.74	72.22	61.90	65.22	5.56	9.52	13.04	18	21	23
1	33.33	40.00	*	60.00	60.00	*	6.67	0.00	*	15	15	*
2	9.09	18.75	25.00	72.73	75.00	66.67	18.18	6.25	8.33	11	16	12
3	*	16.67	16.67	*	75.00	66.67	*	8.33	16.67	*	12	12
4	*	*	25.00	*	*	41.67	*	*	33.33	*	*	12
5	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.95	28.26	22.09	69.23	64.13	58.14	12.82	7.61	19.77	78	92	86

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	19.05	34.78	72.22	76.19	47.83	11.11	4.76	17.39	18	21	23
1	6.67	33.33	*	86.67	60.00	*	6.67	6.67	*	15	15	*
2	27.27	62.50	41.67	45.45	37.50	50.00	27.27	0.00	8.33	11	16	12
3	*	33.33	58.33	*	50.00	41.67	*	16.67	0.00	*	12	12
4	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12
5	*	54.55	*	*	27.27	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.10	31.52	31.40	69.23	54.35	50.00	16.67	14.13	18.60	78	92	86

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	19.05	17.39	88.89	71.43	73.91	11.11	9.52	8.70	18	21	23
1	20.00	6.67	*	53.33	53.33	*	26.67	40.00	*	15	15	*
2	18.18	25.00	16.67	54.55	50.00	58.33	27.27	25.00	25.00	11	16	12
3	*	0.00	8.33	*	66.67	41.67	*	33.33	50.00	*	12	12
4	*	*	0.00	*	*	50.00	*	*	50.00	*	*	12
5	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	9.78	8.14	51.28	58.70	51.16	41.03	31.52	40.70	78	92	86

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	44.44	28.57	34.78	38.89	42.86	52.17	16.67	28.57	13.04	18	21	23
1	6.67	6.67	*	73.33	80.00	*	20.00	13.33	*	15	15	*
2	9.09	31.25	25.00	81.82	62.50	50.00	9.09	6.25	25.00	11	16	12
3	*	0.00	25.00	*	100.00	66.67	*	0.00	8.33	*	12	12
4	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12
5	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.10	19.57	24.42	71.79	68.48	59.30	14.10	11.96	16.28	78	92	86

Conclusions based on this data:

1. Level 1. Written Language has increased in kindergarten and 2nd grades.

2. There was a significant decrease in Well Developed Writing in K from one year to the next.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
751	47.5	12.8	0.3
Total Number of Students enrolled in Camino Real Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	96	12.8
Foster Youth	2	0.3
Homeless	2	0.3
Socioeconomically Disadvantaged	357	47.5
Students with Disabilities	82	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2
American Indian	2	0.3
Asian	34	4.5
Filipino	8	1.1
Hispanic	492	65.5
Two or More Races	17	2.3
Pacific Islander	3	0.4
White	149	19.8

Conclusions based on this data:

1. Of the student population, 47.5 percent are socioeconomically disadvantaged.
2. Hispanics students are the largest student group by ethnicity at 65.5 percent of our population.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Camino Real is in the red with a very high chronic absenteeism rate.
2. The English Learner progress in overall academic performance at Camino Real is in the red and progress is very low.

School and Student Performance Data

Academic Performance English Language Arts

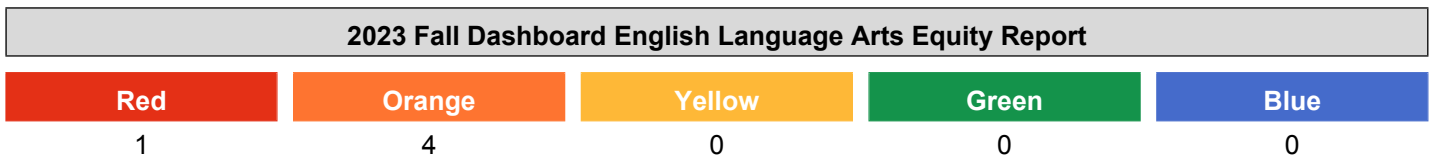
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 32.1 points below standard Decreased Significantly -17 points 411 Students	English Learners  Orange 66 points below standard Decreased Significantly -31.2 points 51 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 43.2 points below standard Decreased -10.4 points 207 Students	Students with Disabilities  Red 128.2 points below standard Decreased Significantly -52.2 points 57 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 2 Students	10.2 points above standard Decreased -4.5 points 19 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40.3 points below standard Decreased -12.8 points 266 Students	42.9 points below standard 11 Students	Less than 11 Students 3 Students	 Orange 13.6 points below standard Decreased Significantly - 19.7 points 79 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.5 points below standard Decreased -9 points 40 Students	26.7 points above standard Decreased -10.1 points 11 Students	32.2 points below standard Decreased Significantly -19.9 points 322 Students

Conclusions based on this data:

1. Students with disabilities show the least growth in ELA with 128.2 points below standard.
2. Our current English Learner population are 66 points below standard in ELA.

School and Student Performance Data

Academic Performance Mathematics

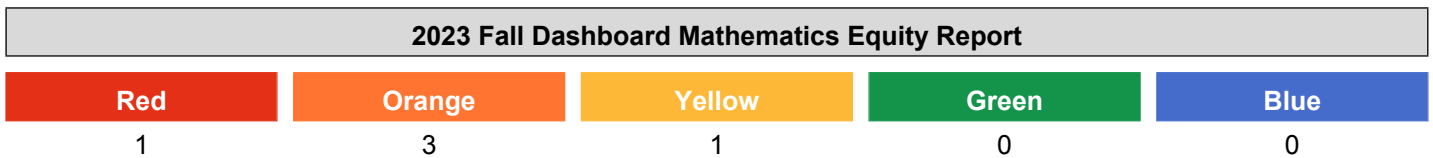
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 51.2 points below standard Decreased -4.7 points 409 Students	<p>English Learners</p>  Orange 69.8 points below standard Decreased -5 points 50 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 59.7 points below standard Increased +5 points 206 Students	<p>Students with Disabilities</p>  Red 144.6 points below standard Decreased Significantly -27.4 points 56 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 2 Students	2.1 points above standard Maintained -1.3 points 19 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55.2 points below standard Maintained 0 points 263 Students	57.2 points below standard 11 Students	Less than 11 Students 3 Students	 Orange 38.8 points below standard Decreased -9 points 81 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.1 points below standard Increased +11.1 points 39 Students	5.6 points above standard Increased Significantly +18.2 points 11 Students	51.7 points below standard Decreased -8.3 points 321 Students

Conclusions based on this data:

1. There was a significant decrease among our students with disabilities at 144.6 points below standard in Mathematics.
2. Although our English Learners math data demonstrated progress, they are below standard at 69.8 points.

School and Student Performance Data

Academic Performance English Learner Progress

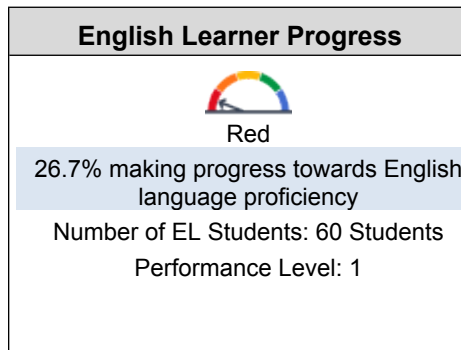
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	23	0	16

Conclusions based on this data:

1. 23% of the EL students at Camino have maintained 1. 2L, 2H, 3L, or 3H.
2. 21% of the EL students have decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 28.6% Chronically Absent Maintained 0.2 774 Students	 Red 30.4% Chronically Absent Increased 4.9 102 Students	Less than 11 Students 5 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 4 Students	 Red 36.6% Chronically Absent Increased Significantly 4.7 424 Students	 Orange 33.6% Chronically Absent Declined -6.4 107 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>11.1% Chronically Absent</p> <p>Declined -16.7</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Red</p> <p>25.7% Chronically Absent</p> <p>Increased 6.4</p> <p>35 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>29.8% Chronically Absent</p> <p>Declined -1.4</p> <p>506 Students</p>	<p> Orange</p> <p>22.4% Chronically Absent</p> <p>Declined -0.5</p> <p>49 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p> Red</p> <p>28.5% Chronically Absent</p> <p>Increased Significantly 5.7</p> <p>151 Students</p>

Conclusions based on this data:

1. Our socioeconomically disadvantaged students have the highest chronic absenteeism rate of 36.6%.
2. Our students with disabilities have the second highest chronic absenteeism rate of 33.6%.

School and Student Performance Data

Conditions & Climate Suspension Rate

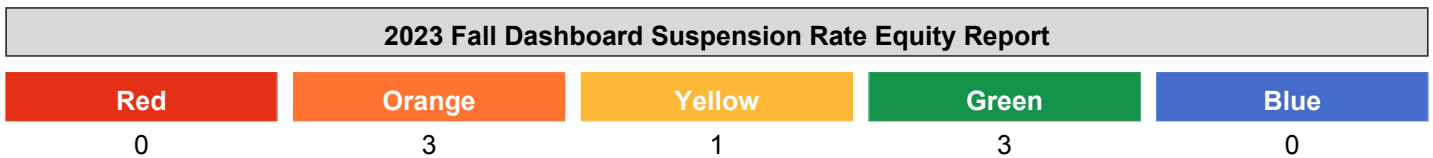
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.9% suspended at least one day</td> </tr> <tr> <td>Maintained 0.1 792 Students</td> </tr> </tbody> </table>	All Students	 Green	0.9% suspended at least one day	Maintained 0.1 792 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.9% suspended at least one day</td> </tr> <tr> <td>Maintained -0.1 108 Students</td> </tr> </tbody> </table>	English Learners	 Green	0.9% suspended at least one day	Maintained -0.1 108 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 5 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 5 Students
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Homeless												
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Students with Disabilities												
 Green												
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Declined -1.3 110 Students												

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 2.9 35 Students</p>	<p>Less than 11 Students 8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>0.6% suspended at least one day</p> <p>Declined -0.6 519 Students</p>	<p align="center"> Orange</p> <p>2% suspended at least one day</p> <p>Increased 2 50 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3 155 Students</p>

Conclusions based on this data:

1. Our Asian student population has the highest suspension rate.
2. Our student population of two or more races increased in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall red or orange indicators at Camino CAASPP ELA, and ELPI. To improve our ELPI and ELA progress, our BLTs, instructional aides, and Intervention teachers will use NWEA data to set small groups. We will focus on the bubble group and then provide a more intense intervention with students scoring very low. We will use benchmarks to track progress and to set goals. The administration will identify at-risk students utilizing Q.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)	All Students:32.1 points below standard Socioeconomically Disadvantaged: 43.2 points below standard English Learners:91.5 points below standard Students with Disabilities: 128.2 points below standard Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 40.3 points below standard Pacific Islander: NA Two or More Races: NA White: 13.4 points below standard	All Students:22 points below standard Socioeconomically Disadvantaged: 33.2 points below standard English Learners:81 points below standard Students with Disabilities: 100 points below standard Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 25 points below standard Pacific Islander: NA Two or More Races: NA White: 3 points below standard
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California	All Students: 51.2 points below standard	All Students: 41.2 points below standard

Assessment of Student Performance and Progress (CAASPP): Mathematics Academic Indicator: Distance from Standard (DFS)	Socioeconomically Disadvantaged: 59.7 points below standard English Learners: 69.8 points below standard Students with Disabilities: 144.6 points below standard Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 55.2 points below standard Pacific Islander: NA Two or More Races: NA White: 38.8	Socioeconomically Disadvantaged: 49 points below standard English Learners: 55 points below standard Students with Disabilities: 130 points below standard Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 40.2 points below standard Pacific Islander: NA Two or More Races: NA White: 25
LCFF Priority 4: Percentage of English Learner students making progress on English Proficiency	Current Percentage of English Learners making progress: 26.7 Status Level: Very Low	Current Percentage of English Learners making progress: 36.7 Status Level: Low
LCFF Priority 4: English Learner Reclassification Rate	Percentage of English Learners Reclassified: 13.04%	Percentage of English Learners Reclassified: 16%
LCFF Priority 8: Other Student Outcomes - NWEA ELA	2023-2024 School Year Average to high scores per grade: 1st: 52% 2nd: 51% 3rd: 52% 4th: 60% 5th: 40% 6th: 68%	1st grade will increase by 8% 2nd grade will increase by 3% 3rd grade will increase by 3% 4th grade will increase by 3% 5th grade will increase by 3% 6th grade will increase by 3%
LCFF Priority 8: Other Student Outcomes - NWEA Math	2023-2024 School Year Average to high scores per grade: 1st: 72% 2nd: 70% 3rd: 40% 4th: 55% 5th: 60% 6th: 61%	1st will increase by 10% 2nd grade will increase by 5% 3rd grade will increase by 3% 4th grade will increase by 3% 5th will increase by 3% 6th grade will increase by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	CCSS Implementation, Staff Development, and Collaboration The planned actions for CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation include: a. Provide time for staff to collaborate on effective strategies/ideas/resources/SMART goals for math, ELA, ELD, Science, Social Science, PE, technology, and SEL.	All students	1,600 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Release time for certificated staff. 569 LCFF Suppl/Conc -- 0707

<p>b. Bilingual language tutors (BLTs) are assigned to SEI classrooms with EL students at the beginning levels of language acquisition. These tutors assist EL students by clarifying instruction, providing lesson reinforcement in both English and Spanish and providing primary language support (2 @ 3hrs.).</p> <p>c. Teachers will be provided with supplemental materials, supplies, incentives, library resources, technology, and other pertinent items to provide supplementary instruction and support to EL/SDC/RSP/GATE/Merit students.</p> <p>d. Release time may be provided to the grade-level appointed teacher or grade-level chair to administer and/or review district-required assessments or site-suggested assessments, such as, but not limited to, NWEA or ESGI.</p> <p>e. Provide release time/substitutes for teacher(s) to attend a conference or conferences to support academics, technology, ELD, PE, etc., then share that information in a Staff Mtg. or PD. This also includes the cost of the conference.</p> <p>f. Provide roving subs for teachers to attend meetings to discuss their student's progress during IEPs, SSTs, and 504s.</p> <p>g. Provide additional funding for the Library, Maker Space, and Digital Resources (eBooks) Access.</p> <p>h. Provide technology and software support for classroom integration to include (i.e. ESGI).</p> <p>i. Provide materials for new teacher(s) to support academics, incentives, college and career readiness, and SEL.</p> <p>j. Yearly contract for copy machine to support student learning.</p> <p>k. Supplies for copy machines to support and enhance student learning.</p> <p>l. Materials and supplies needed to support student learning, incentives, HCA slips, timecards, health notes, and PBIS/ and college and career readiness.</p> <p>m. Elementary Media Center Clerk (EMCC) is assigned to the library.</p> <p>n. Necessary materials and supplies for staff in order to collaborate throughout the year on, but not limited to, CCSS, social-emotional learning, PBIS/BSEL, college and career readiness, district initiatives, site initiatives, healthy minds and healthy bodies for our students and staff.</p>		<p>2000-2999: Classified Personnel Salaries Release time for classified900 to collaborate on CCSS and SEL</p> <p>62,100 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Two 3 hr. Bilingual Language Tutors salaries/benefits</p> <p>12,500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplemental materials, supplies, incentives to support library resources, technology, and furniture.</p> <p>2,500 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Print Shop</p> <p>64,861 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Media Center Clerk (EMCC) Salary</p> <p>2,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Library materials, ebooks, supplies, makerspace</p> <p>2,500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Technology and software licenses to support teachers - such as ESGI</p> <p>1,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Contract for copy machine (5640)</p> <p>6,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies</p>
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	o. Materials and supplies to support student, parent, and community engagement, including but not limited to technology.		Supplies for copy machines (4300)
1.2	<p>Pre-School Transition to TK and/or Kindergarten The planned actions for Preschool Transition include:</p> <p>a. Camino Real will communicate the board policies and other Transitional Kindergarten/Kindergarten program requirements to parents.</p> <p>b. A kindergarten parent meeting will be held prior to the beginning of the school year to help students transition and become familiar with the school and staff. During this meeting, TK/K students will visit their classrooms, office, and cafeteria, meet their teacher, and learn where to enter and line up on the first day of school.</p>	TK and Kindergarten	
1.3	<p>Intervention The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include:</p> <p>a. Full-time literacy support teacher (LST) will be provided for our 2nd - 6th grade students. Students performing below grade level in 2nd - 6th grade in reading and/or math will be given the opportunity to participate in a reading and/or math intervention program.</p> <p>b. Intervention teachers will support K - 6 foundational skills, early literacy, primary intervention, and intensive intervention support with supplies and materials to support this program. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards, including technology and software support for classroom integration.</p>	All students	<p>2,000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries ELO & Gate</p> <p>95,000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>48,183 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>4,722 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries ELO</p>
1.4	<p>Full Inclusion The planned actions for Full Inclusion include:</p> <p>a. Provide opportunities for professional development (training, conferences, etc.) for certificated and classified staff. If attending, staff will need to present information at a staff meeting.</p> <p>b. Students with disabilities who are identified with chronic absenteeism will have a check-in check-out routine with a staff member, which will include incentives in an effort to improve attendance.</p>	Students with disabilities and English Learners	<p>900 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Opportunities for classified and certificated staff to attend professional development.</p>
1.5	College & Career	All students	500

	<p>The planned actions for College & Career include:</p> <p>a. Students will receive materials and supplies, including agendas/planners, binders, and dividers to organize their classwork. Students will be learning skills that promote organization and college readiness.</p> <p>b. Parents will be given the opportunity to participate in College and Career Readiness Activities with their child.</p> <p>e. Funding will be provided to enhance our College and Careers Day and/or other school-wide activities.</p>	<p>LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers, Education Specialists, and support teachers were given opportunities to plan and collaborate during each trimester. This allowed them time to create benchmarks and continuity between the new curriculum and CCSS. Additionally, Education specialists and support teachers collaborated with classroom teachers to integrate support for IEPs, students below grade level, and students on the verge of progressing or who are almost proficient. Support teachers, BLTs, and Ed Specialists were pushed into classrooms to provide small-group intervention. At least two groups received small-group support, while 1-2 groups collaborated independently. The intervention focused on students who were on the verge of progressing and then worked to exit students and create new groupings throughout the year.

- Our Leadership and AVID teams created continuums for writing, math, and behavior expectations, which serve to support alignment and expectations across the curriculum and grade levels.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- This year, we had one Math and Literacy Night but had planned for two.
- Rather than just focusing on the students below grade level during intervention, we started with students on the verge of progressing in small groups. Then, we worked to exit students rather than keep them in interventions for the year.
- College and career workshops were not provided for parents.

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.

- We will have one support teacher for the coming year; therefore, our small groups will be reorganized to support student needs.
- Teachers will have less collaboration and planning time per our budget.
- In action 1.5, college and career workshops for parents will not be provided next year.
- In the coming year, we will schedule to have 2 or more support teachers push in simultaneously to focus on small group invention. Additionally, we plan to focus on a whole school test-taking strategy focus as our data shows we continue to have a high percentage of rapid responses on the NWEA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall red or orange indicators at Camino Real include chronic absenteeism. We will create a check-in support system to ensure these students have a trusted adult to check in on them. Additionally, our goal is to implement a Watch Dog program to have more male role models on campus.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 96% Source: 2023-24 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 98% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 91.42% K: 92.84% 1: 94.66% 2: 94.71% 3: 94.5% 4: 94.44% 5: 94.3% 6: 95.22% Source: Student Information System P-2 report	TK: 93% K: 94% 1: 96% 2: 96% 3: 96% 4: 96% 5: 96% 6: 97% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 28.6% Socioeconomically Disadvantaged: 36.6% English Learners: 30.4% Students with Disabilities: 33.6% Foster Youth: NA Students experiencing Homelessness: NA	All Students: 25% Socioeconomically Disadvantaged: 30% English Learners: 25% Students with Disabilities: 30% Foster Youth: NA Students experiencing Homelessness: NA

	<p>African American: 11.1% American Indian: NA Asian: 25.7% Filipino: NA Hispanic: 29.8% Pacific Islander: NA Two or More Races: NA White: 28.5%</p>	<p>African American: 8% American Indian: NA Asian: 20% Filipino: NA Hispanic: 24% Pacific Islander: NA Two or More Races: NA White: 25%</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students: .9 Socioeconomically Disadvantaged: 1.4 English Learners: 0.9 Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: 0 American Indian: NA Asian: 2.9 Filipino: NA Hispanic: 0.6 Pacific Islander: NA Two or More Races: NA White: 1.3</p>	<p>All Students: .5 Socioeconomically Disadvantaged: 0 English Learners: 0 Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: 0 American Indian: NA Asian: 1 Filipino: NA Hispanic: 0 Pacific Islander: NA Two or More Races: NA White: 0</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>All Students: NA Socioeconomically Disadvantaged: NA English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: NA Pacific Islander: NA Two or More Races: NA White: NA</p>	<p>All Students: NA Socioeconomically Disadvantaged: NA English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: NA Pacific Islander: NA Two or More Races: NA White: NA</p>
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	<p>How safe do you feel when you are at school? Yes, most or all of the time: 75%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>How safe do you feel when you are at school? Yes, most or all of the time: 80%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	<p>Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 72%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 80%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>

<p>LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)</p>	<p>Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 72%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 80%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>2.1</p>	<p>Safe and Healthy School Environment</p> <p>a. The Health Care Aide will provide appropriate health care and nursing services. The Health Care Aide will also communicate with parents regarding immunizations and allergies that might impact a student's school environment or education. The HCA's office will be a safe and comforting environment for everyone.</p> <p>b. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during lunch and recess.</p> <p>c. Activity Supervisors will participate in trainings that focus on conflict resolution, positive reinforcement, discipline, disabilities, what that might look like regarding behavior, alternatives to discipline, etc. They will provide appropriate campus supervision, enforce school rules/procedures, and support student SEL needs. Activity Supervisors will supervise PTA-sponsored events that may require additional supervision and will also provide babysitting for parent training and meetings such as PTA, ELAC, SSC, etc.</p> <p>d. The Safety Coordinator will annually revise the Safe School Plan to include these essential components: ensuring each student has a safe and healthy physical environment and assuring each student has a safe, nurturing, and respectful emotional environment. The safety Coordinator will work with the administration to include emergency training for staff on procedures and expectations in the case of an emergency. Students and staff will participate in monthly fire drills and practice disaster procedures. The Safety Coordinator will present the plan to ELAC, which will be approved annually by the School Site Council.</p> <p>e. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free</p>	<p>All students</p>	<p>59,477 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary (6 hrs.)</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Recess/PE equipment</p> <p>594 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Extended time for classified personnel - PD, babysitting for parent events, support with school functions.</p> <p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies and materials for health office.</p> <p>200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Replenish safety items and provide incentives.</p> <p>1,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies</p>

	<p>learning environment through various activities (Red Ribbon Week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, etc.). Teachers and staff will use a multi-tiered system of support (MTSS), including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families will be provided with support, including behavior, safety, physical education activities, and mental health services through a focus on student wellness.</p> <p>f. Students will receive mental health support when they hire a behavioral health therapist or marriage and family therapist (intern). BHT/MFT will also assist with social skill development to promote positive behavior at school.</p> <p>g. Extracurricular activities and opportunities for students will be provided to enrich and enhance social and emotional well-being. Camino Real will implement healthy living initiatives to promote healthy living habits for all. These will include Physical Education standards, ELO opportunities to enrich physical activity, healthy personal living habits, etc.</p> <p>h. Camino Real will operate the 100 Mile Club that focuses on student health and well-being by having them participate in running and monitoring the number of miles they have run. Staff will provide additional supervision to ensure student safety.</p>		(i) Supplies and materials for a warm and inviting Health Office
2.2	<p>Positive Behavior Intervention Support (PBIS), Behavior and Social Emotional Learning (BSEL), and Multi-tiered Systems of Support (MTSS)</p> <p>a. The PBIS/BSEL Coordinator, along with the PBIS/BSEL committee, will facilitate the implementation of the components of the PBIS/BSEL model. Teachers will teach short lessons that focus on the PBIS/BSEL character traits. The PBIS/BSEL coach will provide staff development and support in planning these short lessons.</p> <p>b. Student incentives will be given in the classroom and school-wide to reward positive behavior. Weekly and monthly classroom and school-wide incentives will be offered to encourage positive behavior.</p> <p>c. PBIS/BSEL Team will hold monthly meetings to discuss and revise our program.</p> <p>d. Release time/extra hours will be provided for classified and certificated staff to support our PBIS/BSEL school-wide plan.</p> <p>e. Supplies and materials to support PBIS/BSEL activities - such as assemblies and sensory paths.</p>	All students	<p>400 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Release time/teacher hourly for PBIS/BSEL Team</p> <p>3,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Incentives/supplies to support PBIS/BSEL</p>

2.3	<p>Attendance and Leadership Support</p> <p>a. The staff (classified and certificated) will develop and implement attendance incentives to promote attendance within the classroom and school-wide.</p> <p>b. Student Senators and/or GATE will serve the campus as the peer role model. They will provide leadership for TK - 6th-grade students as they assist with assemblies, parent programs, new student orientation, attendance, Anti-Bully club, Back to School Night, first days of school, etc. They will provide students with a voice and input to the administration in school initiatives and programs.</p> <p>c. Reward and recognize students actively participating in classroom and school-wide activities and assignments.</p>	All students	1,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies attendance and leadership support
2.4			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

- Health and safety were a high priority this year as our school community has declined to feel safe overall. Our supervisors received training this year to support conflict and de-escalation. We have implemented cub chats where grade levels meet with admin to review expectations, supports, consequences, and various rewards, including, but not limited to, Cubs with Character, Paw Parties, and Student of the Month. The health clerk has prioritized calling parents when students feel ill or hurt in the office.
- Leadership collaborated to create one set of schoolwide expectations.
- This year, we had an Attendance team that met monthly. The team collaborated to come up with ideas to keep the momentum with attendance. We started sending postcards to let students know we missed them and sent other cards when we noticed an improvement in attendance. SART and SARB meetings proved to be beneficial.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- We did not implement an Anti-bullying club but created a social skills group.
- Additionally, we planned to implement a Dad's group. This never came to fruition, but we plan to get it going next year.
- One ELO session was provided instead of 2.

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.

- In the coming year, we will eliminate some PBIS rewards and incorporate five quality reinforcements schoolwide.
- Admin also plans to have a lunch club with 6th graders and any additional student groups that may need support.
- We aim to support and improve safety concerns by implementing the Peaceful Playground model and Watch Dogs, which enlists dads and male figures to help our campus during drop-off and/or recess. The programs will provide additional support in conflict resolution and de-escalation and support students who lack connections and feelings of safety. In turn, the partnership will improve and support our community ties.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our data shows that more efforts need to be made in ensuring students feel safe at school and our families feel a welcomed partnership. With the increase in these areas, our attendance focus should also improve.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 87% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024 School staff take parent concerns seriously.	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 92% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024 School staff take parent concerns seriously.
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement." 98% Source: California School Parent Survey, California School Climate	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement." 100% Source: California School Parent Survey, California School Climate

	Health and Learning Surveys (CaSCHLS) Spring 2024	Health and Learning Surveys (CaSCHLS) Spring 2024
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 89% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 95% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 97% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Parent Engagement and Leadership</p> <p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. Staff will provide regular updates to parents about classroom/school activities and programs through Q Communications, FB, the school website, our marquee, Class Dojo, Peach Jar, and Parent Square.</p> <p>b. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, GATE, PTA, and Booster. Babysitting will be provided.</p> <p>c. The school will communicate to parents Board Policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents.</p>	All students	<p>1,400 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies to support parent engagement and leadership for parent of EL students.</p> <p>400 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and supplies to support parent engagement and leadership for parent of EL students.</p> <p>300 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries</p>

	<p>d. District and site leadership meetings will include discussions and implementation for parent engagement and leadership.</p> <p>e. Parents will be given opportunities to participate in workshops/events (Coffee with the Principal) that focus on how they can support their students at home with academics, technology, Social-Emotional Learning (SEL), and healthy living and well-being.</p> <p>f. Offer opportunities for our parents of EL students to participate in Parent Engagement and Leadership opportunities. Include supplies, materials, and release time for teachers or extra hours for classified work.</p>		<p>Extra hourly for classified to support parent engagement and leadership.</p>
<p>3.2</p>	<p>Parent Involvement Opportunities</p> <p>a. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's academic efforts at school. Information will be provided in both English and Spanish and sent home in a timely manner. Office staff will communicate with parents daily if their student is absent. Home visits will address attendance concerns with parents and remove any barriers that may prevent students from being successful.</p> <p>b. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts, etc. All parent activities will be supported with English and Spanish translations. Parenting classes to support their child's education will be provided. They may include academic engagement with Common Core Standards, use of technology, English as a Second Language, Homework support, etc.</p> <p>c. Parents will be informed and involved with school activities through Parent Connect, Peachjar, Class DoJo, Google Classrooms, and Q Communications.</p>	<p>All students</p>	<p>453 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials and supplies to support parent involvement opportunities.</p>
<p>3.3</p>	<p>Parent Communication and Connectivity</p> <p>a. Assist parents in understanding common core state standards, state and local academic assessments, requirements of Title I, and how to monitor their child's progress and work with educators to improve student achievement. The school will provide assistance to all parents to ensure all parents have access to Parent Connect and other district resources.</p> <p>b. Parents will regularly be informed of student progress through Back-to-School Night, Parent-Teacher Conferences, progress reports, report</p>	<p>All students</p>	<p>300 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Release time/Teacher hourly to support parent communication and connectivity opportunities..</p> <p>300 Title III LEP -- 4203</p>

	<p>cards, Parent Connect, Q Communications, Peach Jar, School Website, FB, Class Dojo, etc. All communication will be provided in English and Spanish, and translators will be provided for parent meetings when needed.</p> <p>c. Offer opportunities for our parents of EL students to participate in Parent Communication and Connectivity opportunities. Include supplies, materials, and release time for teachers or extra hours for classified work.</p>		<p>2000-2999: Classified Personnel Salaries Extra hourly for classified to support parent communication and connectivity opportunities.</p> <p>347 Title III LEP -- 4203 4000-4999: Books And Supplies (c) Materials and supplies to support parent communication and connectivity opportunities for parents of EL students</p>
3.4	<p>Parent Workshops</p> <p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through our social media.</p> <p>b. District and site leadership meetings will include topics to address parents' concerns and ideas and build relationships.</p>	All students	<p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Allocations for classified - provided in-services for parents (extra hourly)</p> <p>200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies to support parent workshops.</p>
3.5	<p>Student Engagement and Leadership</p> <p>a. Provide incentives for students during testing (ELPAC, CAASPP, NWEA, etc.)</p> <p>b. Provide opportunities for students to attend a variety of academic, behavior, and SEL assemblies and/or field trips.</p> <p>c. Provide incentives and rewards for lunchtime activities, including, but not limited to, the Golden Spatula Award and a Game Table.</p> <p>d. Provide students opportunities to engage with other students and staff, learn to be peer mentors, and develop leadership skills.</p> <p>e. Provide time for staff (classified and certificated) to support our students in students' engagement and leadership.</p>	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

- Overall, we significantly increased parent volunteers and support on campus.
- Former students volunteer every Thursday for service hours.
- Parents and family members supported college and career week, Read Across America, the Gingerbread Run, the Color Run, and many more school activities.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

-PTA funded many of the actions that incorporated parent involvement such as our picnic, market night, math and literacy night and family incentives.

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.

- We want to implement the Watch Dogs program in the coming year.
- PBIS plans to minimize the different reward systems and condense them into 4-5 quality reinforcements.
- SEL books and books for our vending machine.
- Additional resources for EL families.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$102416
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$378,306.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$124,338.00
LCFF Suppl/Conc -- 0707	\$151,552.00
Title I Basic -- 3010	\$99,722.00
Title I Parent Involvement -- 3010 1902	\$1,047.00
Title III LEP -- 4203	\$1,647.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$378,306.00

Total of federal, state, and/or local funds for this school: \$378,306.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	99722	0.00
Title I Parent Involvement -- 3010 1902	1047	0.00
Title III LEP -- 4203	1647	0.00
LCFF Suppl/Conc -- 0707	150552	-1,000.00
LCFF District -- 500 0707	124338	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	124,338.00
LCFF Suppl/Conc -- 0707	151,552.00
Title I Basic -- 3010	99,722.00
Title I Parent Involvement -- 3010 1902	1,047.00
Title III LEP -- 4203	1,647.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	152,205.00
2000-2999: Classified Personnel Salaries	188,201.00
4000-4999: Books And Supplies	31,000.00
5000-5999: Services And Other Operating Expenditures	4,400.00
5700-5799: Transfers Of Direct Costs	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	124,338.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	52,183.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	62,669.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	29,800.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	4,400.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	99,722.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	594.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	453.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	300.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	600.00
4000-4999: Books And Supplies	Title III LEP -- 4203	747.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	306,935.00
Goal 2	67,171.00
Goal 3	4,200.00

School Site Council Membership

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

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

Name of Members	Role
Lynette Bowen	Principal
Amber Jimenez	Classroom Teacher
Kaselle Crislip	Classroom Teacher
Garnett Peralta	Classroom Teacher
Samantha Bier (alternate)	Parent or Community Member
Jessika Ortega	Parent or Community Member
Laura Douglas	Parent or Community Member
Nichole Herring	Parent or Community Member
Giselle Romero	Parent or Community Member
Yvonne Pacheco	Parent or Community Member
Dalia Aceves	Other School Staff

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

Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: Leadership

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 5/14/24.

Attested:

	Principal, Lynette Bowen on 5/14/24
	SSC Chairperson, Nichole Herring on 5/14/24

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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