School Year: **2025-26**

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	05/13/25	June 24, 2025

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.

Table of Contents

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 continued gap in math and ELA scores, with students with disabilities, 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

Stakeholder Engagement:

Camino Real fosters robust engagement across all stakeholder groups, ensuring collaborative input into school programs and the School Plan for Student Achievement (SPSA), which aligns with the district's Local Control Accountability Plan (LCAP) goals of College and Career Readiness, an Orderly and Inviting Learning Environment, and Parent, Student, and Community Engagement.

Parent Involvement: Extensive parent engagement is facilitated through an active PTA supporting educational enrichment, a GATE Advisory Committee addressing the needs of advanced learners, and regular meetings of the School Site Council (SSC), GATE, and ELAC committees. These platforms provide opportunities for parents to learn about school programs, offer input, and contribute to the development of the SPSA. An annual Title I meeting further establishes a collaborative partnership with families. Parents are encouraged to participate in various school organizations (PTA, SSC, ELAC, GATE) and activities to review programs, voice concerns, provide recommendations, and celebrate successes.

Student Involvement: Student voice is valued through the Camino Real Student Senate, which provides a platform for students to share ideas and feedback to enhance their school experience. The school also utilizes Panorama and Healthy Kids survey data to identify student strengths and areas for growth, informing targeted support strategies.

Staff Involvement: Camino staff actively collaborate and participate in decision-making through various committees, including SSC, Leadership, College and Career, PBIS, and PTA, contributing their expertise and perspectives to school initiatives.

Community Involvement: Consistent two-way communication between the school and home is maintained in both English and Spanish through multiple channels, including Q Communications, Parent Square, Class Dojo, Facebook, the school marquee, Instagram, and the school website. Parents have direct email access to staff, and resources are

provided to support home-school collaboration on student learning. The district also offers PICO parenting classes. Educational partners are actively invited to participate in discussions and receive information regarding the school's Title I, GATE, EL, AVID, Digital Gateway/Common Sense Citizenship, and other educational programs. For further information, parents can contact Dalia Aceves at (951) 360-2714.

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.

At Camino Real, no student group is performing two or more levels below all students in any performance area.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.13%	0.27%	0.27%	1	2	2
African American	2.36%	2%	2.85%	18	15	21
Asian	4.19%	4.53%	4.34%	32	34	32
Filipino	0.92%	1.07%	1.36%	7	8	10
Hispanic/Latino	65.18%	65.51%	66.80%	498	492	493
Pacific Islander	0.39%	0.4%	0.54%	3	3	4
White	20.55%	19.84%	18.70%	157	149	138
Multiple/No Response	1.96%	2.26%	1.76%	15	17	13
Total Enrollment				764	751	738

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			24
Kindergarten	124	119	82
Grade 1	104	102	99
Grade 2	99	103	105
Grade3	101	103	108
Grade 4	111	104	105
Grade 5	130	101	106
Grade 6	95	119	109
Total Enrollment	764	751	738

Conclusions based on this data:

1. Based on the provided data, Camino Real has demonstrated a consistent decrease in student enrollment specifically in kindergarten, 1st grade, and 6th grade across the last three years.

2. Kindergarten enrollment has steadily decreased over the past three years.

3. The enrollment for 2nd and 3rd grade has slightly increased over 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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	93	96	92	10.0%	12.2%	12.5%
Fluent English Proficient (FEP)	61	53	49	8.8%	8.0%	6.6%
Reclassified Fluent English Proficient (RFEP)	4	11	12	4%	4%	13.0%

Conclusions based on this data:

1. The EL percent of students 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 Fluent English Proficient population has continued to increase.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	103	104	112	102	104	110	102	104	110	99.0	100.0	98.2
Grade 4	107	103	101	105	101	101	105	101	101	98.1	98.1	100
Grade 5	124	105	107	123	103	106	123	103	106	99.2	98.1	99.1
Grade 6	94	116	109	93	115	109	93	115	109	98.9	99.1	100
All Grades	428	428	429	423	423	426	423	423	426	98.8	98.8	99.3

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2423.	2405.	2392.	24.51	20.19	11.82	23.53	22.12	21.82	28.43	25.96	30.00	23.53	31.73	36.36
Grade 4	2451.	2419.	2432.	20.00	10.89	10.89	23.81	15.84	23.76	22.86	22.77	30.69	33.33	50.50	34.65
Grade 5	2498.	2464.	2438.	18.70	9.71	7.55	31.71	27.18	16.98	16.26	26.21	24.53	33.33	36.89	50.94
Grade 6	2494.	2519.	2525.	5.38	20.00	11.01	30.11	23.48	43.12	33.33	29.57	25.69	31.18	26.96	20.18
All Grades	N/A	N/A	N/A	17.49	15.37	10.33	27.42	22.22	26.53	24.59	26.24	27.70	30.50	36.17	35.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.71	15.38	8.18	66.67	58.65	68.18	18.63	25.96	23.64
Grade 4	13.33	9.90	9.90	65.71	61.39	59.41	20.95	28.71	30.69
Grade 5	14.63	8.74	3.77	71.54	65.05	57.55	13.82	26.21	38.68
Grade 6	13.98	16.52	12.84	55.91	58.26	61.47	30.11	25.22	25.69
All Grades	14.18	12.77	8.69	65.48	60.76	61.74	20.33	26.48	29.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.53	13.46	15.45	55.88	51.92	51.82	20.59	34.62	32.73
Grade 4	13.33	7.92	8.91	59.05	48.51	60.40	27.62	43.56	30.69
Grade 5	15.45	11.65	8.49	60.16	57.28	50.00	24.39	31.07	41.51
Grade 6	7.53	24.35	16.51	61.29	42.61	62.39	31.18	33.04	21.10
All Grades	15.13	14.66	12.44	59.10	49.88	56.10	25.77	35.46	31.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.78	11.54	6.36	73.53	73.08	78.18	15.69	15.38	15.45
Grade 4	7.62	4.95	3.96	80.95	76.24	75.25	11.43	18.81	20.79
Grade 5	13.01	9.71	6.60	73.17	66.02	69.81	13.82	24.27	23.58
Grade 6	10.75	6.09	10.09	72.04	78.26	74.31	17.20	15.65	15.60
All Grades	10.64	8.04	6.81	74.94	73.52	74.41	14.42	18.44	18.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.71	14.42	10.91	66.67	66.35	60.91	18.63	19.23	28.18
Grade 4	9.52	6.93	7.92	70.48	57.43	69.31	20.00	35.64	22.77
Grade 5	18.70	11.65	10.38	61.79	61.17	55.66	19.51	27.18	33.96
Grade 6	4.30	15.65	16.51	74.19	66.96	69.72	21.51	17.39	13.76
All Grades	12.29	12.29	11.50	67.85	63.12	63.85	19.86	24.59	24.65

Conclusions based on this data:

1. Overall, CAASPP writing demonstrates the highest percent of "Below Standard" achievement.

2. CAASPP reading improved from 38.68% to 25.69% below standard from 5th to 6th grade.

3. 6th grade, Research and Inquiry is on a steady incline.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	103	104	112	103	104	110	103	104	110	100.0	100.0	98.2
Grade 4	107	103	101	107	98	101	107	98	101	100.0	95.1	100
Grade 5	123	105	107	121	105	106	121	105	106	98.4	100.0	99.1
Grade 6	94	116	109	92	115	109	92	115	109	97.9	99.1	100
All Grades	427	428	429	423	422	426	423	422	426	99.1	98.6	99.3

Table title: Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2423.	2405.	2411.	15.53	10.58	14.55	29.13	32.69	22.73	27.18	22.12	29.09	28.16	34.62	33.64
Grade 4	2437.	2436.	2438.	10.28	9.18	4.95	20.56	12.24	24.75	33.64	40.82	35.64	35.51	37.76	34.65
Grade 5	2480.	2460.	2441.	13.22	5.71	8.49	16.53	12.38	5.66	32.23	41.90	30.19	38.02	40.00	55.66
Grade 6	2463.	2494.	2516.	4.35	6.96	15.60	10.87	19.13	22.02	33.70	37.39	33.94	51.09	36.52	28.44
All Grades	N/A	N/A	N/A	11.11	8.06	11.03	19.39	19.19	18.78	31.68	35.55	32.16	37.83	37.20	38.03

Table title: Overall Achievement for All Students

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	23.30	10.58	16.36	47.57	52.88	45.45	29.13	36.54	38.18
Grade 4	13.08	9.18	7.92	48.60	48.98	47.52	38.32	41.84	44.55
Grade 5	9.92	6.67	7.55	51.24	55.24	43.40	38.84	38.10	49.06
Grade 6	4.35	8.70	12.84	46.74	53.04	55.05	48.91	38.26	32.11
All Grades	12.77	8.77	11.27	48.70	52.61	47.89	38.53	38.63	40.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	19.42	15.38	12.73	57.28	56.73	62.73	23.30	27.88	24.55
Grade 4	12.15	6.12	9.90	55.14	67.35	62.38	32.71	26.53	27.72
Grade 5	11.57	2.86	1.89	57.02	61.90	61.32	31.40	35.24	36.79
Grade 6	4.35	9.57	14.68	64.13	64.35	64.22	31.52	26.09	21.10
All Grades	12.06	8.53	9.86	58.16	62.56	62.68	29.79	28.91	27.46

Conclusions based on this data:

1. In 5th grade, the percent of students' to not meet standard has increased.

2. 6th grade continues to increase the percent of students who earned above standard.

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) 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**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1444.3	1442.8	1434.9	1446.8	1444.7	1449.6	1438.2	1438.0	1400.6	21	23	18
1	1448.8	*	1436.9	1473.9	*	1453.1	1423.1	*	1420.1	15	8	14
2	1502.6	1488.8	*	1495.7	1495.3	*	1509.1	1481.9	*	16	12	8
3	1490.8	1492.2	*	1483.2	1491.8	*	1498.1	1491.9	*	12	12	10
4	*	1487.3	1490.3	*	1480.5	1489.9	*	1493.5	1490.0	9	12	11
5	1509.5	*	1508.5	1500.4	*	1499.8	1518.1	*	1516.7	11	10	12
6	*	*	1523.7	*	*	1519.5	*	*	1527.4	8	9	11
All Grades										92	86	84

Overall Language **Percentage of Students at Each Performance Level for All Students**												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.81	26.09	11.11	23.81	34.78	61.11	42.86	21.74	27.78	9.52	17.39	0.00
1	6.67	*	0.00	60.00	*	21.43	20.00	*	57.14	13.33	*	21.43
2	18.75	25.00	*	50.00	33.33	*	18.75	33.33	*	12.50	8.33	*
3	8.33	16.67	*	58.33	41.67	*	16.67	33.33	*	16.67	8.33	*
4	*	8.33	0.00	*	33.33	54.55	*	41.67	27.27	*	16.67	18.18
5	0.00	*	0.00	45.45	*	41.67	45.45	*	58.33	9.09	*	0.00
6	*	*	18.18	*	*	27.27	*	*	45.45	*	*	9.09
All Grades	10.87	13.95	4.76	43.48	32.56	45.24	33.70	36.05	39.29	11.96	17.44	10.71

Table continued with **Total Number of Students** columns:

Grade Level	21-22	22-23	23-24
K	21	23	18
1	15	*	14
2	16	12	*
3	12	12	*
4	*	12	11
5	11	*	12
6	*	*	11
All Grades	92	86	84

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.05	30.43	11.11	42.86	34.78	66.67	33.33	17.39	22.22	4.76	17.39	0.00	21	23	18
1	33.33	*	14.29	20.00	*	35.71	40.00	*	35.71	6.67	*	14.29	15	*	14
2	37.50	33.33	*	43.75	33.33	*	18.75	25.00	*	0.00	8.33	*	16	12	*
3	16.67	33.33	*	50.00	50.00	*	16.67	16.67	*	16.67	0.00	*	12	12	*
4	*	8.33	18.18	*	58.33	54.55	*	25.00	9.09	*	8.33	18.18	*	12	11
5	27.27	*	25.00	45.45	*	50.00	18.18	*	8.33	9.09	*	16.67	11	*	12
6	*	*	36.36	*	*	18.18	*	*	45.45	*	*	0.00	*	*	11
All Grades	23.91	23.26	16.67	38.04	40.70	52.38	31.52	19.77	19.05	6.52	16.28	11.90	92	86	84

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.05	17.39	11.11	19.05	26.09	16.67	33.33	47.83	66.67	28.57	8.70	5.56	21	23	18
1	0.00	*	0.00	33.33	*	7.14	46.67	*	57.14	20.00	*	35.71	15	*	14
2	18.75	8.33	*	50.00	50.00	*	6.25	16.67	*	25.00	25.00	*	16	12	*
3	0.00	8.33	*	50.00	16.67	*	33.33	66.67	*	16.67	8.33	*	12	12	*
4	*	0.00	0.00	*	25.00	9.09	*	41.67	54.55	*	33.33	36.36	*	12	11
5	0.00	*	0.00	36.36	*	8.33	27.27	*	83.33	36.36	*	8.33	11	*	12
6	*	*	9.09	*	*	9.09	*	*	63.64	*	*	18.18	*	*	11
All Grades	7.61	6.98	3.57	33.70	24.42	13.10	35.87	46.51	61.90	22.83	22.09	21.43	92	86	84

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	21.74	22.22	61.90	65.22	77.78	9.52	13.04	0.00	21	23	18
1	40.00	*	21.43	60.00	*	64.29	0.00	*	14.29	15	*	14
2	18.75	25.00	*	75.00	66.67	*	6.25	8.33	*	16	12	*
3	16.67	16.67	*	75.00	66.67	*	8.33	16.67	*	12	12	*
4	*	25.00	45.45	*	41.67	36.36	*	33.33	18.18	*	12	11
5	18.18	*	0.00	63.64	*	91.67	18.18	*	8.33	11	*	12
6	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
All Grades	28.26	22.09	19.05	64.13	58.14	67.86	7.61	19.77	13.10	92	86	84

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.05	34.78	33.33	76.19	47.83	61.11	4.76	17.39	5.56	21	23	18
1	33.33	*	7.14	60.00	*	78.57	6.67	*	14.29	15	*	14
2	62.50	41.67	*	37.50	50.00	*	0.00	8.33	*	16	12	*
3	33.33	58.33	*	50.00	41.67	*	16.67	0.00	*	12	12	*
4	*	25.00	27.27	*	58.33	45.45	*	16.67	27.27	*	12	11
5	54.55	*	58.33	27.27	*	25.00	18.18	*	16.67	11	*	12
6	*	*	54.55	*	*	45.45	*	*	0.00	*	*	11
All Grades	31.52	31.40	30.95	54.35	50.00	57.14	14.13	18.60	11.90	92	86	84

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.05	17.39	5.56	71.43	73.91	88.89	9.52	8.70	5.56	21	23	18
1	6.67	*	0.00	53.33	*	71.43	40.00	*	28.57	15	*	14
2	25.00	16.67	*	50.00	58.33	*	25.00	25.00	*	16	12	*
3	0.00	8.33	*	66.67	41.67	*	33.33	50.00	*	12	12	*
4	*	0.00	0.00	*	50.00	54.55	*	50.00	45.45	*	12	11
5	0.00	*	0.00	54.55	*	83.33	45.45	*	16.67	11	*	12
6	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
All Grades	9.78	8.14	1.19	58.70	51.16	66.67	31.52	40.70	32.14	92	86	84

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	34.78	33.33	42.86	52.17	50.00	28.57	13.04	16.67	21	23	18
1	6.67	*	0.00	80.00	*	78.57	13.33	*	21.43	15	*	14
2	31.25	25.00	*	62.50	50.00	*	6.25	25.00	*	16	12	*
3	0.00	25.00	*	100.00	66.67	*	0.00	8.33	*	12	12	*
4	*	25.00	9.09	*	58.33	72.73	*	16.67	18.18	*	12	11
5	27.27	*	16.67	54.55	*	83.33	18.18	*	0.00	11	*	12
6	*	*	18.18	*	*	81.82	*	*	0.00	*	*	11
All Grades	19.57	24.42	14.29	68.48	59.30	72.62	11.96	16.28	13.10	92	86	84

Conclusions based on this data:

1. Level 1. Kindergarten level 1 has decreased in Written Language.

2. Well Developed Writing in K has continued at a steady rate.

3. Overall, our Level 2 has continued to increase.

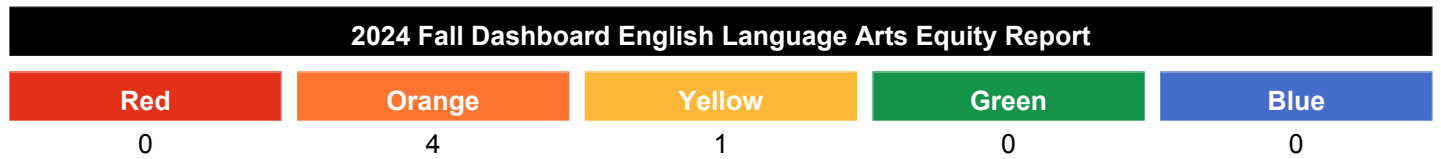# School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
738	**57.3%**	**12.5%**	**0.7%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	92	12.5%
Foster Youth	5	0.7%
Homeless	3	0.4%
Socioeconomically Disadvantaged	423	57.3%
Students with Disabilities	92	12.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	2.8%
American Indian	2	0.3%
Asian	32	4.3%
Filipino	10	1.4%
Hispanic	493	66.8%
Two or More Races	13	1.8%
Pacific Islander	4	0.5%
White	138	18.7%

Conclusions based on this data:

1. Of the student population, 57.3 percent are socioeconomically disadvantaged.

2. Hispanics students are the largest student group by ethnicity at 65.8 percent of our population.

3. Both ELs and Students with Disabilities are 12.5% of our population.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Camino Real is yellow with chronic absenteeism.

2. The English Learner progress in overall academic performance at Camino Real is in the orange.

3. Camino Real is green with suspension rate.

School and Student Performance Data

Academic Performance
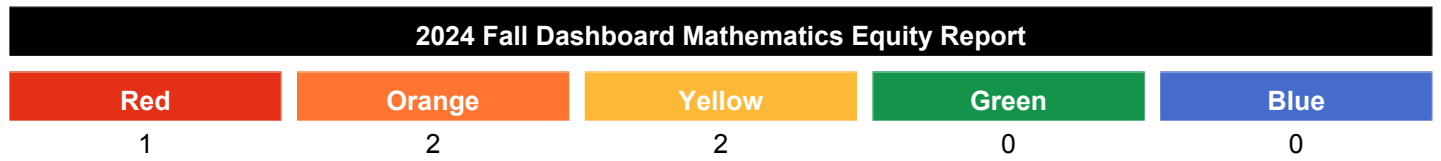## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Orange	Yellow	No Performance Color
35.8 points below standard	60.6 points below standard	Less than 11 Students
Declined 3.7 points	Increased 5.4 points	
		1 Student
414 Students	58 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	45.1 points below standard
		Maintained 1.9 points
3 Students	1 Student	248 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
122.0 points below standard	64.3 points below standard	0 Students
Increased 6.2 points	15 Students	
58 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
18.5 points above standard	Less than 11 Students	43.9 points below standard
Increased 8.4 points	4 Students	Declined 3.7 points
19 Students		273 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	27.8 points below standard
7 Students	4 Students	Declined 14.2 points
		76 Students

Conclusions based on this data:

1. Students with Disabilities increased 6.2 points.

2. Our current Students with Disabilities population are 122 points below standard in ELA.

3. The White population at Camino Real, declined 14.2 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
47.9 points below standard	73.1 points below standard	Less than 11 Students
Increased 3.3 points	Declined 3.2 points	
413 Students	58 Students	1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	54.9 points below standard
		Increased 4.8 points
2 Students	1 Student	247 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
154.8 points below standard	113.6 points below standard	0 Students
Declined 10.2 points	14 Students	
57 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
17.3 points above standard	Less than 11 Students	55.8 points below standard
Increased 15.3 points	4 Students	Maintained 0.6 points
19 Students		273 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	34.6 points below standard
7 Students	4 Students	Increased 4.2 points
		76 Students

Conclusions based on this data:

1. There was a significant decrease among our students with disabilities at 154.8 points below standard in Mathematics.

2. At Camino, there was a 3.3-point increase overall.

3. Our Socioeconomically Disadvantaged subgroup increased 4.8 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
32.3% making progress.	making progress.
Number Students: 65 Students	Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
27.7%	40%	0%	32.3%

Conclusions based on this data:

1. 41% of the EL students at Camino have maintained 1. 2L, 2H, 3L, or 3H.

2. 27.7% of the EL students have decreased one ELPI level.

3. 32.3% of students progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
17.4% Chronically Absent	21.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 11.1	Declined 9	1 Student
768 Students	103 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	22% Chronically Absent
4 Students	4 Students	Declined 14.5
		468 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
21.1% Chronically Absent	8.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 12.5	Declined 2.8	
109 Students	24 Students	2 Students

Asian	Filipino	Hispanic
Yellow	No Performance Color	Yellow
18.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	17.5% Chronically Absent
Declined 7.5		Declined 12.4
33 Students	10 Students	515 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
11.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	20.1% Chronically Absent
Declined 11.3		Declined 8.3
36 Students	4 Students	144 Students

Conclusions based on this data:

1. Our socioeconomically disadvantaged students have the highest chronic absenteeism rate of 22%.

2. Our English Learner have the second highest chronic absenteeism percent at 21.4%

3. Overall, 17.7% of students at Camino Real are chronically absent.

School and Student Performance Data

Conditions & Climate
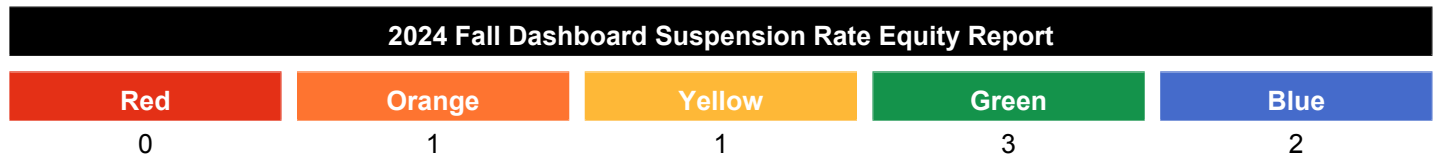## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	2

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
0.6% suspended at least one day	0.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0.2%	Maintained 0%	1 Student
779 Students	106 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	1.1% suspended at least one day
5 Students	4 Students	Declined 0.3%
		475 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.8%	Maintained 0%	2 Students
112 Students	25 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Green
3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.6% suspended at least one day
Maintained 0.2%	10 Students	Maintained 0%
33 Students		523 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Blue
2.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Increased 0.6%	4 Students	Declined 1.3%
38 Students		144 Students

Conclusions based on this data:

1. Our Students who are Two or more Races population has the highest suspension rate of 2.6%.

2. Our Students with Disabilities suspension rate declined 1.8%.

3. Our White student's suspension rate declined 1.3%.

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.

A significant area of need identified by Dashboard indicators is the performance of Students with Disabilities (SWD) in mathematics.

To address this identified need and improve the math indicator for SWD, the following targeted strategies will be implemented:

Collaborative Intervention: The intervention teacher will engage in consistent collaboration with Education Specialists, Instructional Aides, and classroom teachers to design and deliver supplementary math support in small group settings. This collaborative approach will ensure alignment with IEP goals and classroom instruction.
Data-Driven Instruction: Instruction within these small groups will be directly informed by ongoing analysis of NWEA and SuccessMaker data. This data will be used to identify specific learning gaps, drive instructional planning, and facilitate flexible grouping based on student needs and progress.
This focused and collaborative approach, utilizing student performance data, aims to provide targeted support and accelerate the mathematical growth of our Students with Disabilities.

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
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students 35.8 points below standard English Learners 60.6 points below standard Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 45.1 points below standard Students with Disabilities: 122 points below standard African American: 64.3 points below standard	All Students 30 points below standard English Learners 55 points below standard Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 40 points below standard Students with Disabilities: 115 points below standard African American: 60 points below standard Asian: 15 points from standard

	Asian: 18.5 points from standard Filipino: NA Hispanic 43.9 points below standard Native Hawaiian or Pacific Islander: NA White: 27.8 points below standard Two or More Races NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy	Filipino: NA Hispanic 35 points below standard Native Hawaiian or Pacific Islander: NA White: 20 points below standard Two or More Races NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students 47.9 points below standard English Learners: 73.1 points below standard Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 54.9 points below standard Students with Disabilities: 154.8 points below standard African American: 113.6 points below standard Asian: 17.3 points from standard Filipino: NA Hispanic: 55.8 points below standard Native Hawaiian or Pacific Islander: NA White: 34.6 points below standard Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy	All Students 47.9 points below standard English Learners: 73.1 points below standard Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 54.9 points below standard Students with Disabilities: 154.8 points below standard African American: 113.6 points below standard Asian: 17.3 points from standard Filipino: NA Hispanic: 55.8 points below standard Native Hawaiian or Pacific Islander: NA White: 34.6 points below standard Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 32.3% Status Level: Orange	Current Percentage of English Learners making progress: 36.7 Status Level: Low
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified: 3.41%	Percentage of English Learners Reclassified: 16%
P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 45 All Grades (EL): All Grades (Students with Disabilities) 1st: 52 2nd: 40 3rd: 54 4th: 40 5th: 45 6th: 40	Achievement Percentile: All Grades: 45 All Grades (EL): All Grades (Students with Disabilities) Grade 1: 60 Grade 2: 45 Grade 3: 60 Grade 4: 45 Grade 5: 50 Grade 6: 45
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: All Grades (EL): **MAKE SURE YOU CLEAR THIS STUDENT GROUP	Achievement Percentile: All Grades: All Grades (EL): All Grades (Students with Disabilities)

	FILTER BEFORE SELECTING THE NEXT STUDENT GROUP** All Grades (Students with Disabilities) 1st: 61 2nd: 45 3rd: 42 4th: 38 5th: 37 6th: 38		Grade 1: 65 Grade 2: 50 Grade 3: 45 Grade 4: 43 Grade 5: 43 Grade 6: 43

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, Social Science), PE, and SEL implementation include: a. Staff Collaboration Time: Allocate time for staff to collaborate on effective strategies, resources, and SMART goals across all core subjects, PE, technology, and SEL. b. Targeted BLT Support: Assign BLTs to SEI classrooms with beginning EL students for instruction clarification, lesson reinforcement (English/Spanish), and primary language support (1 @ 3hrs.). c. Supplementary Materials for Diverse Learners: Provide teachers with materials, supplies, incentives, library resources, and technology to support EL/SDC/RSP/GATE/Merit students. d. Release Time for Assessment Review: Provide release time for grade-level teachers/chairs to administer and review district/site assessments (e.g., NWEA, ESGI). e. Professional Development and Sharing: Fund release time/subs and conference costs for teachers to attend relevant conferences (academics, tech, ELD, PE) and share information with staff. f. Roving Subs for Student Progress Meetings: Provide roving subs for teachers to attend IEP, SST, and 504 meetings. g. Enhanced Library, Maker Space, & Digital Resources: Fund the Library, Maker Space, and eBook access.	All students	11,031 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Release time for certificated staff/Grade level planning and SST days. 1,000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Release time for classified to collaborate on CCSS, SEL and supervisor support. 24,590 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries One 3 hr. Bilingual Language Tutor salary/benefits 1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Technology replacements 4,000 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Print Shop 78,322 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Media Center Clerk (EMCC) Salary 3,000

	h. Technology Integration Support: Provide technology and software support for classroom integration (e.g., ESGI). i. New Teacher Support Materials: Provide materials for new teachers to support academics, incentives, college/career readiness, and SEL. j. Yearly Copy Machine Contract: Maintain a yearly copy machine contract for student learning support. k. Copy Machine Supplies: Provide supplies for copy machines to support and enhance student learning. l. General Student Support Materials: Provide materials/supplies for student learning, incentives, admin tasks, health, PBIS, and college/career readiness. m. Dedicated Elementary Media Center Clerk: Assign an EMCC to the library. n. Collaboration Materials for Key Initiatives: Provide staff with materials/supplies for collaboration on CCSS, SEL, PBIS/BSEL, college/career readiness, district/site initiatives, and student/staff well-being. o. Student, Parent, & Community Engagement Materials: Provide materials/supplies, including technology, to support engagement. p. Experiential Learning Support: Support student learning through field trips, on-campus experiences, and transportation.		LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Library books, materials, eBooks, supplies 800 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies furniture replacement 450 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Technology and software licenses to support teachers - such as ESGI 1,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Contract for copy machine (5640) 6,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies for copy machines (4300) 4,000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Field trips, on campus experiences and transportation. ($150 per class)
1.2	Pre-School Transition to TK and/or Kindergarten The planned actions for Preschool Transition include: a. Camino Real will communicate the board policies and other Transitional Kindergarten/Kindergarten program requirements to parents. 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.	TK and Kindergarten	
1.3	Intervention	All students	2,000 LCFF Suppl/Conc -- 0707

	The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include: 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. 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. c. ELO, EL ELO and additional before or after school intervention supports.		1000-1999: Certificated Personnel Salaries ELO & Gate 15,556 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded 85,556 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded 54,445 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded 2,406 Title I Basic -- 3010 4000-4999: Books And Supplies EL ELO/ EL Supplies 5,500 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries EL ELO/ELO 1,818 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries EL ELO/ELO Support
1.4	Full Inclusion The planned actions for Full Inclusion include: 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. 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.	Students with disabilities and English Learners	1,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Opportunities for classified and certificated staff to attend professional development.
1.5	College & Career The planned actions for College & Career include: a. Students will receive materials and supplies, including agendas/planners, binders, and dividers to organize their classwork. Students will be	All students	12,500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Teacher supplemental materials, supplies, incentives

	learning skills that promote organization and college readiness. b. Parents will be given the opportunity to participate in College and Career Readiness Activities with their child. e. Funding will be provided to enhance our College and Careers Day and/or other school-wide activities.		to college and career readiness, and science fair supplies.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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.

The implementation of collaborative planning time and the strategic deployment of support staff (Support Teachers, BLTs, and Ed Specialists) have been a proactive and multi-faceted approach to curriculum alignment and targeted student support. The dedicated trimester planning time facilitated the crucial work of creating benchmarks and ensuring continuity between the new curriculum and CCSS, laying a foundational framework for instruction.

The "push-in" model for intervention, where support staff directly engaged with students in classrooms, offered a dynamic and responsive system. The focus on students "on the verge of progressing" demonstrates a targeted approach aimed at maximizing student growth. The iterative process of exiting students and forming new groupings throughout the year indicates a commitment to data-driven instruction and flexible support. This allowed for continuous adaptation to student needs as they evolved.

Furthermore, the development of grade level small group schedules to ensure each classroom has at least 2 adult facilitators provided a valuable layer of systemic support. Our continued use of writing and math continuums likely fostered greater consistency in expectations and alignment across grade levels, reinforcing learning and promoting a cohesive school-wide culture.

The emphasis on collaboration, targeted intervention, and consistent expectations across the curriculum likely contributed positively to student learning and support. The success would be further evidenced by data on student progress, teacher feedback on the utility of planning time and collaboration amongst teachers and support teachers, and the perceived impact of the continuums on classroom practice.

Quantitative data from NWEA MAP Growth assessments showed an overall increase in the number of students achieving at least 5 points of growth in Math and ELA between the first and second administrations. Furthermore, 100% of Leadership team members reported, via survey, that their respective grade levels and the Special Education team feel more supported with the implementation of the new small group instructional model. This indicates a positive correlation between the structural support provided and observed student academic gains.

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

The major differences between the intended implementation and/or budgeted expenditures include:

-Reduced Parent Engagement Events: While Math and Literacy Night/ Parent support Nights were initially planned, none were held. However, a separate April event for incoming TK-1st grade families was planned and executed. We shifted in focus for family engagement events towards recruitment and early years' curriculum information.

-Shift in Intervention Focus: The initial intervention strategy was intended to prioritize bubble students. However, the actual implementation shifted to focus on bubble students and below grade level. first, with the goal of exiting them from

intervention groups more quickly and creating new groupings throughout the year. This suggests a potential reallocation of intervention resources and staff time based on a more dynamic and potentially accelerated approach to student support.

-The planned provision of college and career workshops for parents did not occur but will be carried outgoing forward.

-The budget was adjusted to incorporate unplanned expenditures for NWEA and CAASPP incentives including the Bounce to Success event and the Level Up Your Learning initiative.

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.

Based on this analysis, several changes will be made to the goal, annual outcomes, metrics, or strategies/activities:

Reorganization of Small Group Intervention (Strategies/Activities): Due to a reduction to one BLT in the coming year, the small group intervention model will be reorganized to best meet student needs with the limited staffing. This implies a change in the number of groups, frequency, or duration of support provided by the single support teacher. This change can likely be found in the "Strategies/Activities" section of the SPSA related to intervention and support services.

Reduction in Teacher Collaboration and Planning Time (Strategies/Activities): The budget constraints leading to less collaboration and planning time for teachers will directly impact the strategies and activities related to curriculum alignment, benchmark creation, and integrated support. This change will likely be reflected in the "Strategies/Activities" section of the SPSA that outlines teacher professional development, collaboration structures, and planning time allocations. The reduced time may necessitate a change in the scope or frequency of these activities.

Implementation of a Whole School Test-Taking Strategy Focus (Strategies/Activities & Metrics/Annual Outcomes): The data indicating a high percentage of rapid responses on the NWEA will lead to the implementation of a whole school focus on test-taking strategies. This new strategy will be described in the "Strategies/Activities" section and the impact of this focus will likely be reflected in the "Metrics" and "Annual Outcomes" related to NWEA performance in the SPSA. The goal would likely be to see a reduction in rapid responses and an increase in thoughtful engagement with assessment items.

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.

Identified Need: Dashboard indicators reveal a disparity in performance, with English Learners (ELs) and Students with Disabilities (SWD) currently scoring in the orange range, while the overall student population is improving and in the yellow. Additionally, attendance remains an area needing focused attention.

Strategies to Address Needs:

Academic Growth (EL/SWD): To accelerate the academic growth of English Learners and Students with Disabilities, administrators, teachers, and Education Specialists will continue implementing targeted instructional strategies and providing differentiated support. This may include intensive interventions, sheltered instruction techniques, and individualized accommodations aligned with student needs and IEP/EL plans. Progress will be closely monitored through ongoing assessments and data analysis.

Attendance Improvement: To further improve student attendance, administrators, teachers, and Education Specialists will continue a multi-faceted approach that includes consistent student check-ins, positive attendance incentives, and the implementation of SART (Student Attendance Review Team) and SARB (School Attendance Review Board) processes as needed. Furthermore, proactive engagement with families, including home visits when appropriate, will be prioritized to identify and address barriers to attendance and foster a supportive environment for consistent and independent student presence.

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: 98% Source: 2024-2025 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 99% Source: 2025-2026 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 92.53% K: 91.3% 1: 91.53% 2: 92.2%	TK: 93% K: 93% 1: 93% 2: 93%

	3: 93.1% 4: 93.2% 5: 94.1% 6: 93.5% Source: Student Information System P-2 report	3: 94% 4: 94% 5: 95% 6: 95% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate K-8 only	All Students 17.4% English Learners 21.4% Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 22% Students with Disabilities: 21.1% African American: 8.3% Asian18.2% Filipino: NA Hispanic: 17.5% Native Hawaiian or Pacific Islander: NA White: 20.1% Two or More Races: 11.1% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students 15% English Learners 20% Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 20% Students with Disabilities: 20% African American: 7% Asian17% Filipino: NA Hispanic: 16% Native Hawaiian or Pacific Islander: NA White: 19% Two or More Races: 10% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard
LCFF Priority 6: Pupil Suspension Rate	All Students: .6% English Learners: .9% Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 1.1% Students with Disabilities: 0% African American: 0% Asian: 3% Filipino: NA Hispanic: .6% Native Hawaiian or Pacific Islander: NA White: 0% Two or More Races: 2.6% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: .5% English Learners: .8% Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 0% Students with Disabilities: 0% African American: 0% Asian: 0% Filipino: NA Hispanic: 0% Native Hawaiian or Pacific Islander: NA White: 0% Two or More Races: 1% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students:0% Source: Data Quest 2023-24	All Students:0%
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school 62% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 70 % Source: Panorama Student Survey

LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community. 59% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 70% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 71% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 75% Source: Panorama Student Survey

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
2.1	Safe and Healthy School Environment 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. 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. 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. 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	All students	63,009 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary (6 hrs.) 2500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Recess/PE equipment 600 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries ELF Planning/ELAC Meetings 666 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Mini lesson activity supplies for families. 500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Supervisor training and support 500 LCFF Suppl/Conc -- 0707

	present the plan to ELAC, which will be approved annually by the School Site Council. e. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (Red Ribbon Week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, etc.). Teachers and staff will use a multi-tiered 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. 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. 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. 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.		4000-4999: Books And Supplies Supplies and materials for health office. 200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Replenish safety items and provide incentives. 300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies and materials for a warm and inviting Health Office
2.2	Positive Behavior Intervention Support (PBIS), Behavior and Social Emotional Learning (BSEL), and Multi-tiered Systems of Support (MTSS) 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. 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. c. PBIS/BSEL Team will hold monthly meetings to discuss and revise our program.	All students	1000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Release time/teacher hourly for PBIS/BSEL Team 3,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Incentives/supplies to support PBIS/BSEL

	d. Release time/extra hours will be provided for classified and certificated staff to support our PBIS/BSEL school-wide plan. e. Supplies and materials to support PBIS/BSEL activities - such as assemblies and sensory paths.			
2.3	Attendance and Leadership Support a. The staff (classified and certificated) will develop and implement attendance incentives to promote attendance within the classroom and school-wide. 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. c. Reward and recognize students actively participating in classroom and school-wide activities and assignments.	All students	1,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies attendance and leadership support	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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.

The overall implementation of strategies aimed at improving health, safety, and attendance at Camino Real Elementary demonstrates a proactive and multi-tiered approach to addressing these crucial areas.

The focus on enhancing staff capacity through conflict and de-escalation training for supervisors indicates a commitment to creating a safer environment by equipping staff with the skills to manage challenging situations effectively.

The implementation of Cub Chats represents a direct and consistent communication strategy with students. Regularly reviewing expectations, supports, consequences, and rewards at the grade level with administrators aims to foster a shared understanding of school norms and promote positive behavior. The variety of rewards (Cubs with Character, Paw Parties, Student of the Month) provides positive reinforcement and acknowledges student efforts.

The health clerk's prioritized communication with parents regarding student illness or injury in the office underscores a commitment to student well-being and proactive family involvement in health-related matters.

The collaborative creation of one set of school-wide expectations by the leadership team provides a clear and consistent framework for student behavior across all grade levels and settings. This unified approach is essential for predictability and a positive school climate.

Finally, the establishment and active engagement of the Attendance Team highlights a targeted effort to improve student attendance. The strategies implemented, such as monthly BBQs Lunch on the Lawn, sending postcards for absences and improvements, and the utilization of SART and SARB meetings, suggest a multi-pronged approach to address attendance issues through communication, recognition, and more formal interventions when necessary.

In terms of effectiveness, the description suggests a positive direction. The training for supervisors likely contributed to a more skilled response to conflicts. Cub Chats provided a direct line of communication and reinforcement with students. The health clerk's outreach strengthened home-school connections regarding student health. The unified expectations offered clarity, and the Attendance Team's initiatives likely had a positive impact on attendance rates, particularly with the personalized communication and the structured support of SART/SARB. However, a full evaluation of effectiveness would require specific data on incident reports, student behavior referrals, attendance rates, and feedback from students, staff, and families.

After the implementation of the Attendance Team's initiatives, including the monthly BBQs and personalized postcards, the school-wide chronic absenteeism has decreased from 18.15% to 16.58%.

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

The major differences between the intended implementation and/or budgeted expenditures include:

Shift from Anti-bullying Club to Social Skills Group: The initial plan included an Anti-bullying club, but instead, a social skills group was implemented. This suggests a potential reallocation of resources (staff time, materials, etc.) towards a broader approach to positive social development rather than a specific focus solely on anti-bullying. This change might reflect an assessment of student needs indicating a broader need for social skills instruction. Additionally, we implemented a confidence club for 4th and 5th grade girls.

Delayed Implementation of Dad's Group: The planned Dad's group did not materialize this year. This represents a likely unspent portion of any allocated budget for this initiative (materials, meeting space, potential facilitators) and a deviation from the intended level of family engagement specifically targeting fathers. However, the plan to launch the group next year indicates a continued commitment to this goal.

Addition of TK-1st Grade Incoming Family Night: An event not explicitly mentioned in the initial goal description was the implementation of a TK-1st grade incoming Family Night. This suggests an additional expenditure of resources (staff time, materials, outreach) towards early enrollment efforts and providing information to families of younger students. This addition likely reflects a strategic focus on supporting the transition of younger students and potentially boosting enrollment numbers in those grades.

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.

Based on this analysis, several changes will be made to the goal, annual outcomes, metrics, or strategies/activities:

Refinement of PBIS Rewards (Strategies/Activities): The current PBIS reward system will be modified by eliminating some existing rewards and incorporating five consistent, school-wide quality reinforcements. This indicates a shift towards a more focused and potentially impactful reward system. This change will be detailed in the "Strategies/Activities" section of the SPSA related to PBIS and school climate.

Implementation of Lunch Club with Targeted Students (Strategies/Activities): The introduction of a lunch club, led by administration and targeting 6th graders and other students needing support, represents a new strategy to provide direct social-emotional support and build connections. This will be described in the "Strategies/Activities" section of the SPSA focused on student support and well-being.

Adoption of Peaceful Playground Model (Strategies/Activities & Potential Budget/Expenditures): The planned implementation of the Peaceful Playground model signifies a significant change in recess management and aims to proactively address safety concerns and conflict resolution on the playground. This will be outlined in the "Strategies/Activities" section related to school safety and student well-being and may also involve budgeted expenditures for training, materials, and playground modifications, which would be reflected in the "Budget/Expenditures" section of the SPSA.

Implementation of Watch D.O.G.S. Program (Strategies/Activities & Community Engagement): The introduction of the Watch D.O.G.S. program to enlist fathers and male figures for campus support during drop-off and/or recess is a new strategy aimed at enhancing safety, providing positive male role models, and strengthening community ties. This will be detailed in the "Strategies/Activities" section related to school safety and community engagement within the SPSA.

The budget will also include funds to implement grade level attendance battles as an initiative to encourage improved student attendance. To further promote student success and engagement, we will allocate funds to restructure our Perfect Attendance, Excellent Attendance, and Paw Parties to better reflect student interests and motivations.

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.

Identified Need: Analysis of our data indicates a need for increased efforts to cultivate a stronger sense of safety and connectedness among students, and to foster a more welcoming and collaborative partnership with our families. Specifically, families have expressed a desire for greater administrative presence during student arrival and dismissal. Addressing these areas is anticipated to positively impact student attendance. Furthermore, we recognize the need for more strategic scheduling of meetings before the school day begins.

Strategies to Address Needs:

Enhancing Student Safety and Connectedness: We will implement targeted strategies to foster a greater sense of safety and connectedness among students. This may include strengthening social-emotional learning (SEL) initiatives, increasing opportunities for positive peer interactions, and providing more visible staff support throughout the school day. Data from student surveys and feedback will be utilized to inform and refine these efforts.

Strengthening Family Partnership and Welcoming Environment: We will prioritize initiatives aimed at creating a more welcoming and collaborative partnership with our families. This includes actively seeking and incorporating family feedback, enhancing communication strategies, and creating more opportunities for meaningful family engagement in school activities and decision-making processes.

Increasing Administrative Presence During Arrival and Dismissal: To address family feedback and enhance visibility and support during peak times, administrators will implement a consistent presence during student arrival and dismissal. This increased visibility aims to foster a greater sense of security and connection for both students and families.

Strategic Planning for Enhanced Arrival Support: Recognizing the importance of a safe and welcoming start to the school day and in direct response to family feedback, administrative schedules will be strategically planned to ensure consistent principal presence and support during morning arrival. This proactive approach aims to enhance visibility, foster positive interactions with students and families, and contribute to an orderly and secure environment from the moment students arrive on campus. This dedicated administrative support during arrival is a key component of our broader strategy to improve school climate and strengthen family partnerships.

By focusing on these key areas, we aim to cultivate a more supportive, safe, and connected school environment for our students and families, which we anticipate will positively influence student attendance and overall school climate.

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 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 93.2% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 95% Source: LCAP Parent Survey Winter 2024-25
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school encourages parental	The percentage of staff who responded favorably to the question: "My school encourages parental

	involvement (engagement events, volunteerism, etc.)." 96.6% Source: LCAP Staff Survey Winter 2024-25	involvement (engagement events, volunteerism, etc.)." 100% Source: LCAP Staff Survey Winter 2024-25
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 97% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 99% Source: LCAP Parent Survey Winter 2024-25
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 98.3% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 100% Source: LCAP Staff Survey Winter 2024-25

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	Parent Engagement and Leadership 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. 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. 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.	All students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies to support parent engagement and leadership for parent of EL students. 509 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and supplies to support parent engagement and leadership for parent of EL students. 200 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries

	d. District and site leadership meetings will include discussions and implementation for parent engagement and leadership.

e. Parents will be given opportunities to participate in workshops/events (Coffee with the Principal) that focus on how they can support their students at home with academics, technology, Social-Emotional Learning (SEL), and healthy living and well-being.

f. Offer opportunities for our parents of EL students to participate in Parent Engagement and Leadership opportunities. Include supplies, materials, and release time for teachers or extra hours for classified work. | | Extra hourly for classified to support parent engagement and leadership. |
| **3.2** | Parent Involvement Opportunities
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.

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.

c. Parents will be informed and involved with school activities through Parent Connect, Class Dojo, Google Classrooms, and Q Communications. | All students | 453
Title I Parent Involvement -- 3010 1902
4000-4999: Books And Supplies
Materials and supplies to support parent involvement opportunities. |
| **3.3** | Parent Communication and Connectivity
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.

b. Parents will regularly be informed of student progress through Back-to-School Night, Parent-Teacher Conferences, progress reports, report | All students | 400
Title III LEP -- 4203
1000-1999: Certificated Personnel Salaries
Release time/Teacher hourly to support parent communication and instructional rounds opportunities.

347
Title III LEP -- 4203 |

	cards, Parent Connect, Q Communications, 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. 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.		2000-2999: Classified Personnel Salaries Extra hourly for classified to support parent communication and instructional rounds opportunities. 300 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and supplies to support parent communication and connectivity opportunities for parents of EL students
3.4	Parent Workshops 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. b. District and site leadership meetings will include topics to address parents' concerns and ideas and build relationships.	All students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Allocations for classified - provided in-services for parents (extra hourly) 600 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies to support parent workshops.
3.5	Student Engagement and Leadership a. Provide incentives for students during testing (ELPAC, CAASPP, NWEA, etc.) b. Provide opportunities for students to attend a variety of academic, behavior, and SEL assemblies and/or field trips. c. Provide incentives and rewards for lunchtime activities, including, but not limited to, the Golden Spatula Award and a Game Table. d. Provide students opportunities to engage with other students and staff, learn to be peer mentors, and develop leadership skills. e. Provide time for staff (classified and certificated) to support our students in students' engagement and leadership.	All students	1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Testing Incentives

Annual Review

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.

The overall implementation of the strategies aimed at achieving the articulated goal of increasing parent and community involvement at Camino Real Elementary has been highly successful and demonstrably effective.

The significant increase in parent volunteers and support on campus indicates a strong and active effort to engage families in the school community. This suggests successful outreach, clear communication of volunteer opportunities, and a welcoming environment that encourages participation.

The consistent weekly volunteerism of former students is a particularly positive indicator. It showcases a lasting connection to the school and a desire to contribute, suggesting a strong sense of school pride and positive past experiences. This dedicated support likely provides valuable assistance in various capacities.

The broad support from parents and family members across a diverse range of school activities – including academic events like Read Across America, and Mrs. Bowens' Bounce to Success Day as well as community-building events like the Color Run – highlights a deeply engaged and supportive school community. This widespread participation not only provides essential manpower for these events but also fosters a stronger sense of belonging and shared purpose among families and the school.

In conclusion, the strategies implemented to enhance parent and community involvement have been highly effective. The tangible outcomes of increased volunteer numbers, consistent former student support, and widespread family participation across various events clearly demonstrate the success of these initiatives in achieving the articulated goal. This robust engagement undoubtedly contributes significantly to a vibrant and supportive school environment.

The documented increase in ELAC parent requests for on-campus assistance reflects a growth in their active volunteer hours compared to the previous year. Additionally, the Sweetheart Dance provided new opportunities for over 150 families to be present on campus, contributing to a more supportive school community and increased overall parent engagement in school events.

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

The major difference between the intended implementation and/or budgeted expenditures for the strategies aimed at increasing parent involvement lies in the significant financial contribution of the PTA.

While the school likely allocated some resources (staff time for organization, communication materials, etc.) towards these parent involvement activities, the PTA's funding of key events like the picnic, Concert on the Lawn, and field trips was a lot less.

This suggests that the school's direct budgeted expenditures for parent involvement may have been lower than initially anticipated, with the PTA stepping in to provide the necessary financial support to bring these initiatives to fruition. This highlights a strong and active PTA playing a crucial role in supplementing the school's efforts to engage families. It also implies that the sustainability and scope of these activities might be somewhat dependent on the PTA's continued fundraising capacity.

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.

Based on this analysis, several changes will be made to the goal, annual outcomes, metrics, or strategies/activities related to parent and community involvement and overall school climate:

Implementation of Watch D.O.G.S. Program (Strategies/Activities & Community Engagement): The introduction of the Watch D.O.G.S. program is a new strategy to increase male role model presence and potentially enhance campus

safety and community engagement. This will be detailed in the "Strategies/Activities" section of the SPSA related to school safety and community engagement.

Refinement of PBIS Rewards (Strategies/Activities & School Climate): The PBIS team's plan to minimize and condense reward systems into 4-5 quality reinforcements aims to create a more consistent and impactful approach to positive behavior recognition. This change will be outlined in the "Strategies/Activities" section of the SPSA focused on PBIS and school climate.

Support for the Camino Real PTA reorganization, aimed at improved alignment with district and community needs, is included in the budget.

Increased Resources for EL Families (Strategies/Activities & Equity/Access): The commitment to providing additional resources for English Learner (EL) families signifies a targeted effort to improve their engagement and support their students' academic success. These new resources and strategies will be detailed in the "Strategies/Activities" section of the SPSA focused on EL support and family engagement, potentially also impacting the "Budget/Expenditures" section if additional funding is allocated. This will include EL ELO.

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	$98,755.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$394,058.00
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 ($)
Title I Basic -- 3010	$95,280.00
Title I Parent Involvement -- 3010 1902	$1,719.00
Title III LEP -- 4203	$1,756.00

Subtotal of additional federal funds included for this school: $98,755.00

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	$156,887.00
LCFF Suppl/Conc -- 0707	$138,416.00

Subtotal of state or local funds included for this school: $295,303.00

Total of federal, state, and/or local funds for this school: $394,058.00

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	95280	0.00
Title I Parent Involvement -- 3010 1902	1719	0.00
Title III LEP -- 4203	1756	0.00
LCFF Suppl/Conc -- 0707	138416	0.00
LCFF District -- 500 0707	156887	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	156,887.00
LCFF Suppl/Conc -- 0707	138,416.00
Title I Basic -- 3010	95,280.00
Title I Parent Involvement -- 3010 1902	1,719.00
Title III LEP -- 4203	1,756.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	180,088.00
2000-2999: Classified Personnel Salaries	169,786.00
4000-4999: Books And Supplies	37,734.00
5000-5999: Services And Other Operating Expenditures	2,450.00
5700-5799: Transfers Of Direct Costs	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	15,556.00

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	141,331.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	72,476.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	26,090.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	33,400.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	2,450.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	91,056.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	1,818.00
4000-4999: Books And Supplies	Title I Basic -- 3010	2,406.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	600.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,119.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	400.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	547.00
4000-4999: Books And Supplies	Title III LEP -- 4203	809.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	315,974.00
Goal 2	73,275.00
Goal 3	4,809.00

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
LaJuana Winston	Classroom Teacher
Garnett Peralta	Classroom Teacher
Samantha Bier	Parent or Community Member
Jessika Ortega	Parent or Community Member
Giselle Romero	Parent or Community Member
Nichole Herring	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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/25.

Attested:

Signature	
[signature]	Principal, Lynette Bowen on 05/13/25
[signature]	SSC Chairperson, Nichole Herring on 05/13/25

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

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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