

School Year:

2022-23



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Camino Real Elementary School
<b>Address</b>	4655 Camino Real Jurupa Valley, CA 92509-5419
<b>County-District-School (CDS) Code</b>	33670906106835
<b>Principal</b>	Erika Pham
<b>District Name</b>	Jurupa Unified School District
<b>SPSA Revision Date</b>	May 2022
<b>Schoolsite Council (SSC) Approval Date</b>	May 26, 2022

**Local Board Approval Date**

June 13, 2022

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

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# School Vision and Mission

## Vision Statement

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

## Mission Statement

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

# School Profile

Describe The students and community and how school serves them.

## The Story

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

Camino Real enrolls approximately 770 students in grades TK – 6 and is a full-inclusion school, where about half of the students qualify for free or reduced lunch. Our enrollment is made of 61.7% Hispanic, 23.4% White, 3.7% Asian and 3.3% African American. English Learners make-up about 10% of the student enrollment and homeless/foster make-up about 1.5% of our population.

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

Camino Real Elementary School students are serviced by 30 teachers, all of whom are fully credentialed. We have two Education Specialists, two Literacy Support teachers, one Psychologist, one Speech and Language Pathologist, and one Band teacher. The school campus is comprised of 33 classrooms, a multipurpose room, library, and main office. Grade Span Adjustment (GSA) in 2021-2022 moves towards 24:1 based on LCFF requirements annually. All teachers hired for Class Size Reduction (CSR) intervention are considered supplemental and over and above the GSA entitlements. Grades 4th – 6th maintain a 34:1 student-teacher ratio. The 2021-2022 school year is 180 days and has been restructured to include 36 minimum days in order to support teacher collaboration. Our staff participates in monthly professional development meetings, as well as Leadership, AVID, PBIS/BSEL, and Grade Level Meetings.

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

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

## SPSA Highlights

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

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

Key features include:

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

## Review of Performance – Comprehensive Needs Assessment

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

### Greatest Progress

Based on the 2019 SBAC Dashboard and Calpads data, due to COVID-19 pandemic students did not participate in state testing for the 2020-2021 school year; however, our previous SBAC data revealed that our ELA and MATH Academic Indicator shows that Camino's Students with Disabilities increased by 11.2pnts in ELA. In addition, in Math, our Students with Disabilities increased by 23.6pnts and in the area of Socioeconomically Disadvantaged students increased by 3.2pnts.

Suspension Rate indicator – The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020-2021 academic year. The 2020-2021 Actual Results: school enrollment was 750 students for 2020-2021 school year. The suspension rate was 0% Overall and for all Ethnic groups. This was lower than the suspension rate for the district, county and state.

Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI). 2020-2021 ELPAC dashboard data showed that 8.8% of English Learners are Proficient. 19.23% of English Learners are at a Level 1 (Minimally Developed), 43.59% of English Learners are at a Level 2 (Some-what Developed), 30.77% of English Learners are at a Level 3 (Moderately Developed), and 6.41% of English Learners are at a Level 4 (Well Developed).

For 2021-2022 school year, Camino utilized NWEA to monitor student progress and use the data to make informative decisions on the needs of students in both ELA and Math. Literacy intervention was in placed in all grade levels along with guided reading as part of daily instruction in all grade levels. Guided reading instruction will continue in all grades for students that need support in language arts.

All grade levels implemented learning intentions and success criteria, as well as providing meaningful feedback to students. Grade level meetings focused on analyzing student work and identifying best practices to meet the needs of students who were not showing mastery of a given standard along with implementing SEL strategies.

With the addition of an Assistant Principal, behavior issues have been greatly reduced. Supervisors and administration works with students on how to handle conflict and find alternatives to solve their conflicts in a positive way. PBIS social skills continue to be taught through short lessons that teachers deliver in their classrooms.

Another new addition, our MFT Intern, has proved to be a valuable resource and a much needed presence on our campus.

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

## **Greatest Needs**

Based on the 2019 SBAC Dashboard and Calpads data, due to COVID-19 pandemic, students did not participate in state testing for the 2020-2021 school year, but Camino Real will address the following indicators that reflect a need for improvement:

According to Dashboard data, our English Language Learners declined by 21pnts in ELA and by 10pnts in Math.

Our EL's also decreased by one ELPI level, which was 24.4%. Also in ELA, our Socioeconomically Disadvantaged students declined by 1.9pnts. Camino Real acknowledges the continued growth all of our students in ELA and Math. Current practices are strong in support of EL progress and will be enhanced with PD focusing on Integrated ELD and incorporating Academic Language supports across the curriculum. Guided Reading and Literacy Intervention are being implemented school-wide, along with professional development and our support personnel strategically placed in the allotted Guided Reading times.

Our NWEA scores in ELA and Math leave room for growth. As our Winter 2021 - 2022 ELA scores show, K: 78% (69 students) scored Avg., High Avg., or High, 1st: 28% (34 students) scored Avg., High Avg., or High, 2nd: 45% (41 students) scored Avg., High Avg., or High, 3rd: 57% (51 students) scored Avg., High Avg., or High, 4th: 58% (58 students) scored Avg., High Avg. or High, 5th: 47% (56 students) scored Avg., High Avg. or High, 6th: 48% (41 students) scored Avg., High Avg., or High. And our 2021 - 2022 NWEA Math scores show: K: 75% (66 students) scored Avg., High Avg., or High, 1st: 44% (37 students) scored Avg., High

Avg., or High, 2nd: 37% (33 students) scored Avg., High Avg, or High, 3rd: 43% (40 students) scored Avg., High Avg., or High, 4th: 46% (47 students) scored Avg., High Avg., or High, 5th: 35% (41 students) scored Avg., High Avg. or High, 6th: 46% (40 students) scored Avg., High Avg., or High.

In response for the need to move forward in addressing the needs of student overall, Camino Real will continue to implement Guided Reading along with the inclusion model, in which SDC students are placed in a general education setting with a special education specialist coming into the classroom and provide academic support. The goal is for all students including students with disabilities to have access to the core in ELA, math, science, and social studies. Staff development will continue to address effective instructional strategies across all grade levels. This will be in collaboration with the district's integration of Inclusive Practices with attention to Social and Emotional Learning (SEL) strategies. An MTSS framework will be implement which includes a literacy platform that will integrate scaffolding and in-classroom support. The goal being that our students with needs are in the least restrictive environment for their learning.

As we move into the next school year, Camino will need to address our areas of needed growth and collaborate with staff and parents to provide the appropriate supports, so all student populations can achieve and succeed.

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

## Performance Gaps

Due to a year of distance learning, performance gaps are still being narrowed. All students and teachers will need the opportunity to re-engage and address possible learning loss and social emotional needs; however, efforts will be placed on current standards, rather than remediation. Students will need time to rebound, reconnect, and excel.

We will continue to reflect, revise, and use data to drive our instruction to better serve our students who tend to struggle academically - students with disabilities, foster youth, socioeconomically disadvantaged, and English Learners.

Camino will take steps to address the performance gap based on the feedback from all educational partners in SSC, ELAC, PTA and leadership team:

Literacy teachers will provide intervention to students who are significantly below grade level including students with disabilities using Guided Reading level readers and monitoring with running records and NWEA data.

For the 2022-2023 school year, a math intervention teacher will provide support to those students who struggling in math. NWEA math data will be used to identify students who need additional support in math.

To address attendance and student's SEL needs: School events will be scheduled throughout the school year so that families can participate with their children. School/home partnerships will be made stronger by having office staff connect with families that might need assistance from the parent center or PICO. On-site counseling services for students will continue for those students who may need emotional support. Administration will work with supervisors to model and teach students alternative ways to handle conflict on the playground.



# Purpose and Description

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

Schoolwide Program

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

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

Key features include:

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

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

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The level of parent involvement at Camino Real is extensive. We have an active and supportive PTA which conducts fundraising to support educational experiences for our students, coordinates parent volunteers, and provides activities which extend and enhance learning experiences and fosters school spirit. Our Booster Club provides support for our fourth, fifth, and sixth grade students to participate in overnight field trips and outdoor education programs along with other culminating activities in their final year at Camino Real. Our GATE Advisory Committee/Booster Club examines the needs of the GATE and Merit students,

and supports those needs through fundraising events and introduces enriching opportunities for all Camino kids. Our School Site Council, GATE, and ELAC committees meet regularly as representatives of our community and school staff to learn about and give input into school programs and the development of the School Plan, where Camino aligns our SPSA with the three goal of the Local Control Accountability Plan (LCAP): College and Career Readiness; Orderly and Inviting Learning Environment; and Parent, Student, and Community Engagement.

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

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

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	110	135	117
Grade 1	110	99	99
Grade 2	113	119	106
Grade3	98	116	116
Grade 4	120	100	119
Grade 5	130	119	98
Grade 6	123	118	117
<b>Total Enrollment</b>	804	806	772

### Conclusions based on this data:

- Over the past few years, similar to the district's enrollment, Camino's student enrollment has slowly been declining; however, our project enrollment for the 2022-2023 school year will have a slight increase. We have been hovering around 780 students, where our site continues to monitor attendance data and chronic absenteeism while offering incentives for student attendance. Attendance incentives, interventions, supports, and SART meetings will continue to be implemented and monitored. Furthermore, our social media and other various formats of communication will provide families and the community with information and opportunities available to students, as well as continued parent nights and family activities in order to strengthen the home/school partnership.
- It should be noted that the "kindergarten" number of students includes transitional kindergarten, as well as our kindergarten students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	82	79	77	10.2%	9.8%	10.0%
Fluent English Proficient (FEP)	61	78	68	7.6%	9.7%	8.8%
Reclassified Fluent English Proficient (RFEP)	9	24	2	11.1%	29.3%	2.5%

### Conclusions based on this data:

1. While the number of our EL's has been about the same over the last three years, Camino's RFEP's drastically increased the last year, but decreased this year. This could be attributed to in-depth discussions with teachers and paraprofessionals about supports and resources for English Language Learners, as well as reviewing the requirements for reclassification. ELD instruction is helping EL students at Camino to make progress towards reclassification. Further developing integrated and designated ELD practices enhanced with academic language structures and SDAIE strategies will strengthen positive growth already being made.
2. Utilization of the ELD Roadmap, data dives, and professional development focusing on effective practices to support EL diversity and equity will help strengthen our EL program.
3. Use of the Ellevation platform to properly identify and support students at their EL level with targeted strategies/supports will be implemented in the coming year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 3</b>	114	99	115	114	96	0	114	96	0	100	97	0.0
<b>Grade 4</b>	128	123	118	127	122	0	127	122	0	99.2	99.2	0.0
<b>Grade 5</b>	124	128	98	124	125	0	124	125	0	100	97.7	0.0
<b>Grade 6</b>	134	122	122	134	122	0	134	122	0	100	100	0.0
<b>All Grades</b>	500	472	453	499	465	0	499	465	0	99.8	98.5	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 3</b>	2446.1	2443.8		38.60	28.13		20.18	25.00		18.42	33.33		22.81	13.54	
<b>Grade 4</b>	2475.0	2472.2		24.41	28.69		30.71	18.85		18.90	21.31		25.98	31.15	
<b>Grade 5</b>	2502.8	2511.1		23.39	24.00		27.42	33.60		23.39	19.20		25.81	23.20	
<b>Grade 6</b>	2526.4	2532.0		16.42	17.21		32.84	38.52		28.36	26.23		22.39	18.03	
<b>All Grades</b>	N/A	N/A	N/A	25.25	24.30		28.06	29.25		22.44	24.52		24.25	21.94	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	35.09	27.08		38.60	54.17		26.32	18.75	
<b>Grade 4</b>	19.69	27.05		53.54	44.26		26.77	28.69	
<b>Grade 5</b>	18.55	31.20		49.19	40.00		32.26	28.80	
<b>Grade 6</b>	26.12	13.93		43.28	59.02		30.60	27.05	
<b>All Grades</b>	24.65	24.73		46.29	49.03		29.06	26.24	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	28.95	21.88		45.61	54.17		25.44	23.96	
<b>Grade 4</b>	24.41	25.41		47.24	50.00		28.35	24.59	
<b>Grade 5</b>	30.58	25.60		47.11	57.60		22.31	16.80	
<b>Grade 6</b>	23.88	36.07		44.03	40.16		32.09	23.77	
<b>All Grades</b>	26.81	27.53		45.97	50.32		27.22	22.15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.68	26.04		64.91	62.50		11.40	11.46	
Grade 4	17.32	19.67		65.35	58.20		17.32	22.13	
Grade 5	15.32	12.80		61.29	70.40		23.39	16.80	
Grade 6	11.94	16.39		73.13	69.67		14.93	13.93	
All Grades	16.83	18.28		66.33	65.38		16.83	16.34	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.60	33.33		42.11	47.92		19.30	18.75	
Grade 4	30.71	21.31		51.18	51.64		18.11	27.05	
Grade 5	29.03	28.00		47.58	51.20		23.39	20.80	
Grade 6	32.09	32.79		55.22	48.36		12.69	18.85	
All Grades	32.46	28.60		49.30	49.89		18.24	21.51	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- The results of our CAASPP indicate the consistent need to expose students to non-fiction texts to increase reading comprehension skills, increase opportunities for research and collaborations conversations, and foster instruction to refine listening and inquiry skills. We also need to continue supporting students through Early Literacy and Primary Intervention, especially in foundational reading skills and writing strategies, in addition to Guided Reading practices that are being implemented K-6th.
- The use of success criteria, learning intentions, AVID strategies, efficacy, providing meaningful feedback, and goal-setting may help in the success and overall achievement in all CAASPP areas. Writing instruction must be explicitly taught and students need frequent opportunities to write across a variety of disciplines.

3. Students require more exposure to non-fiction and complex texts to increase reading comprehension skills and strengthen the area of Research & Inquiry. Increased opportunities for research and collaborative conversations are required to strengthen and refine listening and inquiry skills. Feedback structures of AVID Inquiry focus and PD with technology applications will assist with this journey of growth.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	114	99	115	114	96	0	114	96	0	100	97	0.0
Grade 4	128	123	118	126	122	0	126	122	0	98.4	99.2	0.0
Grade 5	124	128	98	124	125	0	124	125	0	100	97.7	0.0
Grade 6	134	122	122	134	122	0	134	122	0	100	100	0.0
All Grades	500	472	453	498	465	0	498	465	0	99.6	98.5	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2443.7	2447.0		18.42	18.75		41.23	37.50		22.81	30.21		17.54	13.54	
Grade 4	2470.6	2479.2		11.90	20.49		32.54	27.05		36.51	34.43		19.05	18.03	
Grade 5	2494.4	2492.4		17.74	17.60		16.13	17.60		30.65	31.20		35.48	33.60	
Grade 6	2502.3	2512.8		12.69	13.11		14.93	21.31		41.79	32.79		30.60	32.79	
All Grades	N/A	N/A	N/A	15.06	17.42		25.70	25.16		33.33	32.26		25.90	25.16	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	35.09	33.33		40.35	47.92		24.56	18.75	
<b>Grade 4</b>	29.37	31.97		36.51	35.25		34.13	32.79	
<b>Grade 5</b>	20.97	24.80		37.90	34.40		41.13	40.80	
<b>Grade 6</b>	14.93	20.49		33.58	38.52		51.49	40.98	
<b>All Grades</b>	24.70	27.31		36.95	38.49		38.35	34.19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	30.70	27.08		48.25	56.25		21.05	16.67	
<b>Grade 4</b>	18.25	22.95		57.14	48.36		24.60	28.69	
<b>Grade 5</b>	16.94	17.60		41.94	48.00		41.13	34.40	
<b>Grade 6</b>	13.43	9.84		47.76	47.54		38.81	42.62	
<b>All Grades</b>	19.48	18.92		48.80	49.68		31.73	31.40	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.07	33.33		57.02	51.04		14.91	15.63	
Grade 4	22.22	27.87		50.79	45.90		26.98	26.23	
Grade 5	20.97	23.20		38.71	39.20		40.32	37.60	
Grade 6	17.16	16.39		49.25	45.08		33.58	38.52	
All Grades	21.89	24.73		48.80	44.95		29.32	30.32	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Our site conclusions based on CAASPP Math data reflects a continued need to support students through mathematical concepts and procedures and the ability to demonstrate mathematical conclusions. Review and monitoring of instructional strategies and continued staff development will continue to take place.
2. Students need more opportunities to reflect, analyze, demonstrate, manipulate, and practice writing math explanations and answers, as well as sharing them verbally.
3. Our Math Support Teacher (MST) will provide small group instruction to support students who are performing below grade level.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1459.4	1417.2	1423.5	1469.9	1425.0	1436.9	1435.1	1398.8	1391.9	16	13	18
<b>1</b>	*	*	1463.1	*	*	1461.5	*	*	1464.3	*	8	15
<b>2</b>	*	*	1481.5	*	*	1472.5	*	*	1490.3	*	9	11
<b>3</b>	1492.7	*	*	1481.5	*	*	1503.6	*	*	11	7	8
<b>4</b>	1504.9	*	*	1493.5	*	*	1515.8	*	*	12	8	10
<b>5</b>	1518.5	*	*	1497.5	*	*	1538.7	*	*	13	8	7
<b>6</b>	*	1512.1	*	*	1496.7	*	*	1527.1	*	*	12	9
<b>All Grades</b>										81	65	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	7.69	5.56	*	23.08	55.56		61.54	27.78	*	7.69	11.11	16	13	18
<b>1</b>	*	*	13.33	*	*	33.33	*	*	40.00		*	13.33	*	*	15
<b>2</b>	*	*	9.09	*	*	45.45	*	*	27.27		*	18.18	*	*	11
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*		*	*	13	*	*
<b>6</b>	*	0.00	*	*	41.67	*	*	58.33	*		0.00	*	*	12	*
<b>All Grades</b>	33.33	4.62	6.41	48.15	36.92	30.77	14.81	50.77	43.59	*	7.69	19.23	81	65	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	81.25	7.69	5.56	*	23.08	61.11		61.54	27.78	*	7.69	5.56	16	13	18
<b>1</b>	*	*	20.00	*	*	46.67	*	*	26.67		*	6.67	*	*	15
<b>2</b>	*	*	27.27	*	*	36.36	*	*	18.18		*	18.18	*	*	11
<b>3</b>	*	*	*	*	*	*	*	*	*		*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
<b>6</b>	*	8.33	*	*	58.33	*	*	33.33	*	*	0.00	*	*	12	*
<b>All Grades</b>	46.91	12.31	11.54	37.04	46.15	50.00	*	33.85	28.21	*	7.69	10.26	81	65	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	7.69	0.00	*	30.77	38.89	*	61.54	44.44		0.00	16.67	16	13	18
<b>1</b>	*	*	6.67	*	*	40.00	*	*	20.00	*	*	33.33	*	*	15
<b>2</b>	*	*	9.09	*	*	45.45	*	*	27.27		*	18.18	*	*	11
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>		*	*	*	*	*	*	*	*	*	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*		*	*	13	*	*
<b>6</b>	*	0.00	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12	*
<b>All Grades</b>	25.93	3.08	2.56	29.63	20.00	26.92	35.80	61.54	39.74	*	15.38	30.77	81	65	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	93.75	7.69	22.22		84.62	72.22	*	7.69	5.56	16	13	18
<b>1</b>	*	*	33.33	*	*	60.00		*	6.67	*	*	15
<b>2</b>	*	*	9.09	*	*	72.73		*	18.18	*	*	11
<b>3</b>	*	*	*	*	*	*		*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*		*	*	13	*	*
<b>6</b>	*	8.33	*	*	91.67	*	*	0.00	*	*	12	*
<b>All Grades</b>	62.96	24.62	17.95	32.10	67.69	69.23	*	7.69	12.82	81	65	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	7.69	16.67	*	76.92	72.22	*	15.38	11.11	16	13	18
<b>1</b>	*	*	6.67	*	*	86.67	*	*	6.67	*	*	15
<b>2</b>	*	*	27.27	*	*	45.45		*	27.27	*	*	11
<b>3</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	13	*	*
<b>6</b>	*	8.33	*	*	91.67	*		0.00	*	*	12	*
<b>All Grades</b>	44.44	9.23	14.10	46.91	78.46	69.23	*	12.31	16.67	81	65	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	0.00	75.00	92.31	88.89		7.69	11.11	16	13	18
<b>1</b>	*	*	20.00	*	*	53.33	*	*	26.67	*	*	15
<b>2</b>	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
<b>3</b>		*	*	*	*	*	*	*	*	11	*	*
<b>4</b>		*	*	*	*	*	*	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	13	*	*
<b>6</b>	*	0.00	*	*	50.00	*	*	50.00	*	*	12	*
<b>All Grades</b>	22.22	1.54	7.69	58.02	70.77	51.28	19.75	27.69	41.03	81	65	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	68.75	46.15	44.44	*	30.77	38.89		23.08	16.67	16	13	18
<b>1</b>	*	*	6.67	*	*	73.33	*	*	20.00	*	*	15
<b>2</b>	*	*	9.09	*	*	81.82		*	9.09	*	*	11
<b>3</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	12	*	*
<b>5</b>	*	*	*	*	*	*		*	*	13	*	*
<b>6</b>	*	25.00	*	*	75.00	*		0.00	*	*	12	*
<b>All Grades</b>	43.21	18.46	14.10	51.85	69.23	71.79	*	12.31	14.10	81	65	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. ELD instruction is helping EL students at Camino to make progress towards reclassification. Further developing integrated and designated ELD practices enhanced with academic language structures and SDAIE strategies will strengthen positive growth already being made.
2. ELPAC Chats will help students understand the ELPAC test, where they are personally, and develop goals for success.
3. A focus on equity and utilization of the ELD Roadmap, data dives, and professional development focusing on effective practices to support EL diversity and equity will be used to support our EL students and strengthen their opportunity for achievement. The use of the Ellevation platform to properly identify and support students at their EL level with targeted strategies/supports will begin to be implemented.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
772	48.3	10.0	0.1

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

### 2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	77	10.0
Foster Youth	1	0.1
Homeless	2	0.3
Socioeconomically Disadvantaged	373	48.3
Students with Disabilities	66	8.5

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	17	2.2
American Indian or Alaska Native	N/A	N/A
Asian	31	4.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	8	1.0
Hispanic	494	64.0
Two or More Races	20	2.6
Native Hawaiian or Pacific Islander	4	0.5
White	165	21.4

**Conclusions based on this data:**





1. Camino Real focuses on ways to support our significant subgroups (socioeconomically disadvantaged population, Hispanic, and EL students) by providing supportive family/school connection events, resources including ties to healthy living initiatives, parent meetings/training based on school programs, communication tools for families, and academic interventions.
2. Camino's socioeconomically disadvantaged population is typically about 50%; however, we have a large number of parents who do not fill out the National School Lunch Program (NSLP), resulting in a lower Free and Reduced Lunch percentage. Therefore, we have families who have a need but have not been identified, so efforts to support these unidentified families are still needed; however, with the implementation of the Annual Information Update, Camino's Free and Reduced Lunch percentage has increased.
3. A more concentrated effort towards family outreach and flipped opportunities for family learning/workshops is needed to further build connections and supports between home and school.

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Yellow</p>	<p><b>Chronic Absenteeism</b></p>  <p>Orange</p>	<p><b>Suspension Rate</b></p>  <p>Orange</p>
<p><b>Mathematics</b></p>  <p>Green</p>		

### Conclusions based on this data:

1. Camino will address our Suspension Rate by focusing on refining our positive, comprehensive school-wide discipline progression. We will address our PBIS/BSEL practices: Areas of focus: classroom management systems, PBIS/BSEL systems of acknowledgement and correction, daily instruction of social

skills, and professional development for activity supervisors. Furthering the development of the AVID culture on campus to be aligned and in coordination with PBIS/BSEL will further reinforce positive trends with attendance and maintaining a low suspension rate.

2. We will continue to address all subgroups in English Language Arts by focusing support through Guided Reading and intervention support with our EL's and full inclusion students, strengthen and expand our co-teaching partnerships, and address our early intervention to improve students' literacy foundation.
3. Our Chronic Absenteeism can be improve through communication with students and families about our attendance policy and the importance of attending school, addressing attendance concerns early, holding SART meetings as needed, offering families support, and encouraging students to attend through incentives.

# School and Student Performance Data

## Academic Performance English Language Arts

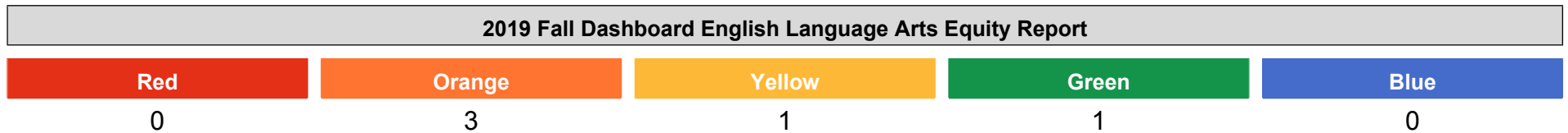
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.




This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2019 Fall Dashboard English Language Arts Performance for All Students/Student Group**

**All Students**


  
 Yellow

6.7 points above standard

Maintained ++1.2 points

449

**English Learners**


  
 Orange

21.7 points below standard

Declined Significantly -21 points


79

**Foster Youth**

  
 No Performance Color


0 Students

**Homeless**

  
 No Performance Color

0 Students

**Socioeconomically Disadvantaged**


  
 Orange

7.4 points below standard

Maintained -1.9 points

248

**Students with Disabilities**









  
 Orange

93.5 points below standard

Increased ++11.2 points

35

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 10.9 points below standard Increased Significantly ++16.8 points 11	 No Performance Color 0 Students	 No Performance Color 91.4 points above standard Increased Significantly ++27.1 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.4 points below standard Maintained -2.3 points 309	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 24 points above standard Increased ++9.1 points 95

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
94.8 points below standard Declined Significantly -33.3 points 32	28.1 points above standard Declined Significantly -21.9 points 47	8.9 points above standard Increased ++3.9 points 353

**Conclusions based on this data:**

- Overall, our students have maintained growth in ELA. Our significant subgroup of EL's has declined, while socioeconomically disadvantaged students have maintained their level and our students with disabilities has increased.

2. With the return to in-person instruction and students taking the CAASPP for the first time in two years, we would like to see our students perform better each year in all areas.
3. Holding CAASPP Chats with students so they are aware of why they take this test and what their ultimate goal is will open lines of communication as to why this test is important to them and their learning.

# School and Student Performance Data

## Academic Performance Mathematics

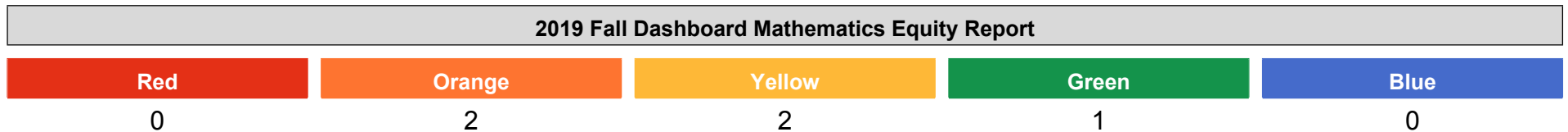
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.










This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

All Students	English Learners	Foster Youth
 Green 17.4 points below standard Increased ++4.6 points  449	 Orange 31.5 points below standard Declined -10 points  79	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Yellow 25.7 points below standard Increased ++3.2 points  248	 Orange 118.1 points below standard Increased Significantly ++22.6 points 35

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 54.5 points below standard Declined -3.1 points 11	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 32.5 points above standard Increased Significantly ++24.8 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.6 points below standard Maintained ++2.1 points 309	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 1.1 points below standard Increased ++12.3 points 95

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
90.3 points below standard Declined Significantly -20.1 points 32	8.5 points above standard Declined -9.3 points 47	17.8 points below standard Increased ++4.8 points 353

**Conclusions based on this data:**

- Overall our students have maintained growth in Math; however, our significant subgroup of EL's has declined, while socioeconomically disadvantaged students and our students with disabilities have increased.

2. Holding CAASPP Chats with students so they are aware of why they take this test and what their ultimate goal is will open lines of communication as to why this test is important to them and their learning.
3. With the return to in-person instruction and students taking the CAASPP for the first time in two years, we would like to see our students perform better each year in all areas.

# School and Student Performance Data

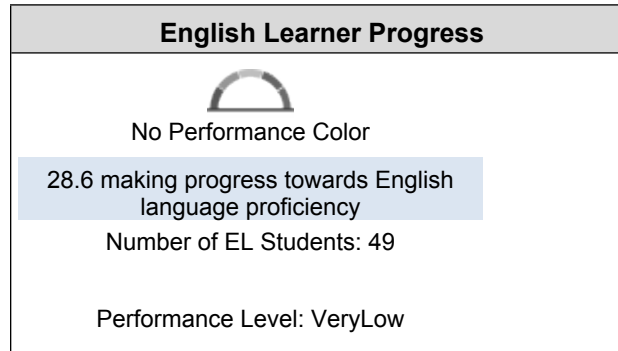
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 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
24.4	46.9	2.0	26.5

#### Conclusions based on this data:

- With review of our English Learner Progress data in the state's Data Dashboard, our English Learners will need continued intervention supports, differentiation, and increase of small group instruction practices to improve students' foundational skills.
- ELD instruction is helping EL students at Camino to make progress towards reclassification. Further developing integrated and designated ELD practices enhanced with academic language structures and SDAIE strategies will strengthen positive growth already being made. There is a need to increase use of



technology tools to allow for EL students to participate/practice language construction at higher levels (written/oral). Many tech tools allow us to strengthen supports to ELs (ability to practice, record themselves, collaborate, etc.).

3. While we were able to increase our "Progressed At Least One ELPI Level" at 26.5%, we had almost the same percentage of students decrease at 24.4%.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



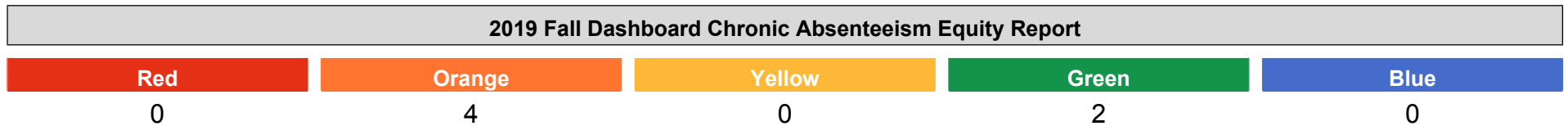
Green



Blue







Highest Performance

This section provides number of student groups in each color.











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.

**2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

All Students	English Learners	Foster Youth
 Orange 7 Increased +1.3 838	 Orange 9.7 Increased +1.4 93	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 9.8 Increased +2.4 427	 Orange 11.9 Increased +6.1 67

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 Increased +7.1 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 3.8 Increased +3.8 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.2 Increased +1.9 546	 Green 8.1 Declined -4.4 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 3.7 Declined -1.1 191

**Conclusions based on this data:**

1. As Camino's attendance continues to decline, each absence significantly impacts our overall daily attendance percentages. Camino Real will continue to monitor attendance data and chronic absenteeism while offering student incentive programs for attendance. SARTs will continued to provide interventions and supports to families. We will furthermore use our website and social media resources to share with families the many wonderful opportunities available to students attending Camino, as well as continue parent nights and family activities to reach out to our community and strengthen the home/school partnership.
2. Camino Real will monitor and evaluate trends of attendance data and specific dates to increase messaging and connections to campus on those dates in hopes of reducing absences. We will concentrate on identifying trends or habits that inhibit our daily attendance and provide interventions and structures to promote and better daily attendance.
3. Camino will increase connections, communication, and interventions to families early on in hopes of reducing absences as the year progresses.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

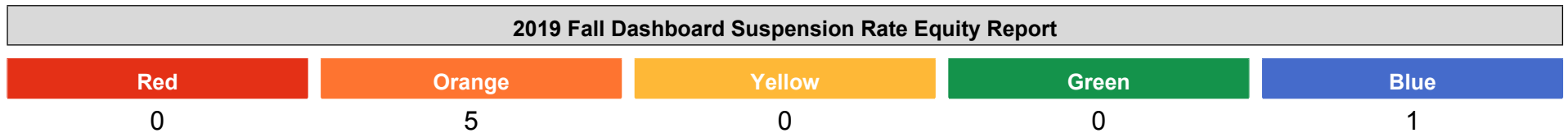
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

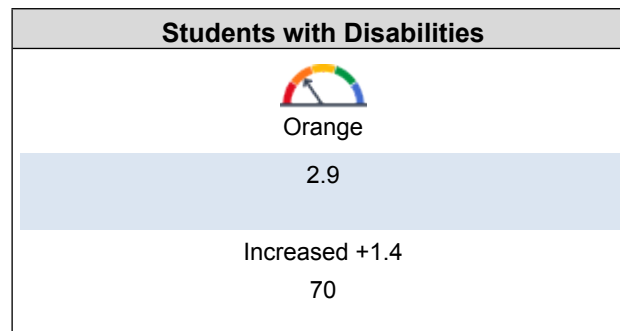
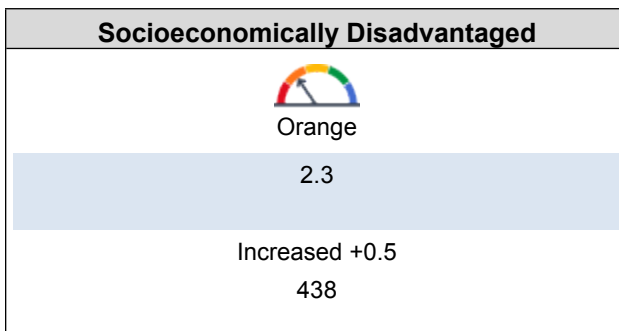
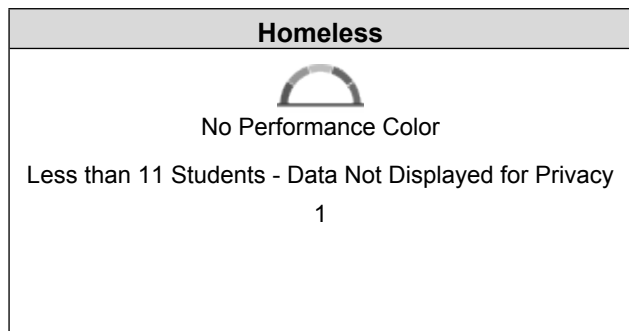
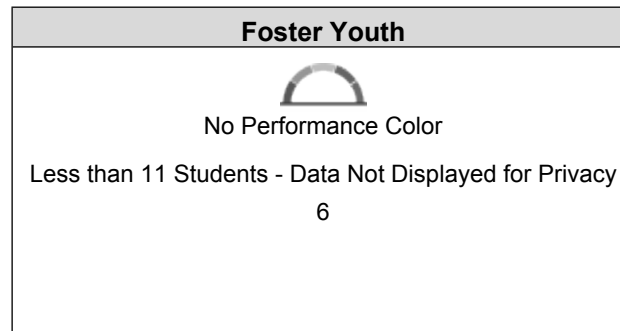
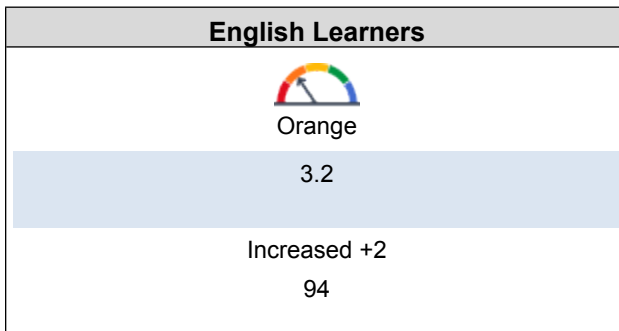
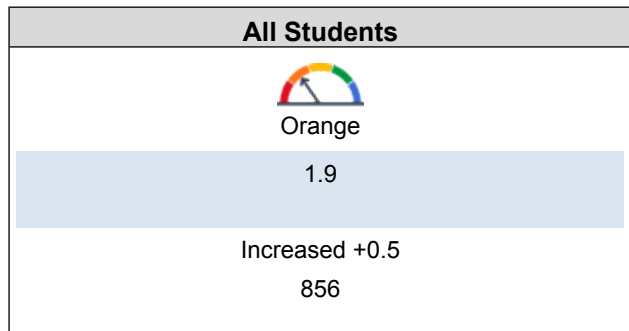


This section provides number of student groups in each color.











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.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -10.3 29	 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color 0 Maintained 0 27	 No Performance Color Less than 11 Students - Data Not 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.3 Increased +1.2 556	 Blue 0 Declined -2.4 40	 No Performance Color Less than 11 Students - Data Not 5	 Orange 1.5 Increased +0.6 194

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.4	1.9

**Conclusions based on this data:**

- In relation to our Suspension data as indicated in the state's Data Dashboard, All Students reflected a small increase.
- Camino does a great job of providing social emotional instruction, incentives, and remediation; however, we always need to use reflective practices to revisit and revise protocols to ensure we are using best practices to support and address behavior concerns.
- Implementing strong and consistent expectations will help our students understand what is expected of them.

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:        P2

### Identified Need from the Annual Evaluation and Needs Assessment:

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

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

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

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

Teachers will be provided staff development on the Next Generation Science Standards (NGSS) and the new science adoption Twig Science. Release time and staff development will be provided for planning of lessons using these standards. Teachers will have a choice to use science notebooks as part of their instruction in science.



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

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

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

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

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS).	Maintain use of 2019 CAASPP Data Dashboard	Pending the baseline data from the Fall of 2022
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS).	Maintain use of 2019 CAASPP Data Dashboard	Pending the baseline data from the Fall of 2022
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI).	2020 - 2021 ELPAC Dashboard data: Level 1 (Minimally Developed) 19.23% Level 2 (Somewhat Developed) 43.59% Level 3 (Moderately Developed) 30.77% Level 4 (Well Developed) 6.41%	English Learner actual progress will be recorded in summer of 2021  Schoolwide goal is to have EL students maintain or increase their ELPI level while decreasing the percentage of students decreasing in ELPI level. An overall goal is set for a 3% increase to those students maintaining an ELPI level of 4 or progressing at least one ELPI level.
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2020 - 2021 Dataquest Fluent-English-Proficient Students: 8.8% (68 students) Re-designated FEP Students: 2.5% (2)	Reclassified Students 17-18 = 11 students Reclassified Students 18-19 = 24 students  Reclassified Students 19-20 = This number of students is not yet finalized due to COVID-19 school closures.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Reclassified Students 20-21= Goal is to increase the number of students reclassified annually.</p> <p>Reclassified Students 21-22 Expected outcome: English Learners will have an increase the number of students annually. Maintain or increase CALPADS/DataQuest census data.</p>
P8: Other Student Outcomes - NWEA ELA	<p>Winter 2021 - 2022 NWEA ELA Data:            K: 78% (69 students) scored Avg., High Avg., or High            1st: 28% (34 students) scored Avg., High Avg., or High            2nd: 45% (41 students) scored Avg., High Avg., or High            3rd: 57% (51 students) scored Avg., High Avg., or High            4th: 58% (58 students) scored Avg., High Avg. or High            5th: 47% (56 students) scored Avg., High Avg. or High            6th: 48% (41 students) scored Avg., High Avg., or High</p>	<p>2022 - 2023 School Year            All grade levels will increase their results from the Winter NWEA by 5%.</p>
P8: Other Student Outcomes - NWEA Math	<p>Winter 2021 - 2022 NWEA Math Data:            K: 75% (66 students) scored Avg., High Avg., or High            1st: 44% (37 students) scored Avg., High Avg., and High            2nd: 37% (33 students) scored Avg., High Avg., or High            3rd: 43% (40 students) scored Avg., High Avg., or High            4th: 46% (47 students) scored Avg., High Avg., or High            5th: 35% (41 students) scored Avg., High Avg. or High            6th: 46% (40 students) scored Avg., High Avg., or High</p>	<p>2022 - 2023 School Year            All grade levels will increase their results from the Winter NWEA by 5%.</p>
P8: HMH Reading Inventory for ELA	2020 - 2021 CAASPP Alternate English Assessment	2022 - 2023 School Year:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Overall: 36% met or exceeded grade level standards.</p> <p>SED: 27% met or exceeded grade level standards</p> <p>EL: 0% met or exceeded grade level standards</p>	<p>50% of 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.</p> <p>40% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.</p> <p>10% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.</p>
P8: Other Student Outcomes - MDTP for Math	<p>2020 - 2021 CAASPP Alternate Math Assessment</p> <p>Overall: 48% met or exceeded grade level standards.</p> <p>SED: 40% met or exceeded grade level standards</p> <p>EL: 10% met or exceeded grade level standards</p>	<p>2021 - 2022 School year:</p> <p>60% of 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment.</p> <p>50% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment.</p> <p>20% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment.</p>

## Planned Strategies/Activities

### Action 1.1

1.1 CCSS Implementation, Staff Development, and Collaboration

	<p>X Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>The planned actions for CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation include:</p> <p>a. Provide time for staff to collaborate on effective strategies/ideas/resources/goal-setting for math, ELA, ELD, Science, Social Science, PE, technology, and SEL.</p> <p>b. Bilingual language tutors (BLT's) are assigned to SEI classrooms with EL students who are at the beginning levels of language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish, as well as primary language support (2 @ 3hrs.).</p> <p>c. Teachers will be provided with supplemental materials, supplies, incentives, library resources, technology, and other pertinent items to provide supplementary instruction and support to EL/SDC/RSP/GATE/Merit students.</p> <p>d. Release time may be provided to grade level appointed teacher or grade level chair to administer and/or review district required assessments or site-suggested assessments, such as, but not limited to NWEA or ESGI.</p> <p>e. Provide release time/substitutes for teacher(s) to attend a conference or conferences to support academics, technology, ELD, PE, etc., then share that information in a Staff Mtg. or PD. This also includes the cost of the conference.</p> <p>f. Provide time for teachers to hold workshops for parents in regards to Common Core State Standards, SEL, ELD, AVID, etc.</p> <p>g. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s.</p> <p>h. Provide additional funding for the Library and Digital Resources (eBooks) Access.</p> <p>i. Provide technology and software support for classroom integration to include (i.e. ESGI, Mystery Science).</p> <p>j. Provide materials for new teacher(s) to support academics, incentives, and SEL.</p> <p>k. Yearly contract for copy machine to support student learning.</p> <p>l. Supplies for copy machine to support and enhance student learning.</p>	<p><u>X</u> All Students</p>	<p>(a) Release time for certificated to collaborate on CCSS and SEL 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,005</p> <p>(a) Release time for classified to collaborate on CCSS and SEL 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>(b) Two 3 hr. BLT's salary/benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$29,430</p> <p>(b) Two 3 hr. BLTs salary/benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$9,810</p> <p>(c) Supplemental materials, supplies, incentives to support library resources, technology, etc. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(d) Release time for teacher(s) to administer/review assessments 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>(e) Conferences for teachers to attend to support our students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,963</p> <p>(e) Substitute(s) for teachers to attend conference(s) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(f) Teacher hourly for parent workshops 1000-1999: Certificated Personnel Salaries</p>
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m. Materials and supplies needed to support student learning, incentives, and college and career readiness.

n. Elementary Media Center Clerk (EMCC) is assigned to the library.

o. Necessary materials and supplies for staff in order to collaborate throughout the year on, but not limited to CCSS, social-emotional learning, PBIS/BSEL, District initiatives, site initiatives, healthy minds and healthy bodies for our students and staff.

Title I Basic -- 3010

\$1,000

(g) Roving subs for IEP's, SST's, 504's  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707

\$3,500

(h) Library materials, ebooks, supplies,  
makerspace

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

\$2,000

(i) Technology and software licenses to  
support teachers - such as ESGI and Mystery  
Science

5000-5999: Services And Other Operating  
Expenditures

Title I Basic -- 3010

\$4,500

(j) Materials and supplies for new teacher(s)  
(\$200 each)

4000-4999: Books And Supplies

Title I Basic -- 3010

\$1,200

(k) Contract for copy machine (5640)

5000-5999: Services And Other Operating  
Expenditures

LCFF Suppl/Conc -- 0707

\$1,000

(l) Supplies for copy machines (4310)

4000-4999: Books And Supplies

LCFF Suppl/Conc -- 0707

\$6,000

(m) Print Shop

5700-5799: Transfers Of Direct Costs

LCFF Suppl/Conc -- 0707

\$1,000

(n) Media Center Clerk (EMCC)

2000-2999: Classified Personnel Salaries

LCFF District -- 500 0707

\$60,365

(o) Materials and supplies for the staff to  
collaborate

4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$3,000

**Action 1.2**

1.2 Pre-School Transition to TK and/or Kindergarten

	<input checked="" type="checkbox"/> Unchanged Action	
--	--	--

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

**Action 1.3**

1.3 Intervention

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include:</p> <p>a. Two full-time literacy support teachers (LST) and one full-time math support teacher (MST) will be provided for our 2nd - 6th grade students. Students performing below grade level in 2nd - 6th grade in reading and/or math will be given the opportunity to participate in a reading and/or math intervention program.</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) English Learners</p>	<p>(a) Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$76,165</p> <p>(a) Literacy Support Teachers (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$90,784</p>

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. The Communication Enhancement Program (CEP) at Camino Real is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

(a) Literacy Support Teacher  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$80,405

(a) Literacy Support Teacher  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$51,167

(b) Materials and supplies to support students  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$500

## Action 1.4

### 1.4 Full Inclusion

X

New Action

#### Planned Actions/Services

#### Students to be served

#### Budget and Source

The planned actions for Full Inclusion include:

a. Provide release time for teachers and paraprofessionals to collaborate and plan for the support and success for all students.

b. Provide resources (digital or otherwise) to support staff and students within full inclusion.

c. Provide opportunities for professional development (trainings, conferences, etc.) for certificated and classified staff. If attending, staff will need to present information at a staff mtg.

X All Students  
X Other student group(s) Students with disabilities

(a) Release time  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$1,000

(a) Release time  
2000-2999: Classified Personnel Salaries  
Title I Basic -- 3010  
\$500

(b) Supplies and Materials  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$500

(c) Opportunities for classified and certificated staff to attend professional developments  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$500

## Action 1.5

### 1.5 Elementary AVID

New Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Elementary AVID include:</p> <p>a. Students will be provided with AVID materials and supplies including agendas/planners, binders, and dividers to keep their classwork organized. Students will be learning AVID skills that promote organization and college readiness.</p> <p>b. Teachers will participate in teacher meetings/conferences/collaboration that focuses on College and Career Readiness highlighting areas where teachers can incorporate AVID into their lesson planning to give students opportunities to consider their future.</p> <p>c. Provide AVID-release time for planning with a focus on College and Career Readiness, College and Career Week, AVID Certification, etc.</p> <p>d. Parents will be given the opportunity to participate in parent workshops that focus on College and Career Readiness and/or career technology education for their child. The workshops will be given in both English and Spanish and babysitting will be provided.</p> <p>e. Funding will be provided to enhance our College and Careers Day and/or other school-wide AVID activities.</p>	<input checked="" type="checkbox"/> All Students	<p>(a - e) Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>(b - e) Substitute Teacher/Collaboration Time/Release time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>(d) Teacher Hourly for Parent Workshops 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p>



# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:        P1

### Identified Need from the Annual Evaluation and Needs Assessment:

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

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

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

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

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

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School Attendance Rate:	2021 - 2022 Average Daily Attendance Rates TK: 90.06% K: 91.62% 1st: 91.89% 2nd: 93.13% 3rd: 94.14% 4th: 93.55% 5th: 94.06% 6th: 94% Overall: 92.81%	School Attendance Rate to return back to Pre-COVID and distance learning rates for attendance.  Goal for 2021-2022 school year: Increase of 1%
P5 Chronic Absenteeism Rate:	2020 - 2021 Chronic Absenteeism Rate English Learners: 7.2% chronic absenteeism rate Students with Disabilities: 20.5% chronic absenteeism rate Socioeconomically Disadvantaged: 14.8%  Camino's chronic absenteeism rate is lower than the district, county, and state rates.	Goal for 2021-2022 school year: Return to Pre-COVID and distance learning rates of absenteeism rates or better. Establish a new baseline for improvement.  Long term goal: Reduce Chronic Absenteeism rate by 0.5%.
P6 Pupil Suspension Rate:	2020 - 2021 Actual Results: Cumulative Enrollment: 801 students Suspensions for all subgroups and students was 0	Goal for 2021-2022 school year: Return to Pre-COVID and distance learning rates of suspension rates or better. Establish a new baseline for improvement.  Long term goal: Reduce Suspension Rate by 0.5%.
P6 Surveys of pupils, parents, teachers on sense of safety:	2021 Winter Results for the LCAP Student Survey for 3rd - 5th grades: Students response to: How much do you feel like you belong at your school? Belong quite a bit/Completely belong = 219 students (73%) My school is fair if someone breaks a rule. Quite a bit/A tremendous amount = 157 students (53%) Students at my school are nice to each other. Quite a bit/A tremendous amount = 181 students (61%)	Goal for 2021-2022 school year: Increase parent survey response and increase positive responses on survey results focusing on safe and orderly school practices.
P6 Surveys of pupils, parents, teachers on sense of safety:	2021 Winter Results for the LCAP Staff and Teacher Survey	Goal for 2021-2022 school year: Increase CHKS response and increase positive responses on

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

Staff response to:  
Overall how positive is the working environment at our school? 40% responded favorably.

survey results focusing on safe and orderly school practices.

**Planned Strategies/Activities****Action 2.1**

## 2.1 Safe and Healthy School Environment

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Health Care Aide will provide appropriate health care and nursing services. The Health Care Aide will also communicate with parents in regards to immunizations and allergies that might impact a student's school environment or student's education.</p> <p>b. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during lunch and recess</p> <p>c. Activity Supervisors will participate in trainings that focus on conflict resolution, positive reinforcement, discipline, disabilities and what that might look like regarding behavior, alternatives to discipline, etc. They will provide appropriate campus supervision, enforce school rules/procedures, and support student SEL needs. Activity Supervisors will supervise PTA sponsored events that may require additional supervision and will also provide babysitting for parent trainings and meetings such as PTA, ELAC, SSC, etc.</p> <p>d. Safety Coordinator will annually revise the Safe School Plan to include these essential components: ensuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety Coordinator will work with administration to include emergency training for staff on procedures and expectations in the case of an emergency. Students and staff will participate in monthly fire drills</p>	<p><u>X</u> All Students</p>	<p>(a) Health Care Aide 3 hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14,121</p> <p>(b) Recess/PE equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(c) Extended time for classified personnel - PD, babysitting for parent events, support with school functions. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(c) Meetings with classified staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(d) Replenish safety items and provide incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

and practice disaster procedures. The plan will be presented by the Safety Coordinator to ELAC and be approved every year by 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 systems of support (MTSS) including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families will be provided with support including behavior, safety, physical education activities and mental health services through a focus on student wellness.

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

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

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

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

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

\$1,000

(e) Student incentives  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707

\$2,000

(f) Support MFT/Behavioral Support Groups  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707

\$1,000

(g) Support implementation of SEL/PBIS  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707

\$1,500

(h) Support for Extended Learning  
Opportunities (ELO)  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707

\$500

(i) Substitute for 100 Mile Club  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707

\$500

(j) Supplies and materials for a warm and  
inviting Health Office  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707

\$1,000

## Action 2.2

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

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. The PBIS/BSEL Coordinator along with the PBIS/BSEL committee will facilitate the implementation of the components of the PBIS/BSEL model. Teachers will teach short lessons that focus on the PBIS/BSEL character traits. The PBIS/BSEL coach will provide staff development and support in planning these short lessons.</p> <p>b. Student incentives will be given in the classroom and school-wide to reward positive behavior. Weekly and monthly, classroom and school-wide incentives will be offered to encourage positive behavior.</p> <p>c. PBIS/BSEL Team will hold monthly meetings to discuss and revise our program.</p> <p>d. Release time/extra hours will be provided for classified and certificated staff to support our PBIS/BSEL school-wide plan.</p> <p>e. Students will participate in trimester character reward activities/incentives where a teacher will choose those students who demonstrated PBIS behavior throughout the trimester (Student of the Month, Paw Pride, Cubs with Character, Golden Spatula Award, etc.)</p> <p>f. Supplies and materials to support PBIS/BSEL activities - such as assemblies and sensory paths.</p>	<p>X All Students</p>	<p>(a and d) Release time/teacher hourly for PBIS/BSEL Team 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,000</p> <p>(a and d) Release time for PBIS/BSEL Team 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,300</p> <p>(b) Incentives to support PBIS/BSEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(e) Monthly PBSI/BSEL Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Supplies and materials to support PBIS/BSEL activities - such as assemblies and sensory paths. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p>

## Action 2.3

2.3 Attendance and Leadership Support

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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a. The staff (classified and certificated) will develop and implement attendance incentives to promote attendance within the classroom and school-wide.

b. Student Senators (6th grade nominated students) will serve the campus in the Student Senator role. They will provide leadership for TK - 6th grade students as they assist with assemblies, parent programs, new student orientation, attendance, Anti-Bully club, Back to School Night, first days of school, etc. They will provide student voice and input to the administration in school initiatives and programs.

c. Reward and recognize students who are actively participating in classroom and school-wide activities and assignments.

X All Students

(a and b) Release time to support leadership and attendance

1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$1,500

(a) Extra hours for classified  
2000-2999: Classified Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$500

(b) Materials and supplies to support Student Senators - leadership and mentorship  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1,000

(c) Materials and supplies for attendance and leadership support  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1,000

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:        P3 and P6

### Identified Need from the Annual Evaluation and Needs Assessment:

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

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	<p>85 Camino parents/family members completed the LCAP Parent/Family Survey (Spring 2022)</p> <p>For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?</p>	Total number of parent LCAP survey results will increase, as well as positive results.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	69% (58 parents/families) responded as "quite important" or "extremely important"	
P5 Student Engagement	<p>85 Camino parents/family members completed the LCAP Parent/Family Survey (Spring 2022)</p> <p>For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities?</p> <p>85% (70 parents/families) responded as "quite important" or "extremely important"</p>	Total number of student LCAP survey results will increase, as well as positive results.
P5 Student Engagement	<p>18 (24%) of staff completed the LCAP Staff Survey (Spring 2022)</p> <p>When asked, "On most days, how enthusiastic are the students about being at school":</p> <p>83% (15 staff members) responded as "quite enthusiastic" or "extremely enthusiastic"</p>	CHKS results will have a positive increase in the number of students who take the survey, as well as a positive increase in the results.
P6 Surveys of pupils, parents, teachers on sense of school connectedness	<p>When asked, "Overall, how much do you feel like you belong at your school?"</p> <p>3rd - 5th grade: 219/301 (73% of students) responded as "belonging quite a bit" or "completely belong"</p> <p>6th grade: 14/55 (47% of students) responded as "belonging quite a bit" or "completely belong"</p>	Total number of staff LCAP survey results will increase in positive responses.

## Planned Strategies/Activities

### Action 3.1

#### 3.1 Parent Engagement and Leadership



X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. Staff will provide regular updates to parents about classroom/school activities and programs through Q Communications, FB, school website, our marquee, Class Dojo, Peach Jar, and Parent Square.</p> <p>b. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, GATE, PTA, and Booster. Babysitting will be provided.</p> <p>c. The school will communicate to parents Board Policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents.</p> <p>d. District and site leadership meetings will include discussions and implementation for parent engagement and leadership.</p> <p>e. Parents will be given opportunities to participate in workshops/events (Coffee with the Principal) that focus on how they can support their student at home with academics, technology, Social Emotional Learning (SEL), and healthy living and well-being.</p> <p>f. Offer opportunities for our parents of EL students to participate in Parent Engagement and Leadership opportunities. Include supplies and materials, as well as release time for teachers or extra hourly for classified.</p>	<p><u>X</u> All Students</p>	<p>(a - c) Release time/Teacher hourly to support parent engagement and leadership 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(a - c) Extra hourly for classified to support parent engagement and leadership 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(d - e) Materials and supplies to support parent engagement and leadership 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>(f) Materials and supplies to support parent engagement and leadership for parent of EL students 4000-4999: Books And Supplies Title III LEP -- 4203 \$700</p> <p>(f) Release time/Teacher hourly to support parent engagement and leadership 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$500</p> <p>(f) Extra hourly for classified to support parent engagement and leadership 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$300</p>

### Action 3.2

#### 3.2 Parent Involvement Opportunities

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner. Parents will be communicated with daily if their student is absent by office staff. Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful.</p> <p>b. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College &amp; Career Day, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts etc. All parent activities will be supported with English and Spanish translation. Parenting classes to support their child's education will be provided and may include; academic engagement with Common Core Standards, use of technology, English as a Second Language and Homework support, etc.</p> <p>c. Parents will be kept informed and involved with school activities through Parent Connect, Peachjar, Class DoJo, Google Classrooms, and Q Communications.</p>	<p><u>X</u> All Students</p>	<p>(a - c) Allocations for teacher-provided in-services for parents - hourly or substitute 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a - c) Allocations for classified (extra hourly) to provide supports for parents 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>(a - c) Materials and supplies to support parent involvement opportunities 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p>

### Action 3.3

#### 3.3 Parent Communication and Connectivity

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Assist parents in understanding common core state standards, state and local academic assessments, requirements of Title I, and how to monitor their child's progress and work with educators to improve student achievement. The school will provide assistance to all parents to ensure all parents have access to Parent Connect and other district resources.</p> <p>b. Parents will regularly be informed of student progress through Back-to-School Night, Parent-Teacher Conferences, progress reports, report cards,</p>	<p><u>X</u> All Students</p>	<p>(a - b) Materials and supplies to support parent communication and connectivity 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p> <p>(a - b) Allocations for teacher-provided in-services for parents (substitutes &amp; hourly) 1000-1999: Certificated Personnel Salaries</p>

Parent Connect, Q Communications, Peach Jar, School Website, FB, Class Dojo, etc. All communication will be provided in English and Spanish, and translators will be provided for parent meetings when needed.

c. Offer opportunities for our parents of EL students to participate in Parent Communication and Connectivity opportunities. Include supplies and materials, as well as release time for teachers or extra hourly for classified.

Title I Parent Involvement -- 3010 1902  
\$1,606

(a - b) Allocations for classified - provided in-services for parents (extra hourly)  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1,000

(c) Release time/Teacher hourly to support parent communication and connectivity opportunities  
1000-1999: Certificated Personnel Salaries  
Title III LEP -- 4203  
\$400

(c) Extra hourly for classified to support parent communication and connectivity opportunities  
2000-2999: Classified Personnel Salaries  
Title III LEP -- 4203  
\$300

(c) Materials and supplies to support parent communication and connectivity opportunities for parents of EL students  
4000-4999: Books And Supplies  
Title III LEP -- 4203  
\$330

### Action 3.4

#### 3.4 Parent Workshops

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

LCFF Suppl/Conc -- 0707  
 \$1,000  
 (a - b) Materials and supplies to support parent workshops  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$2,000

**Action 3.5**

Student Engagement and Leadership

	<u>X</u> New Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Provide incentives for students during testing (ELPAC, CAASPP, NWEA, etc.)</p> <p>b. Provide opportunities for students to attend a variety of academic, behavior, and SEL assemblies.</p> <p>c. Provide incentives and rewards for lunch time activities (Golden Spatula Award, Game Table), peer mentors,</p> <p>d. Provide students opportunities to engage with other students and staff, learn to be peer mentors, and develop leadership skills.</p> <p>e. Provide time for staff (classified and certificated) to support our students in students engagement and leadership.</p>	<p><u>X</u> All Students</p>	<p>(a - d) Materials and supplies to support students in student engagement and leadership opportunities            4000-4999: Books And Supplies            LCFF Suppl/Conc -- 0707            \$3,000</p> <p>(a - d) Allocations for teachers to provide student engagement and leadership opportunities via substitute or hourly            1000-1999: Certificated Personnel Salaries            LCFF Suppl/Conc -- 0707            \$2,000</p> <p>(e) Allocations for classified to provide student engagement and leadership opportunities via extra hours            4000-4999: Books And Supplies            LCFF Suppl/Conc -- 0707            \$2,000</p>

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessment - ELA	<p>CAASPP ELA Actual Progress will not be available to review in Fall 2021. Testing for Spring 2021 cancelled due to COVID-19 school closure.</p> <p>NO CURRENT DATA FOR 2021 DUE TO COVID-19 PANDEMIC.</p> <p>Goals will be based and measured with the next administration of the CAASPP.</p> <p>PENDING THE BASELINE DATA ESTABLISHED WITH RETURN TO IN-PERSON INSTRUCTION/2022 TESTING - Camino Real will continue with the following expected outcomes: School-wide increase of +3 point; Student groups increase of +5</p>	Maintain use of 2019 CAASPP Data Dashboard
P4: Statewide Assessment - Math	<p>CAASPP Math Actual Progress will not be available to review in Fall of 2021. Testing for Spring 2021 cancelled due to COVID-19 school closure.</p> <p>NO CURRENT DATA FOR 2021 DUE TO COVID-19 PANDEMIC.</p> <p>Goals will be based and measured with the next administration of the CAASPP.</p> <p>PENDING THE BASELINE DATA ESTABLISHED WITH RETURN TO IN-PERSON</p>	Maintain use of 2019 CAASPP Data Dashboard

Metric/Indicator	Expected Outcomes	Actual Outcomes
	INSTRUCTION/2022 TESTING - Camino Real will continue with the following expected outcomes: School-wide increase of +3 point; Student groups increase of +5	
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC.	<p>PENDING THE BASELINE DATA ESTABLISHED WITH RETURN TO IN-PERSON INSTRUCTION/2022 TESTING - Camino Real will continue with the following expected outcomes:</p> <p>English Learner actual progress will be recorded in summer of 2021.</p> <p>School-wide goal is to have EL students maintain or increase their ELPI level while decreasing the percentage of students in ELPI. An overall goal is set for an 3% increase for those students maintaining an ELPI level of 4 or progressing at least one ELPI level.</p>	2020 - 2021 ELPAC Dashboard data: Level 1 (Minimally Developed) 19.23% Level 2 (Somewhat Developed) 43.59% Level 3 (Moderately Developed) 30.77% Level 4 (Well Developed) 6.41%
P4: English Learner reclassification rate	<p>Reclassified students 17-18 = 11 students Reclassified students 18-19 = 24 students</p> <p>Reclassified students 19-20 = This number of students in not yet finalized due to COVID-19 school closure.</p> <p>Reclassified students 20-21 = Goal is to increase the number of students reclassified annually by 10%.</p> <p>Reclassified students 21-22 expected outcome: English Learners will increase the number of students reclassified annually by 10%. Maintain or increase CALPADS/Data Quest census data.</p>	2020 - 2021 Dataquest Fluent-English-Proficient Students: 8.8% (68 students) Re-designated FEP Students: 2.5% (2)
P4: Statewide Assessments - ELA CAASPP	<p>NO CURRENT DATA FOR 2021 DUE TO SCHOOL COVID-19 PANDEMIC.</p> <p>Resuming administration of CAASPP ELA, a new baseline will be set and monitored. Goals will be</p>	Winter 2021 - 2022 NWEA ELA Data: K: 78% (69 students) scored Avg., High Avg., or High 1st: 28% (34 students) scored Avg., High Avg., or High

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>based and measured with the next test administration to include:</p> <p>Goal - to increase the total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%.</p>	<p>2nd: 45% (41 students) scored Avg., High Avg., or High  3rd: 57% (51 students) scored Avg., High Avg., or High  4th: 58% (58 students) scored Avg., High Avg. or High  5th: 47% (56 students) scored Avg., High Avg. or High  6th: 48% (41 students) scored Avg., High Avg., or High</p>
<p>P4: Statewide Assessments - Math CAASPP Results</p>	<p>NO CURRENT DATA FOR 2021 DUE TO SCHOOL COVID-19 PANDEMIC.</p> <p>Resuming administration of CAASPP Math, a new baseline will be set and monitored. Goals will be based and measured with the next test administration to include:</p> <p>Goal - to increase the total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%.</p>	<p>Winter 2021 - 2022 NWEA Math Data:  K: 75% (66 students) scored Avg., High Avg., or High  1st: 44% (37 students) scored Avg., High Avg., and High  2nd: 37% (33 students) scored Avg., High Avg, or High  3rd: 43% (40 students) scored Avg., High Avg., or High  4th: 46% (47 students) scored Avg., High Avg., or High  5th: 35% (41 students) scored Avg., High Avg. or High  6th: 46% (40 students) scored Avg., High Avg., or High</p>
<p>P8: Other student outcomes - MDTP/Read 180</p>	<p>2021 - 2022 Expected outcome: The results of the 2020 - 2021 Read 180 Diagnostic Test will give 6th grade teachers a baseline on the progress of their students in regards to the 6th grade ELA standards.</p>	<p>2020 - 2021 CAASPP Alternate English Assessment</p> <p>Overall: 36% met or exceeded grade level standards.</p> <p>SED: 27% met or exceeded grade level standards</p> <p>EL: 0% met or exceeded grade level standards</p>
<p>P8: Other student outcomes - I-Station</p>	<p>2021 - 2022 Expected outcome: The results of the 2020 - 2021 I-Station in ELA and Math will be used as a baseline for planning in these two areas.</p>	<p>2020 - 2021 CAASPP Alternate Math Assessment</p> <p>Overall: 48% met or exceeded grade level standards.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Targeted guided reading intervention will be provided with a goal to increase literacy achievement and engage students in accelerated learning.	SED: 40% met or exceeded grade level standards EL: 10% met or exceeded grade level standards

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CCSS Implementation The planned actions for CCSS ELA/ELD Implementation include:</p> <p>a. Provide time for staff to collaborate on UoS implementation and effective strategies for mathematics and ELA/ELD, and technology including data analysis, grade level planning, collaboration, and goal setting includes a contract with consultant and JUSD TSAs. A priority focus will be given to academic support for student accelerated learning and filling gaps due to distance learning.</p> <p>b. Bilingual language tutors are assigned to SEI classrooms with EL students who are at the Beginning levels of language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish as well as primary language support (2 @ 3hrs.).</p> <p>c. Teachers will be provided with ELA/ELD/Math/Science supplemental materials, supplies, incentives, library</p>	<p>CCSS Implementation The actual actions for CCSS ELA/ELD Implementation include:</p> <p>a. Time was provided to teachers to collaborate on UoS implementation and effective strategies for math, ELA, ELD, and technology.</p> <p>b. Bilingual language tutors were assigned to SEI classrooms with EL students who are at the Beginning levels of language acquisition. These tutors provided assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish, as well as primary language support (2 @ 3hrs.).</p> <p>c. Teachers were provided materials for ELA, ELD, math, science, as well as, supplies, incentives, library resources, technology, and other pertinent items to provide supplementary instruction and support to EL/SDC/RSP/GATE/Merit students.</p> <p>d. K-3 teachers administered the district adopted monitoring program to</p>	<p>Media Center Clerk (EMCC) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$55,320</p> <p>Books, materials, supplies for the library and makerspaces 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000</p> <p>Two 3 hrs BLTs salary/benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$18,511</p> <p>Two 3 hrs BLTs salary/benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$18,511</p> <p>Materials and supplies (new teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Print Shop 5700-5799: Transfers Of Direct Costs</p>	<p>Media Center Clerk (EMCC) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$55,320</p> <p>Books, materials, supplies for the library and makerspaces 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000</p> <p>Two 3 hrs BLTs salary/benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$18,511</p> <p>Two 3 hrs BLTs salary/benefits 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$18,511</p> <p>Materials and supplies (new teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Print Shop 5700-5799: Transfers Of Direct Costs</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>resources, Technology, and other pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students. Teachers will also be provided with supplemental support ELA/ELD, Mathematics, and science materials (includes but not limited to: copy machines, printing, graphing calculators, novel, leveled readers, manipulatives, software, and informational texts).</p>	<p>assess students' reading fluency. Some K-3 teachers were given release time to administer these assessments.</p>	<p>Title I Basic -- 3010 \$1,000</p>	<p>Title I Basic -- 3010 \$1,000</p>
<p>d. K-3 teachers will administer the district adopted monitoring program to assess students' reading fluency. K-3 Teachers will be given release time to administer the assessment and enter and analyze data. Teachers will collaborate on strategies with the CSR Intervention teachers to meet the needs of students struggling with reading fluency. CSR Intervention teachers will provide Early Literacy Intervention to students in K-3 who are not at grade level in reading fluency, phonemic awareness and ELA foundational skills.</p>	<p>e. Staff did not attend conferences to support CCSS implementation; however, staff were allotted opportunities to attend PD's and complete activities with Alludo.</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$900</p>
<p>e. Provide conference opportunities to teachers to support CCSS implementation with technology integration and ELD, and coaches/consultants will provide ongoing support.</p>	<p>f. AVID Lead teacher was provided release time for planning (planning College and Career Readiness, organizing AVID supplies, planning/organizing AVID Team Mtgs. and AVID certification).</p>	<p>Supplies for copy machines (4310) 4000-4999: Books And Supplies Title I Basic -- 3010 \$6,000</p>	<p>Supplies for copy machines (4310) 4000-4999: Books And Supplies Title I Basic -- 3010 \$6,000</p>
<p>f. Provide AVID-release time for planning and supplies with a focus on College and Career Readiness.</p>	<p>g. GATE facilitator coordinated classes that offered after school opportunities for GATE/Merit students to participate.</p>	<p>Contract for Copy Machine (5640) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>Contract for Copy Machine (5640) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000</p>
	<p>h. Teaches were provided some release time, but not to the extent that was originally planned.</p>	<p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4,500</p>	<p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4,000</p>
	<p>i. Roving substitutes were provided for teachers to attend 504, SST, and or IEP meetings.</p>		
	<p>j. Technology, training &amp; resources were provided, but not to support distance learning, rather it was use to support student in the classroom.</p>		
	<p>k. Funding was provided for the Library.</p>		

**Planned  
Actions/Services**

g. GATE facilitator will coordinate classes that will be offered after school for GATE students to participate. These classes will focus on topics that extend from the classroom or from common core standards in ELA, Math, Science, and Social Studies.

h. Provide release time/subs for teachers for extensive planning including but not limited to: UoS planning, NGSS, Early Literacy Plan development, analysis and/or calibration for district adopted assessments, and UoS Performance Task assessments.

i. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s.

j. Technology, training & resources will be provided to support distance learning as needed. Measures: teacher input, student input, parent input

k. Provide additional funding for the Library and Digital Resources (eBooks) Access.

l. Provide technology and software support for classroom integration to include (i.e. ESGI, Mystery Science).

1.2 Pre-School Transition to TK and/or Kindergarten  
The planned actions for Preschool Transition include:

**Actual  
Actions/Services**

l. Technology and software support were provided for classroom integration that included ESGI and Mystery Science.

1.2 Pre-School Transition to TK and/or Kindergarten  
The planned actions for Preschool Transition include:

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

**Planned  
Actions/Services**

- a. Camino Real will communicate to parents the board policies and other requirements of Transitional K/Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents (Transitional K/Kindergarten Orientation).
- b. Kindergarten parent meeting provided prior to the beginning of the school year to help students transition to the routines of the school, become familiar with the site, faculty and staff members they will be interacting with. Future kindergarten students will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the main office.
- c. Camino Real will coordinate with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Camino Real Elementary and adhere to any needs possible.
- d. Kindergarten Readiness Workshop is made available for students that did not participate in a preschool program via JUSD Parent Involvement and community outreach department.

**Actual  
Actions/Services**

- a. Camino Real communicated to parents the board policies and other requirements of the TK/Kindergarten program. Developmental activity packets and Orientation meetings were held for new parents.
- b. A kindergarten parent meeting was held prior to the beginning of the school year to introduce parents to Camino.
- c. Camino Real coordinated with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Camino Real Elementary and adhere to any needs possible.
- d. Kindergarten Readiness Workshop is made available for students that did not participate in a preschool program via JUSD Parent Involvement and community outreach department.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3 Intervention The planned actions for Intervention include:</p> <p>a. Students in grades 4-6 who are two levels or more below grade level in reading will be given the opportunity to participate in an intensive intervention reading program. Students will be identified for this program using a variety of data results and assessments.</p> <p>b. CSR Intervention teachers will support K-6 Foundational Skills/Early Literacy/Primary intervention and intensive intervention support with supplies and materials to support this program. Intervention teachers and supports will be provided for distance learning needs.</p> <p>c. CSR Intervention teachers will continue to participate in staff development on intervention, prevention, and course access software licenses to include district adopted materials and assessments.</p> <p>d. Teachers will continue to be provided with upgrades, as we monitor and purchase the necessary equipment to provide CCSS-aligned tools.</p> <p>e. Teachers will continue with staff development on the ELD standards with focus on the EL Roadmap that focuses on integrated vs. designated ELD instruction. They will also continue to collaborate on strategies for increasing</p>	<p>1.3 Intervention The planned actions for Intervention include:</p> <p>a. Students reading two levels or more below grade level were given the opportunity to participate in an intensive intervention reading program. Students were identified using a variety of data and assessments.</p> <p>b. CSR Intervention teachers supported 2nd - 6th grade students struggling in reading.</p> <p>c. CSR Intervention teachers continued to participate in staff development on intervention, prevention, and course access software licenses to include district adopted materials and assessments.</p> <p>d. Teachers were provided with upgrades, as we monitor and purchase the necessary equipment to provide CCSS-aligned tools.</p> <p>e. Teachers continued with staff development on the ELD standards that focus on the EL Roadmap of integrated vs. designated ELD instruction. They will collaborated on strategies for increasing language acquisition for English Learners and to work in grade-level teams for standards-based planning using common core standards and data analysis specific to Camino's identified</p>	<p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$73,133</p> <p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$73,133</p> <p>CSR Intervention Teacher (62.5) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$86,456</p> <p>CSR Intervention Teacher (37.5) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$51,874</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1,388</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$849</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$800</p>	<p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$73,133</p> <p>CSR Intervention Teacher (0.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$73,133</p> <p>CSR Intervention Teacher (62.5) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$86,456</p> <p>CSR Intervention Teacher (37.5) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$51,874</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1,388</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$849</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$800</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis specific to Camino's identified English Language Learners, UoS Post Assessments, ELPAC, and Smarter Balance results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring equitable student achievement in language acquisition and reading/language arts.</p> <p>f. Extended Day Learning and Student Engagement Opportunities - Students will be invited to participate in academic review, remediation, and/or enhancement activities to increase student achievement, as well as, engage in SEL, Physical Education, and academic school activities.</p> <p>g. 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 (mobi devices, student printers, etc.).</p> <p>h. The Communication Enhancement Program (CEP) at Camino Real is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to</p>	<p>English Language Learners, UoS Post Assessments, ELPAC, and Smarter Balance results. The principal and teachers collaborated on minimum days to create and share strategies for producing cohesive program instruction and ensuring equitable student achievement in language acquisition and reading/language arts.</p> <p>f. Students were invited to participate in Extended Learning Opportunities (ELO), which included but not limited to: academic review, remediation, and/or enhancement activities to increase student achievement, SEL, Physical Education, and other academic school activities.</p> <p>g. Resources were purchased to supplement classroom instruction to meet the rigor of the grade level standards, which included technology and software support for classroom integration.</p> <p>h. CEP students received differentiated instruction based upon a tiered pyramid of interventions.</p> <p>i. Teachers were provided staff development on the Next Generation Science Standards (NGSS) UoS and planning of lessons using these standards.</p>	<p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,100</p>	<p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Material and supplies (NGSS &amp; ELO supplies) 4000-4999: Books And Supplies Title I Basic -- 3010 \$7,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p> <p>i. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) UoS and planning of lessons using these standards. Teachers will continue to use science notebooks as part of their instruction in science.</p>			
<p>1.4 Elementary AVID The planned actions for Elementary AVID include:</p> <p>a. Students will be provided with AVID materials and supplies including agendas/planners, binders and dividers to keep their classwork organized. Students will be learning AVID skills that promote organization and college readiness. Digital supports may be needed and implemented to support distance learning.</p> <p>b. Teachers will participate in teacher meetings/conferences/collaboration that focuses on college and career readiness highlighting areas where teachers can incorporate AVID into their lesson planning to give students opportunities to consider their future.</p> <p>c. Parents will be given the opportunity to participate in trimester parent workshops that focus on college and</p>	<p>1.4 Elementary AVID The planned actions for Elementary AVID include:</p> <p>a. Students were provided with a myriad of AVID materials throughout the school year.</p> <p>b. Teachers were provided resources on college and career readiness, highlighting areas where teachers can incorporate AVID into their lesson planning to give students opportunities to consider their future.</p> <p>c. Parents were not provided the opportunity to participate in trimester parent workshops due to the restrictions of COVID.</p> <p>d. Funding was provided to enhance our College and Career Day event and other school-wide activities.</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,913</p> <p>Substitute Teacher/ Collaboration Time, College &amp; Career Week 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>Materials and supplies (AVID Planners) 4000-4999: Books And Supplies Title I Basic -- 3010 \$950</p> <p>Substitute Teacher/ Collaboration Time, College &amp; Career Week 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>career readiness and/or career technology education area for their child. The workshops will be given in both English and Spanish and babysitting will be provided.</p> <p>d. Funding will be provided to enhance our College and Careers Day and/or other school-wide activities.</p> <p>e. Provide opportunities for staff to attend AVID Summer Institute and/or PATH.</p>	<p>e. Four teachers and two administrators will be attending AVID Summer Institute.</p>		
<p>1.6 Full Inclusion The planned actions for Full Inclusion include:</p> <p>a. Provide professional development (trainings, conferences, etc.) for certificated and classified staff.</p> <p>b. Provide release time for teachers and paraprofessionals to collaborate and plan for the support and success for all students.</p> <p>c. Provide resources (digital or otherwise) to support staff and students within full inclusion.</p>	<p>1.5 Full Inclusion The planned actions for Full Inclusion include:</p> <p>a. Professional development was available for all staff through District provided PD and through Alludo.</p> <p>b. Release time was available for teachers and paraprofessionals to collaborate and plan for the support and success for all students.</p> <p>c. Resources were provided to support staff and students within full inclusion.</p>	<p>PD, release time, trainings, and support for Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,500</p> <p>PD, release time, trainings, and support for Classified Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>PD, release time, trainings, and support for Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p> <p>PD, release time, trainings, and support for Classified Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p>

## Analysis

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

Students, teachers, staff, and parents faced many challenges during distance learning; however, the challenges did not cease to exist once we returned to in-person instruction, rather, schools were faced with a multiple new struggles and barriers. Specifically, Camino:  
\* Teachers integrated Social Emotional Learning (SEL) lessons and strategies in morning meetings.

- \* Staff members integrated SEL support throughout the day (snack recess, lunch recess, drop-off , and pick-up) specifically relating to anxiety (many times seperation), stress, depression, and trauma - social stories were used to target specific needs.
- \* Teachers assessed their students' present levels and were mindful of learning gaps and the time it might take to recoup lost learning.
- \* Writing was an area of great concern and still is, not only with the writing process, but also with developing fine motor skills.

A major focus at the beginning of the year were Impact Teams, which were implement school-wide. Teachers did a wonderful job creating rubrics, utilizing learning intentions, and implementing success criteria. Teachers have made this a protocol within their classroom, shared this with parents, and highlighted it in SST's and IEP's.

Professional Development (PD) was presented a little differently this year. We took part of our Staff Mtgs. to address various initiatives and resources like; Ellevation, AVID, NWEA, SEL, and Impact Teams. Also, our Coordinator of Curriculum and Instruction provided a PD on Step Up to Writing and shared ideas for "low " and "high" stakes writing. Staff members were also encouraged to participate in Alludo and other District-provided opportunities.

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

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

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

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

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

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

In addition, our EMCC was provided extra help every day to assist with the checking-in/out of books, creating and assisting in Makerspace activities, SEL lessons, and supporting students in anyway possible.

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



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

As with any school year, but especially being back to in-person instruction, our main focus was to ensure students' social-emotional needs were met. Teachers and staff reported many students struggled to focus and pay attention throughout the day. Students needed to build stamina in order to accomplish a full day of in-person instruction. With each passing day, students were able to achieve and do more, but overall academically they are not where they were before the pandemic. Our district assessments provided a baseline - where teachers can now take a step back and reflect with a years worth of information and ask, "Where will we go from here?" We will continue to accelerate instead of remediate, but there will be students who will accelerate at a slower pace. Strategies will need to be implemented, resources will have to be provided, on-going school-home communication will be a must, interventions will need to be developed and kept fluid, and progress will need to be monitored.

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

2020 - 2021 ELPAC Dashboard data:

Level 1 (Minimally Developed) 19.23%  
Level 2 (Somewhat Developed) 43.59%  
Level 3 (Moderately Developed) 30.77%  
Level 4 (Well Developed) 6.41%

2020 - 2021 Dataquest

Fluent-English-Proficient Students: 8.8% (68 students)  
Re-designated FEP Students: 2.5% (2)

Winter 2021 - 2022 NWEA ELA Data:

K: 78% (69 students) scored Avg., High Avg., or High  
1st: 28% (34 students) scored Avg., High Avg., or High  
2nd: 45% (41 students) scored Avg., High Avg., or High  
3rd: 57% (51 students) scored Avg., High Avg., or High  
4th: 58% (58 students) scored Avg., High Avg. or High  
5th: 47% (56 students) scored Avg., High Avg. or High  
6th: 48% (41 students) scored Avg., High Avg., or High

Winter 2021 - 2022 NWEA Math Data:

K: 75% (66 students) scored Avg., High Avg., or High  
1st: 44% (37 students) scored Avg., High Avg., and High  
2nd: 37% (33 students) scored Avg., High Avg, or High  
3rd: 43% (40 students) scored Avg., High Avg., or High  
4th: 46% (47 students) scored Avg., High Avg., or High  
5th: 35% (41 students) scored Avg., High Avg. or High  
6th: 46% (40 students) scored Avg., High Avg., or High

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

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

The additional staff support - either additional hours (HCA), positions (MFT, Library assistant, resident sub.), or stipend positions (AVID Lead Teacher) lessened or eliminated stress for other staff members and provided support for students and staff. Student re-engagement support was needed and, at times, difficult to provide.

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

Additional and continued support for SEL training and resources will be needed for students and staff. The baseline for ELA and math NWEA will allow teachers to better prepare for their students and address their academic needs. In addition to the two Reading Intervention Teachers we currently have, Camino will add a Math Intervention Teacher to specifically help students build a strong foundation in number sense and problem-solving. Release time will be provided to staff in order to administer assessments such as: ESGI, NWEA, ELPAC, CAASPP, other benchmarks; our Tech Coordinators to provide support; and for other coordinators such as our Safe School, PBIS, and AVID Coordinators, as well as our Leadership Team. Funding for PBIS, AVID, Student Senators and other student-centered teams will be increased to support a positive school culture and environment celebrating success and addressing areas of need or concern.

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School facilities are maintained in good repair	All school facility will be maintained as expected.	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports).
P5: School Attendance Rates	School Attendance Rate to return back to Pre-COVID and distance learning rates for attendance.  Goal for 2021 - 2022 school year: Increase of 1%	2021 - 2022 Average Daily Attendance Rates TK: 90.06% K: 91.62% 1st: 91.89% 2nd: 93.13% 3rd: 94.14% 4th: 93.55% 5th: 94.06% 6th: 94% Overall: 92.81%
P5: Chronic Absenteeism Rate	Goal for 2021 - 2022 school year: Return to Pre-COVID and distance learning rates of absenteeism rates or better. Establish a new baseline for improvement.  Long term goal: Reduce Chronic Absenteeism rate by 0.5%.	2020 - 2021 Chronic Absenteeism Rate English Learners: 7.2% chronic absenteeism rate Students with Disabilities: 20.5% chronic absenteeism rate Socioeconomically Disadvantaged: 14.8%  Camino's chronic absenteeism rate is lower than the district, county, and state rates.
P6: Pupil suspension rate	Goal for 2021 - 2022 school year: Return to Pre-COVID and distance learning rates of suspension rates or better. Establish a new baseline for improvement.  Long term goal: Reduce Suspension rate by 0.5%	2020 - 2021 Actual Results: Cumulative Enrollment: 801 students Suspensions for all subgroups and students was 0

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Surveys of pupils, parents, teachers on sense of safety.	Goal for 2021 - 2022 school year: Increase parent survey response and increase positive responses on survey results focusing on safe and orderly school practices.	2021 Winter Results for the LCAP Student Survey for 3rd - 5th grades: Students response to: How much do you feel like you belong at your school? Belong quite a bit/Completely belong = 219 students (73%) My school is fair if someone breaks a rule. Quite a bit/A tremendous amount = 157 students (53%) Students at my school are nice to each other. Quite a bit/A tremendous amount = 181 students (61%)
P6: Survey of pupils, parents, teachers on sense of belonging to school.	Goal for 2021 - 2022 school year: Increase CHKS response and increase positive responses on survey results focusing on safe and orderly school practices.	2021 Winter Results for the LCAP Staff and Teacher Survey Staff response to: Overall how positive is the working environment at our school? 40% responded favorably.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Safe and Healthy School Environment</p> <p>a. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (Red Ribbon Week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, etc.). Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families will be provided with support including behavior, safety, physical education activities and mental health</p>	<p>2.1 Safe and Healthy School Environment</p> <p>a. The school created and maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (Red Ribbon Week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, etc.). Teachers and staff used a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families were provided</p>	<p>Health Care Aide 3 hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$20,182</p> <p>Safety items, recess equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p> <p>Substitute for Principal's Designee 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Meetings with classified staff</p>	<p>Health Care Aide 3 hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$20,182</p> <p>Safety items, recess equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Substitute for Principal's Designee 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Meetings with classified staff</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>services through a focus on student wellness.</p> <p>b. Activity Supervisors will participate in trainings that focus on conflict resolution and positive reinforcement. They will provide appropriate campus supervision, enforce school rules/procedures and support student SEL needs. Activity Supervisors will supervise PTA sponsored events that may require additional supervision and will also provide babysitting for parent trainings and meetings such as PTA, ELAC, and SSC. Activity Supervisors will support and enforce COVID safety guidelines as directed by the district. Activity Supervisors will support the implementation of the re-engagement plan.</p> <p>c. Safety coordinator will annually revise the Safe School Plan to include these essential components: ensuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety coordinator will work with administration to include emergency training for staff on procedures and expectations in the case of an emergency. Students and staff will participate in monthly fire drills and practice disaster procedures. The plan will be presented by the Safety coordinator to the ELAC and approved every year by the School Site Council.</p>	<p>support including behavior, safety, physical education activities and mental health services through a focus on student wellness.</p> <p>b. Activity Supervisors participated in trainings that focused on conflict resolution and positive reinforcement. They provided appropriate campus supervision, enforced school rules/procedures and supported student SEL needs. Due to COVID restrictions, we did not have PTA sponsored events. Activity Supervisors supported and enforced COVID safety guidelines as directed by the district. Activity Supervisors supported the implementation of the re-engagement plan.</p> <p>c. Safety Coordinator revised the Safe School Plan to include the essential components: ensuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety Coordinator worked with administration to include emergency training for staff on procedures and expectations in the case of an emergency. Students and staff participated in monthly fire drills and practice disaster procedures. The plan was presented by the Safety Coordinator to ELAC and was approved by School Site Council.</p> <p>d. Mental Health supports were provided to students with the hiring of</p>	<p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Replenish safety equipment for emergency supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Extended Learning Opportunities/Healthy Living/SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,500</p>	<p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Replenish safety equipment for emergency supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300</p> <p>Extended Learning Opportunities/Healthy Living/SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,500</p>

**Planned  
Actions/Services**

d. Mental Health supports will be provided to students with the hiring of a Behavioral Health Therapist as well as referrals by teacher or parent. Behavioral Health Therapist will also provide assistance with social skill development in support of positive behavior at school.

e. Health Care Aide will provide appropriate health care and nursing services. The Health Care Aide will also communicate with parents in regards to immunizations and allergies that might impact a student's school environment or student's education, Health Care Aide will monitor students who may show COVID systems and follow district protocols on safety guidelines.

f. Staff will annually revise and distribute/post parent/student handbook. SEL/PBIS coordinator and staff will provide a schoolwide assertive discipline program. SEL/PBIS implementation will include training and materials for teaching social skills with social skills posters and SEL strategies. The coordinator will update and revise Area Expectations as needed. Students will earn incentives and rewards for attendance, good citizenship, making good choices, etc. (SNACK ATTACK Parties, attendance rewards, and incentives)

g. Extracurricular activities for students using teachers/consultants/support staff to provide enriching

**Actual  
Actions/Services**

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

e. Health Care Aide provided appropriate health care and nursing services. The Health Care Aide communicated with parents in regards to immunizations and allergies that might impact a student's school environment or student's education. Health Care Aide monitored students who showed COVID systems and followed district protocols on safety guidelines.

f. Staff revised, distributed, and posted the parent/student handbook. SEL/PBIS Coordinator and staff provided a schoolwide assertive discipline program. SEL/PBIS implementation included training and materials for teaching social skills with social skills posters and SEL strategies. The coordinator revised Area Expectations for all areas and grade levels. Students earned incentives and rewards for good citizenship, making good choices, etc. (Cubs with Character, Student of the Month, Golden Spatula, along with other incentives).

g. Extracurricular activities/Extended Learning Opportunities for students using teachers and paraprofessional

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

**Planned  
Actions/Services**

opportunities/activities for students to be actively involved to enhance social and emotional well-being.

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. Students will develop self-monitoring strategies. Supervisors and staff will provide additional student supervision to ensure student safety.

i. Camino Real will implement healthy living initiatives to promote healthy living habits for all. These will include Physical Education standards, ELO opportunities to enrich physical activity and healthy personal living habits, etc.

j. Teachers will be provided with Sanford Harmony online SEL (Social Emotional Learning) portal for TK-6. Teachers will address their students' of SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all student including English Learner students.

k. We will maintain social distancing and safe environment requirements as outlined by CDC for children, staff, and community.

**Actual  
Actions/Services**

staff to provide enriching opportunities and activities for students to be actively involved to enhance social and emotional well-being.

h. Camino Real operated the 100 Mile Club that focused on student health and well-being by having them participate in running and monitoring the number of miles they have run. Students developed self-monitoring strategies. Supervisors and staff provided additional student supervision to ensure student safety.

i. Camino Real implemented healthy living initiatives to promote healthy living habits for all. These included Physical Education standards, ELO opportunities to enrich physical activity, and healthy personal living habits, etc.

j. Teachers were provided with Sanford Harmony online SEL (Social Emotional Learning) portal for TK-6. Teachers addressed their students' of SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all student including English Learner students.

k. Staff and students maintained social distancing and safe environment

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>l. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during lunch and recess.</p> <p>m. Radios/walkie talkies will be purchased as needed for classified and certificated staff to ensure safety for all students and staff.</p>	<p>requirements as outlined by CDC for children, staff, and community.</p> <p>l. Appropriate and necessary PE and recess equipment was purchased and replenished throughout the school year to provide students with activities during lunch and recess.</p> <p>m. Radios/walkie talkies were purchased as needed for classified and certificated staff to ensure safety for all students and staff.</p>		
<p>2.2 Positive Behavior Intervention Support (PBIS) and Social Emotional Learning (SEL)</p> <p>a. The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. The PBIS coach will provide staff development and support in planning these short lessons.</p> <p>b. Student incentives will be given in the classroom and schoolwide to reward positive behavior. Weekly and monthly, classroom and school-wide incentives will be offered to encourage positive behavior.</p> <p>c. PBIS coach will hold monthly meetings with the committee to review discipline data and brainstorm school-wide interventions that promote good citizenship inside and outside the classroom.</p>	<p>2.2 Positive Behavior Intervention Support (PBIS) and Social Emotional Learning (SEL)</p> <p>a. The PBIS coach along with the PBIS committee facilitated the implementation of the components of the PBIS model. Teachers taught short lessons that focused on the sixteen character traits. The PBIS coach provided staff development and support in planning these short lessons.</p> <p>b. Student incentives were provided school-wide to reward positive behavior. Weekly and monthly, classroom and school-wide incentives were offered to encourage positive behavior.</p> <p>c. PBIS coach held monthly team meetings to brainstorm school-wide interventions that promote good</p>	<p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Release time for PBIS Team 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Release time for PBIS Team 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>d. Release time will be provide to the PBIS coach/Team in order to support our PBIS plan.</p> <p>e. Students will participate in trimester character reward activities where a teacher will choose those students who demonstrated PBIS behavior throughout the trimester.</p> <p>f. PBIS/SEL coach will hold meetings with the committee to review discipline data and brainstorm school-wide interventions that promote good citizenship inside and outside the classroom.</p>	<p>citizenship inside and outside the classroom.</p> <p>d. Release time was provided to the PBIS coach/Team in order to support our PBIS plan.</p> <p>e. Students participated in trimester character reward activities where a teacher chose those students who demonstrated PBIS behavior throughout the trimester.</p> <p>f. See letter "c" - duplicate of "f".</p>		
<p>2.3 Attendance and Leadership Support</p> <p>a. The staff will develop and implement attendance incentives to promote attendance within the classroom and school-wide.</p> <p>b. The staff will develop and implement attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. Classes will earn incentives for daily attendance and no tardings including SNACK ATTACK. This is a no-tardy program where classes get incentives when the class spells out SNACK ATTACK (11 days) with no tardies.</p> <p>c. Students that continue to have excessive absences after Tier 1 supports have been implemented are provided a second level of re-</p>	<p>2.3 Attendance and Leadership Support</p> <p>a. The staff developed and implemented attendance incentives to promote attendance within the classroom and school-wide.</p> <p>b. Due to COVID, we did not implement attendance incentives.</p> <p>c. Students with excessive absences were contacted and re-engagement supports were offered. Camino worked with the family to monitor progress, identify barriers to student engagement and attendance, and address student needs. Students were also referred to our BHT/MFT through PICO to address attendance</p>	<p>Release time to support leadership and attendance 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Materials &amp; Supplies, attendance incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Release time to support leadership and attendance 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Release time to support leadership and attendance 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p> <p>Materials &amp; Supplies, attendance incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Release time to support leadership and attendance 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p>

**Planned  
Actions/Services**

engagement supports Tier 2. Camino will work with the student and family to monitor progress, identify barriers to student engagement and attendance, and address student needs. Students may also be referred to our Behavioral Health Therapist through the PICO office to address mental health barriers to attendance and engagement. Tier 3 is implemented for those students who continue to have excessive absences after Tier 2 has been implemented. The school will work with Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SRB process to address barriers to re-engage the student.

d. Student Ambassadors/Senators (6th grade nominated students) will serve the campus in the Student Ambassador/Senator role. They will provide leadership for K-6 students as they assist with assemblies, parent programs, new student orientation, Attendance BBQ's, Anti-Bully club, Back to School night, first days of school, etc. They will provide student voice and input to the administration in school initiatives and programs.

e. Reward and recognize students who are actively participating in classroom activities and assignments.

**Actual  
Actions/Services**

and engagement, as it pertained to mental health barriers.

d. Student Senators (6th grade nominated students) served the campus in the Student Senator role. They provided leadership for TK-6 students. They provided student voice and input to the administration in school initiatives and programs.

e. Students were recognized and rewarded who actively participated in classroom activities and assignments.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

## Analysis

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

Our first and most important goal is always the social emotional well-being of our students and staff. Teachers have reported that during distance learning they learned things about their students and their students' families that they would not have known in a regular school year and even though they had a different connection with students, from not being in the classroom, they were exposed to a intimate part of their home-life that changed their idea of assigning traditional homework and classwork - the support, or lack thereof, impacted and possibly forever changed many teachers' beliefs about homework, the value it has or does not have, the pros and cons, and the impact homework has on a family, not just the child.

The trauma our students and staff endured needed to be addressed and continuously revisited throughout the school year. Teachers and staff spent more time talking with students and validating their feelings of anxiety, depression, worry, and stress. The addition of our MFT through PICO helped meet the needs for many of our students and we hope to continue that support, as the pandemic created and intensified trauma and mental health issues; however, the need for an MFT was needed before the pandemic. Activity Supervisors, Instructional Aides, and BLT's were trained in SEL and trauma to help with various behaviors (crying, separation anxiety, eloping, violent behavior, etc.) they experience on the playground, in the cafeteria, or before and after school.

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

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

Student breakfasts and lunches were free of charge for all students this school year, and a limited number of suppers were given to students as they left school at the end of the day.

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

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

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

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

It was not surprising that attendance was lower this year than in years past, and that due to COVID, some of our families struggled with attendance and were very concerned sending their child to school with minor symptoms - something that was not a concern before the pandemic. Camino still continued with daily phone calls so parents were aware that we knew their child/children was/were absent. Attendance decreased as a result of COVID issues and students were absent any time they were in close contact with someone who tested positive for COVID or was exposed to COVID. Independent Study was offered, but rarely assigned due to the lack of parental action. We offered assignments digitally, as well as paper/pencil packets, in conjunction with our Re-engagement Staff member who made separate phone calls home, helping parents navigate PowerSchool Pages and to answer any questions they may have about the homework.

2021 - 2022 Average Daily Attendance Rates

TK: 90.06%

K: 91.62%

1st: 91.89%  
2nd: 93.13%  
3rd: 94.14%  
4th: 93.55%  
5th: 94.06%  
6th: 94%  
Overall: 92.81%

Attendance rates decreased as a result of COVID and COVID related issues; however, this was more prominent from August - February. As nation-wide COVID related issues decreased, so did Camino's. Due to distance learning last year, students were already familiar with PowerSchool Learning pages, making it easy to access their work on PSL this school year. Our Resident Sub worked on re-engagement when students were absent by contacting students and families to answer any questions or help navigate the PSL page if needed.

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

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

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

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

The need for additional support in the above mentioned areas will help to alleviate stress for staff and students and provide much needed support academically and social-emotionally. The need for SEL support and resources, as well as additional academic support will continue to be essential. Continued trainings in the areas of SEL/trauma and how to work with students in academic and social settings will provide staff members the support needed to deal with sensitive issues and better support our students and their families. More specifically, mini PBIS lessons addressing identified areas of concerns will be shared with staff early on in the school year. Attendance incentives and award ceremonies will return to normal next year - with this we may find an increase of students engagement and parental involvement.

Camino will continue to implement supports so students can learn to problem solve, effectively communicate, collaborate, develop critical thinking skills, create personal goals, take ownership for their learning, and understand how to access their curriculum.

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3: Survey of Parents/Families on Family Involvement</p>	<p>Total number of parent LCAP survey results will increase, as well as positive results.</p>	<p>85 Camino parents/family members completed the LCAP Parent/Family Survey (Spring 2022)</p> <p>For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?</p> <p>69% (58 parents/families) responded as "quite important" or "extremely important"</p>
<p>P5 Student Engagement</p>	<p>Total number of student LCAP survey results will increase, as well as positive results.</p>	<p>85 Camino parents/family members completed the LCAP Parent/Family Survey (Spring 2022)</p> <p>For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities?</p> <p>85% (70 parents/families) responded as "quite important" or "extremely important"</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>CHKS results will have a positive increase in the number of students who take the survey, as well as a positive increase in the results.</p>	<p>18 (24%) of staff completed the LCAP Staff Survey (Spring 2022)</p> <p>When asked, "On most days, how enthusiastic are the students about being at school":</p> <p>83% (15 staff members) responded as "quite enthusiastic" or "extremely enthusiastic"</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5: Survey of Students, Teachers, and Parents on Student Engagement	Total number of staff LCAP survey results will increase in positive responses.	<p>When asked, "Overall, how much do you feel like you belong at your school?"</p> <p>3rd - 5th grade: 219/301 (73% of students) responded as "belonging quite a bit" or "completely belong"</p> <p>6th grade: 14/55 (47% of students) responded as "belonging quite a bit" or "completely belong"</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent Engagement and Leadership</p> <p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through Q Communications, facebook, school website, daily announcements, Class DoJo, Peachjar, monthly calendar and marquee.</p> <p>b. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, GATE advisory committee, PTA, and Booster. Babysitting will be provided.</p> <p>c. The school will communicate to parents Board Policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets,</p>	<p>3.1 Parent Engagement and Leadership</p> <p>a. Parent involvement was not increased due to COVID restrictions; however, Camino is planning resuming our regular planned action of increasing parent involvement for next year.</p> <p>b. School staff provided parents and staff leadership opportunities through advisory committees like: DELAC, ELAC, SSC, GATE advisory committee, PTA, and Booster.</p> <p>c. The school communicated Board Policies and other requirements of the Transitional Kindergarten program. Parents received registration packets, developmental activity packets for summer prep, and transition meetings for parents.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$300</p> <p>Release time to support parent engagement and leadership 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Release time to support parent engagement and leadership 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$300</p> <p>Release time to support parent engagement and leadership 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Release time to support parent engagement and leadership 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

**Planned  
Actions/Services**

developmental activity packets for summer prep, and transition meetings for parents.

d. District and site leadership meetings will include distance learning topics and concerns using Google Meet and Zoom opportunities when necessary.

e. Parents will be given opportunities to participate in workshops that focus on how they can support their student at home with academics, technology, re-engagement with in-person Instruction, Social Emotional Learning (SEL), and healthy living/wellbeing.

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 will be sent home in a timely manner. Parents will be communicated with daily if their student is absent by office staff. Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful.

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

**Actual  
Actions/Services**

d. District and site leadership meetings did not include distance learning topics or concerns using Google Meet and Zoom opportunities due to being back in-person.

e. Parents were not given opportunities to participate in workshops due to COVID restrictions; however, Camino will resume our original planned actions for next year.

3.2 Parent Involvement Opportunities

a. Parent involvement was not increased due to COVID restrictions; however, Camino will resume the original planned action for next school year.

b. The school staff did not invite parents due to COVID restrictions; however, Camino will resume the original planned action for next school year.

c. Parents were informed about school activities through Parent Connect, Peachjar, Class DoJo, Google Classrooms, and Q Communications, and Parent Square.

**Budgeted  
Expenditures**

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

**Estimated Actual  
Expenditures**

Allocations for teacher-provided in-services for parents  
1000-1999: Certificated Personnel Salaries  
Title I Parent Involvement --  
3010 1902  
\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Your Parent to Lunch, Moms and Muffins, Dads and Donuts etc. All parent activities will be supported with English and Spanish translation. Parenting classes to support their child's education will be provided and may include; academic engagement with Common Core Standards, use of technology, English as a Second Language and Homework support, etc.</p> <p>c. Parents will be kept informed and involved with school activities through Parent Connect, Peachjar, Class DoJo, Google Classrooms, and Q Communications.</p>			
<p>3.3 Parent Communication and Connectivity</p> <p>a. Assist parents in understanding common core state standards, state and local academic assessments, requirements of Title I, and how to monitor their child's progress and work with educators to improve student achievement using Parent Connect/Q Communications. The school will provide assistance to all parents to ensure all parents have access to Parent Connect and other district resources.</p> <p>b. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, Q Communications, Peach Jar, School Website, FB, Class Dojo App,ZOOM Meetings, Google MEETS,</p>	<p>3.3 Parent Communication and Connectivity</p> <p>a. Parents were 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 using Parent Connect/Q Communications, ELAC, and School Site Council.</p> <p>b. Parents were regularly informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, Q Communications, Peach Jar, School Website, FB, Class Dojo App,ZOOM Meetings, Google MEETS, home visits, phone calls, emails, and notes home.</p>	<p>Materials &amp; Supplies/ Student planners 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1200</p> <p>Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$226</p>	<p>Materials &amp; Supplies/ Student planners 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>home visits, phone calls, emails, and notes home.</p> <p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.</p> <p>d. Parent meetings will be provided and supported via live meets when necessary.</p>	<p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources were provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators were provided for parent meetings.</p> <p>d. Parent meetings were provided and supported via live meets when necessary.</p>		
<p>3.4 Parent Workshops</p> <p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through Q Communications, facebook, school website, daily announcements, Class DoJo, Peachjar, monthly calendar and marquee.</p> <p>b. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, GATE advisory committee, Booster, and PTA. Babysitting will be provided.</p> <p>c. The school will communicate to parents the board policies and other</p>	<p>3.4 Parent Workshops</p> <p>a. Camino had parents involved in school/district advisory committees to review current school/district programs and make recommendations. School staff provided regular updates to parents about classroom/school activities and programs through Q Communications, facebook, school website, daily announcements, Class DoJo, Peachjar, monthly calendar and marquee.</p> <p>b. School staff provided parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, GATE advisory committee, Booster, and PTA.</p> <p>c. See 3.1c</p>	<p>Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$550</p>	<p>Allocations for teacher-provided in-services for parents 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.</p> <p>d. District and site leadership meetings will include topics to address their concerns.</p> <p>e. Parents will be given opportunities to participate in workshops that focus on how they can support their student at home with academics, technology, re-engagement with In Person Instruction, Social Emotional Learning (SEL) and healthy living/wellbeing. In addition, parents will be provided support in technology by office staff, media clerk and/or other staff members.</p>	<p>d. District and site leadership meetings included topics to address their concerns.</p> <p>e. Parents were not given opportunities to participate in workshops due to COVID restrictions, however, Camino will resume their planned actions for next year.</p>		

## Analysis

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

COVID restrictions prevented parents/volunteers from being on campus; therefore, meetings such as: parent-teacher conferences, SST's, 504's, and IEP's were held virtually (Zoom or GM) or over the phone, and our office was not buzzing with volunteers as in years past- all of this drastically and negatively impacted our campus, teachers, and students. With this change, communication became even more vital. Parents were informed of classroom, school, and districts events via Class Dojo, marquee, school website, Facebook, Parent Square, teachers' PSL page, flyers, and Q Communication. Our office staff worked diligently to assist parents with concerns and struggles and to answer their questions. Many teachers frequently surveyed their students to gain insight to how they felt and what they needed. In turn, this allowed teachers to tailor their SEL lessons to individual students and their class.

Camino did not implement the planned strategies for Focusing on Parent Engagement and Leadership, Involvement Opportunities, Communication and Connection, and Parents Workshops as originally planned, but in order for our school to return to pre-pandemic track, we need to continue with improving these areas and focus on re-engagement for our parents, volunteers, and community members.

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

With COVID restrictions implemented most of the year, alternative means of communication were needed for parent volunteer committees (PTA, Booster, GATE, ELAC, SSC). These wonderful groups met virtually and these parental platforms were used to gain insight and address concerns and needs. Our parent volunteer groups provided more feedback than the results of our LCAP - as seen in the lack of responses. In order to accurately gain parental insight, perhaps surveys can be combined to reduce requested participation of such information and increase parental participation.

\* 85 Camino families participated in LCAP Parent/Family Survey (Spring 2022)

\* 24% of our staff participated in the LCAP Staff Survey (Spring 2022)

\* 83% of our students participate in the LCAP Student Survey (Spring 2022)

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

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

Some allocations were not used due to COVID restrictions. For example, parents workshops were not held, but are planned to be options for next year. In addition, classified release time was not used due to parent volunteer meetings being held virtually; again, this will be needed once these groups return to in-person meetings. A focus on community engagement will need to be a focus in order to mend the bond between home and school that was fractured during distance learning.

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

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

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

PICO referrals are expected to increase next year and the addition of a counselor would allow for group decisions/support groups to be developed.

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	203,841
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	501,351.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	123,540	0.00
Title I Parent Involvement -- 3010 1902	1,606	0.00
Title I District -- 500 3010	76,165	0.00
Title III LEP -- 4203	2,530	0.00
LCFF Suppl/Conc -- 0707	132,240	0.00
LCFF District -- 500 0707	165,270	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	165,270.00
LCFF Suppl/Conc -- 0707	132,240.00
Title I Basic -- 3010	123,540.00
Title I District -- 500 3010	76,165.00
Title I Parent Involvement -- 3010 1902	1,606.00
Title III LEP -- 4203	2,530.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	324,032.00
2000-2999: Classified Personnel Salaries	123,626.00
4000-4999: Books And Supplies	44,730.00
5000-5999: Services And Other Operating Expenditures	7,963.00
5700-5799: Transfers Of Direct Costs	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	90,784.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	74,486.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	67,667.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	17,610.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	42,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	3,463.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	86,910.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	30,930.00
4000-4999: Books And Supplies	Title I Basic -- 3010	1,200.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	4,500.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	76,165.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,606.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	900.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	600.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,030.00

# School Site Council Membership

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

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

Name of Members	Role
Samantha Bier	Parent or Community Member
Laura Douglas	Parent or Community Member
Karen Gotschall	Classroom Teacher
Kim Herbert	Parent or Community Member
Nicole Herring	Parent or Community Member
Sandra Sanchez	Other School Staff
Giselle Romero	Parent or Community Member
Donnalee Simpson	Classroom Teacher
Julie Stice	Classroom Teacher
Erika Pham	Principal

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



# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/26/22.

Attested:

	Principal, Erika Pham on 5/26/22
	SSC Chairperson, Samantha Bier on 5/26/22

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

### **Planned Strategies/Activities**

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

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Evaluation and Update**

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

Annual Measurable Outcomes

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

Strategies/Activities

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

### **Analysis**

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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