

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cameron Ranch Elementary School	34-67447-6034383	June 2nd, 2022	June 28th 2022

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Stakeholder Involvement	3
Resource Inequities	5
Goals, Strategies, & Proposed Expenditures.....	8
SPSA/Goal 1	8
SPSA/Goal 2.....	14
SPSA/Goal 3.....	22
SPSA/Goal 4	31
Budget Summary	37
Budget Summary	37
Other Federal, State, and Local Funds	37
Budgeted Funds and Expenditures in this Plan.....	38
Funds Budgeted to the School by Funding Source.....	38
Expenditures by Funding Source	38
Expenditures by Budget Reference	38
Expenditures by Budget Reference and Funding Source	39
Expenditures by Goal.....	39
School Site Council Membership	40
Recommendations and Assurances	41

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

STAKEHOLDER ENGAGEMENT

The development of the School Plan began in the winter of the 2021/2022 school year. The Site Leadership team, School Site Council, school staff and our English Learner Advisory Committee (ELAC) evaluated the current SPSA to determine if actions had been effective. Each group noted the need to accelerate learning, deepen SEL support and provide enrichment opportunities for students, as well as family and community engagement experiences.

School Site Council met six times during the 2021/2022 school year, four of which during the development of this plan in the winter/spring of the 2021/2022 school year. Site Council reviewed relevant site data, site budgets, and survey results. School Site Council expressed interest in funding ongoing technology purchases to replace old and outdated hardware. It was shared that maintaining and updating technology will support all students. School Site Council also expressed an interest to continue to fund an 0.5 FTE intervention teaching position for the 2022/2023 school

year to mitigate learning loss, as well as invest in social-emotional and enrichment opportunities for students. There was complete agreement to continue to fund the 1.0 FTE Academic Coach and Intervention position. Parents on the Council expressed concerns about the social-emotional needs of the students, gaps in learning loss and how to best support low income families and English Learner families. One member expressed confidence in the site's ability to maneuver through challenging times and shared appreciation for the regular budgetary updates and feedback gathered through various data points to guide the work of the Council and school site. A desire to continue family and community engagement connections remains a priority for the Council, as well as the ELAC.

ELAC (English Language Advisory Council) met four times during the 2021/2022 school year. ELAC reviewed relevant site data, site budget proposed expenditures, and survey results. They reflected on specific needs, to include parent education. ELAC examined data related to the progress of English Learners and noted the increase in the number of Newcomers and Refugees to our school site and ELL students as a whole. During ELAC meetings, families asked questions about the structure of ELD supports both in and out of the classroom. In response, the ELD Teacher shared the difference between Designated ELD instruction (focused to develop students' English proficiency targeting ELD Standards) and Integrated ELD instruction (focused to provide meaningful access to grade-level academic content instruction). Advice was asked of the ELAC in regard to needs of EL's and the School Site Plan. ELAC members communicated support for the school's plan and appreciated the response towards funding allocations directed to support EL learners, including the purchase of Rosetta Stone, Raz Kids (plus the EL extension package). The ELAC recommended more emphasis on reading and writing supports for EL students. Current EL trends and relevant EL programs were regularly shared with the group, along with data and programmatic actions. Several members shared appreciation for the school's response during the challenging year and are hopeful to return to in-person meetings during the fall.

The Site Leadership Team met regularly during the 2021-2022 school year and continued to meet weekly during the development of this plan. Site Leadership reviewed relevant site data, site budgets, and survey results. The team discussed resources needed to support purposeful learning and ways to embed structures to optimize student growth potential in targeted foundational skills. They also voiced concerns about the lack of engagement and consistent attendance from students during extended periods of time due to COVID-19 factors. Staff expressed ongoing challenges connecting with families and a deep concern for all students' well-being was noted. In response to this need, the office staff began using school-wide Class Dojo as a way to contact families who are hard to reach with traditional methods (phone and email). Incorporating this additional site communication has increased parent engagement and communication has grown.

Site Leadership is in support of staff alignment to grow capacity and accelerate intentional learning. The team worked to leverage staff leadership through the development of intentional collaboration blocks and professional development offerings high-lighted through site data. The team asked staff to share the areas of professional development they needed to strengthen skills when looking at data, refining differentiation and strengthening instructional practices both academically and through SEL development. Site Leadership also supports professional learning opportunities as it applies to well-being, academic rigor, and how to infuse the use of social justice/anti-bias instruction throughout the curriculum.

In accordance with state and local guidelines, community partnerships involvement was done virtually with discussions on how to support students and families in the upcoming school year. Community groups shared a desire to accelerate learning over the summer and into the fall. Further

discussion focused on ways to accelerate learning loss, which remains a priority, in addition to social-emotional well-being.

A digital site-based survey was created to gain feedback from parents and students about their priorities around the 4 LCAP Goals.

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Results from the survey are detailed in the Comprehensive Needs Assessment.

Teachers and support staff participated in development of the SPSA through surveys, written documents, staff meetings, the Site Leadership Team and School Site Council. In December of 2021, teachers shared their priorities for funding in a survey to guide expenditures for the coming year. These priorities were shared with partnership groups and addressed in the development of this School Plan.

Teachers noted a desire to target academic skills by increasing opportunities for students to build numeracy foundational skills such as number sense, basic computation, and setting mastery goals. The continuation of the part-time intervention teacher will focus on supports through the mathematics domains to support these needs. Teachers also noted the need to continue site work in guided reading and literacy foundational skills aligned to the Science of Reading. A few teachers attended an online SIPPS training, a program on systematic instruction in phonological awareness, with phonics and sight words training and shared findings with teachers in the primary grades. Staff determined common assessments and are eager to continue this work across all grade levels as we move into the next school year. Several staff have registered for the LETRS training through the 2022-2023 school year and will work to bring knowledge gained back to the school site. Staff finds value and would like to strengthen small group targeted instruction in all grades, as well as increase funding for technology and necessary resources to support needs within the classroom setting. Additionally, teachers prioritized social-emotional resources, and ways to re-energize family and community engagement opportunities. The purchase of materials and supplies to support these priorities is noted in the plan. Staff is in agreement to hire additional instructional assistants to support grades 3-5 in this work.

The draft SPSA was shared with the Site Leadership Team and School Site Council.

Resource Inequities

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

RESOURCE INEQUITIES

Through the Comprehensive Needs Assessment process, the focus of this plan is to address resource inequities due to the uncertainty of students' academic progress and social-emotional well-being due to a combination of factors affecting consistent attendance throughout the 2021-2022 school year. This plan identifies actions to promote academic success and engagement, social-emotional support, targeted instruction, interventions, enrichment experiences, and family and community engagement.

Based on data analysis, root cause analysis, review of budgets and the review of empathy gathering sessions, the following resource inequities were identified in Goal Area 1: (Connected School Communities):

1. Limited access to our families over the past two years; therefore, strengthening communication tools and community events are necessary to increase connection.
2. Limited opportunities for families to connect virtually or in person created a disconnect between the school-home connection.
3. Decrease in student engagement due to inconsistent attendance.
4. Decrease in parent volunteerism due to COVID-19 procedures and protocols.

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 2: (Healthy Environments for SEL):

1. Increase in social emotional referrals for family and student supports.
2. Professional development and collaboration opportunities around Social Emotional Learning strategies were limited as the needs in this area accelerated above normal trends.
3. Level of parent capacity within particular populations remains a contributing factor to the decrease in student engagement and attendance.

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 3: (Engaging Academic Programs)

1. Professional development toward effective and engaging ELA and Mathematics instructional strategies has been a challenge due to the increase in the lack of student readiness and levels of mastery in foundational skills.
2. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical towards eliminating learning gaps.
3. An increase in Refugee and Newcomer English Learners has increased the percentage of students needing targeted designated supports in the development of language acquisition.
4. Due to limited engagement from virtual and hybrid learning in the 2020-2021 school year, along with ongoing gaps in foundational skills, an increase in the percentage of LTEL students has grown.

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal 4: (Clear Pathways)

1. An increase in the number of students participating in intervention due to difficulties of mastery connected to foundational skills.
2. Lack of enrichment activities due to the limitation of clubs, assemblies or extracurricular activities.

As our site continues to grow capacity to accelerate intentional learning this coming school year, staff will engage in ongoing professional development that focuses on data analysis, refinement of differentiation strategies and tools to strengthen instructional practices both academically and through SEL development.

Priorities

1. Hire and provide additional hours for a Parent/Neighborhood Liaison to spend time on family outreach.
2. Provide incentives for student attendance and engagement.
3. Provide PBIS recognition to promote positive school culture.
4. Provide materials and resources to support differentiation for grades TK-5.
5. Provide hands-on academic materials for students to use at home, as needed.

6. Provide enrichment opportunities through academic and/or extra curricular activities for students to expand learning experiences.
7. Provide culturally responsive resources to support school culture that represent our diverse populations.
8. Provide opportunities for staff to grow their capacity as educators through a variety of professional development options.
9. Provide a bridge between home and school to promote students' academic and social success.
10. Provide staff, families, students and community representatives voice in the planning and implementation of school-wide events.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

What data did you use to monitor progress and how often?

During the course of the 2021-2022 school year, empathy gathering sessions, site surveys and district family surveys were completed in the fall, winter and spring.

What worked and didn't work? Why? (monitoring)

With the ongoing implementation of our community outreach and supports, such as digital online newsletters, family and community engagement events, and online social media; parents, students and staff felt a strong sense of communication; however, there was a decrease in percentages felt amongst school culture and sense of belonging.

Families, students and staff were limited in the amount of school engagement activities due to the county and state restrictions in place through much of the school year; and therefore, the amount of opportunities to connect and provide a sense of belonging was disrupted. Through informal discussions with families and students about providing opportunities for school community engagement, several shared the amount of stressors associated with mask mandates and overall health concerns as being a key factor in their feelings around family involvement and student enrichment.

What modification(s) did you make based on the data? (evaluation)

Resources were re-allocated to support SEL and academic needs determined through site assessments, empathy gathering and survey data points.

2021-22

Identified Need

Welcoming school environments that value all students and families provide a foundation for effective life-long learning. Identifying needs and supports (assets) and coordinating efforts from caring staff will connect students and families to targeted resources, aimed to help them access the best opportunities and thrive. There is a need to rebuild a sense of school community, culture, relationships and school connectedness that suffered due to the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree	2021-2022 Survey Parent Response 82.1%	Maintain or increase by 2% to return to prior expected trends
District School Survey - Overall rating of questions in the Parent Involvement section. Percent strongly agree/agree	2021-2022 Survey Parent Response 89.7%	Maintain or increase by 2% to return to prior expected trends
School Chronic Absenteeism Rate	2021-2022 School Chronic Absenteeism: 34.1% to decrease by 2% to return to prior expected trends	Decrease by 2% to return to prior expected trends

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
--------	----------------	---------------------	-----------------------	-----------	---------------------	-------------------------

1.1	Parent Liaison: Continue Parent Liaison position to support families, organize activities and services to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Parent Liaison	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	5544 1500	School year 2022-23
1.2	Communication : Implement online systems and provide at home learning materials to increase communication to new and current families regarding	X All Students English Learners Low-Income Students Foster Youth Other	Principal Parent Liaison Leadership Team	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23

	school culture and policies.					
1.3	Family Engagement: Fund site-based resources to increase community connections (ie: family and community engagement experiences and culturally inclusive activities).	X All Students English Learners Low-Income Students Foster Youth Other	Principal Liaisons	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022-23
1.4	Attendance: Provide booster activities and incentives that foster regular attendance to support participation and engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Attendance Clerk	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022-23
1.5	Extra Clerical Hours: Fund extra office clerical hours to connect with	X All Students English Learners Low-Income Students Foster Youth Other	Principal School Secretary Attendance Clerk	LCFF Supplemental Site Allocation 2000-2999: Classified	5000	School year 2022-23

	families, triage technology/attendance needs, support student and family engagement.			Personnel Salaries		
1.6	Interpreters: Provide primary language support to EL students and families through the use of language interpreters.	All Students X English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	500	School year 2022-23
1.7	Home-School Connection: Provide education to families with virtual/in-person meetings that support attendance, academic success and social emotional behavior.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Liaisons	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23
1.8		All Students English Learners Low-Income Students				

		Foster Youth Other						
--	--	-----------------------	--	--	--	--	--	--

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

What data did you use to monitor progress and how often?

During the course of the 2021-2022 school year, empathy gathering sessions, site surveys and family surveys were completed in the fall, winter and spring. Through informal discussions with families and students about this safety and healthy environments, several shared the amount of stressors associated with mask mandates and overall health concerns as being a key factor in their feelings around school climate and safety. The use of SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) was implemented in the Fall and Winter to determine additional support for students with the increase in social emotional needs.

What worked and didn't work? Why? (monitoring)

In response to site needs based on state and county health and safety guidelines, support staff was utilized to implement safety measures across campus. With an increase in student social-emotional needs, the lack of a full-time counselor on site impacted access to student needs in a timely manner.

What modification(s) did you make based on the data? (evaluation).

Site resources were used to purchase SEL support materials and increase Second Step learning modules across campus, which included classroom and common area spaces to build consistency in problem solving methods and communication strategies. Attendance incentives were bolstered in a variety of ways to help meet the increase in chronic absenteeism. To aid in school-wide connectedness, staff regularly sent positive messages home to families and support staff continued to welcome new students and families into our learning community.

In support of culturally responsive practices, staff participated in professional development to promote social justice and equity in the classroom and materials were purchased for staff and students to learn and develop anti-bias and anti-racist work on site.

Resources were re-allocated to support SEL and academic needs determined through site assessment and survey data point.

2021-22

Identified Need

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - School Culture Staff. Percent strongly agree/agree overall.	School Culture Staff: 93.3%	Maintain
District Survey - School Culture Parent. Percent strongly agree/agree overall.	School Culture Parent: 83.8%	Maintain or increase by 2% to return to prior expected trends
District Survey - School Culture Student. Percent strongly agree/agree overall.	School Culture Student: 71.2%	Maintain or increase by 2% to return to prior expected trends
School Suspension Rate	0.24%	Maintain
District Survey - Safety Staff. Percent strongly agree/agree overall.	School Safety Staff: 96.7%	Maintain
District Survey - Safety Parent. Percent strongly agree/agree overall.	School Safety Parent: 88.5%	Maintain or increase to return to prior expected trends
District Survey - Safety Student. Percent strongly agree/agree overall.	School Safety Student: 82.9%	Maintain or increase by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Family Engagement: Provide virtual and/or in-person academic and enrichment activities for families to encourage literacy, math and SEL by building community through evening family activities which target cooperation, responsibility to expand family engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal PBIS Team & Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2022-23
2.2	Mentor Programs: Provide opportunities for students to participate in mentorship programs	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2022-23

	<p>which include curriculum and activities to build perseverance and a growth mindset. Programs will provide a structure for students to experience the connections between academics, exercise and a positive self-image.</p>					
2.3	<p>SEL Materials and Supplies: Provide materials needed to support Social-Emotional learning in all grades ensuring students have access to the instructional environment which supports well-being, to include funding materials,</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000	School year 2022-23

	experiences and supplies to support healthy environment across campus for all students.					
2.4	<p>Recreation Aides: Fund additional Rec. Aides as needed to increase school wide safety measures and support a positive school climate.</p> <p>Fund full-time Recreation Aide to support SEL development, restorative practices, PBIS (check-in and check-out with students), family engagement support.</p> <p>Funded through ELO</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries Other 2000-2999: Classified Personnel Salaries</p>	<p>3,412 50,000</p>	School year 2022-23

	Grant: Allotting \$50,000					
2.5	School Community Intervention Assistant (1.0 FTE-classified): Student support for social skills intervention in the classroom and common areas to promote PBIS strategies, Restorative Practices and student safety and wellbeing, plus coordinate communication and support for families as needed.	X All Students English Learners Low-Income Students Foster Youth Other	Principal PBIS Team and Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	33,833 24,763	School year 2022-23
2.6	Professional Learning: Fund professional learning opportunities for staff, purchase materials and	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And	2000	School year 2022-23

	supplies to promote self-reflection and critical thinking to advance academics, inclusion and social justice standards on campus.			Operating Expenditures		
2.7	Positive Behavior and Support: Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities; support for PBIS and rewards for academic achievement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022-23
2.8		All Students English Learners Low-Income Students Foster Youth Other				

2.9		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

What data did you use to monitor progress and how often?

During the course of the 2021-2022 school year, the use of ongoing text level data, iReady, Lexia Core5, as well as regular formative and summative evaluation measures were utilized to guide differentiation models, determine staff professional development and inform student outcomes and goals through various intervention models.

What worked and didn't work? Why? (monitoring)

In response to site needs based on various academic data points, differentiation models shifted throughout the year to meet students' needs. As the site worked towards accelerating learning initiatives, students demonstrated growth in several areas; however, the amount of learning loss is still apparent across all grade levels. The site investment in intervention teachers continued to provide push in and pull out support models for all grade levels. Limitations to in-person collaboration and lack of time presented a barrier to timely ongoing staff development.

What modification(s) did you make based on the data? (evaluation)

Site resources were used hire intervention teachers to support literacy small group targeted instruction. Funds were also used to purchase academic engagement materials and supplies. Shifts to target cycles of inquiry were made and efforts to pull small groups as well as push into classroom was implemented based on site data and student needs. Mini on-site professional develop sessions were offered to newly hired instructional assistants to optimize small group and individual instruction.

Resources were re-allocated to support SEL and academic needs determined through site assessments, empathy gatherings and survey data points.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
EOY Text Level Overall K-5 - At or Above grade level standards	At or Above grade level standards: 35.57%	Increase by 2%+ to return to prior expected trends
EOY Text Level Overall K-2 - At or Above grade level standards	At or Above grade level standards: 41.53%	Increase by 2%+ to return to prior expected trends
District School Survey Climate of Support for Academic Progress. Percent strongly agree/agree overall (student responses)	2021-2022 School Survey Climate of Support for Academic Progress: 86.1%	Maintain or increase by 2%+ to return to prior expected trends
Midyear iReady Math Diagnostic Grade 1 Annual Typical Growth	19% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends
Midyear iReady Math Diagnostic Grade 2 Annual Typical Growth	18% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends
Midyear iReady Math Diagnostic Grade 3 Annual Typical Growth	16% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends
Midyear iReady Math Diagnostic Grade 4 Annual Typical Growth	20% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Midyear iReady Math Diagnostic Grade 5 Annual Typical Growth	30% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends
Midyear iReady Reading Diagnostic Grade 1 Annual Typical Growth	21% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends
Midyear iReady Reading Diagnostic Grade 2 Annual Typical Growth	39% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends
Midyear iReady Reading Diagnostic Grade 3 Annual Typical Growth	44% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends
Midyear iReady Reading Diagnostic Grade 4 Annual Typical Growth	44% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends
Midyear iReady Reading Diagnostic Grade 5 Annual Typical Growth	52% of students met Typical Growth Goal	Maintain or increase by 5% to return to expected trends

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Professional Collaboration: Support and nurture instructional processes resulting in improved student achievement. Engage in cycles of teacher observation followed by	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School year 2022-23

	careful and reflective feedback on a variety of instructional practices (identifying specific student needs, responding with appropriate actions collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).					
3.2	Instructional Assistants: Classroom support for TK-2 Literacy and Numeracy 1 @ 3hr and 3 @ 3hr to support small group differentiated learning for grades 3-5.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	65,000	School year 2022-23

3.3	Intervention Teacher: Intervention teacher (0.5 FTE) for small group instruction in reading and math.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Intervention Teacher	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	35,000 8,581	School year 2022-23
3.4	ELD Teacher: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE	All Students X English Learners Low-Income Students Foster Youth Other	Principal ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	140,112	School year 2022-23
3.5	Academic Coach/Intervention Teacher: Support and nurture instructional processes resulting in	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal Intervention Teacher with Coaching Responsibilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	93,000 44,464	School year 2022-23

	improved student achievement. Engage in cycles inquiry, teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).			Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.6	Academic Goal Setting: Provide incentives that foster	All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	1000	

	academic goal setting to support participation and engagement.			4000-4999: Books And Supplies		
3.7	Release Time: Provide release time for teacher(s) to improve and update technology hardware and software to allow all students access to online learning environments to increase access to literacy and mathematics differentiated instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4000	School year 2022-23
3.8	Technology: Provide, implement, update and infuse the use of technologies as a tool for learning. This includes	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	25,000 3,000	School year 2022-23

	hardware and software updates.			tal Site Allocation 4000-4999: Books And Supplies		
3.9	Materials and Supplies: Provide materials needed to support skill development in literacy and mathematics concepts in all grades ensuring all students have access to the instructional environment which supports differentiated independent practice centers and small group guided instruction during the school day and for home use. This funding will also expand	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,500 4,836	School year 2022-23

	school and classroom libraries to enhance differentiated text levels for all students through engaging culturally relevant text.					
3.10	IA Professional Development: Provide funding so instructional assistants can attend academic instructional professional development.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	5000	School year 2022-23
3.11		All Students English Learners Low-Income Students Foster Youth Other				
3.12		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

What data did you use to monitor progress and how often?

During the course of the 2021-2022 school year, empathy gathering sessions, site surveys and district family surveys were completed in the fall, winter and spring. Data was also collected on field trip engagement through the grade levels during the course of the school year.

What worked and didn't work? Why? (monitoring)

Families, students and staff were limited in the amount of school engagement activities due to the county and state restrictions in place through much of the school year; and therefore, the amount of opportunities to connect and provide a sense of belonging was disrupted. Through informal discussions with families and students about providing opportunities for school community engagement, several shared the amount of stressors associated with mask mandates and overall health concerns as being a key factor in their feelings around family involvement and student enrichment. As safety guidelines lifted, classes were able to participate in on-and-off site field trip opportunities to enrich the learning experience.

What modification(s) did you make based on the data? (evaluation)

Site resources were used to provide engagement activities when possible due to restrictions in lieu of indoor whole school events. To aid in school-wide connectedness, a blend of inperson and online assemblies was implemented to bring a stronger sense of belonging amongst students, families and staff.

Resources were re-allocated to support SEL and academic needs determined through site assessments, empathy gatherings and survey data points.

2021-22

Identified Need

Elementary is the beginning pathway to building college and career readiness. College and career readiness means more than just graduating from high school. Every student should graduate from high school with as many options as possible. Our school provides pathways that foster many different opportunities for communication, collaboration, leadership, that prepare them for the future of their choosing.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District School Survey - College and Career - Students and Parents know what classes to take and pass to graduate from high school	Students: 51.3% Parents: 61.4%	Increase by 3%
District School Survey - College and Career - Students and Parents know the kinds of courses they need to pass to be prepared for college	Students: 53.8% Parents: 58.3	Increase by 3%
Number of classes (TK-5) who participated in field trip experiences off-site.	Students in General Ed Classes: 100% Students in ILS Classes: 0%	Maintain and Increase ILS to 100%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	<p>Student Enrichment Clubs: Provide opportunities for students to engage in extra curricular activities that may take place during school or after school to prepare and support future aspirations. i.e. Garden Club, Cooking Club, Builders Club, Music Club, Sports Club, STEM Club.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Teachers	<p>LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries</p>	2,000	School year 2022-2023
4.2	<p>Student Leadership: Provide additional funding to support student leadership opportunities across campus to include student led</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Teachers	<p>LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries</p>	500	School year 2022-2023



	assemblies and student leadership teams.					
4.3	Pathways: Provide funding to increase awareness of various career and technical education pathways for bright futures, to include release time for staff to support pathway programs and student leadership	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School year 2022-2023
4.4	Field Trips: Provide opportunities for all students to participate in real world experiences off campus (field trips, including transportation) to build academic language and vocabulary	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Other 5000-5999: Services And Other Operating Expenditures	20,000	School year 2022-2023

	<p>around specific grade level curriculum.</p> <p>Funded through ELO Grant Funds: Allotting \$20,000</p>					
4.5	<p>Assemblies and Performance: Provide academic and enrichment school-wide assemblies to allow the expansion of students' world-view, reinforce classroom learning, strengthen critical thinking, and foster academic connections through experiential learning.</p> <p>Provide performing arts opportunities</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Staff	<p>Other 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating</p>	<p>15,000 2,409 5,000</p>	School year 2022-2023

	<p>for students to build communication, collaboration, and leadership skills that prepare them for the future of their choosing.</p> <p>Funded through ELO Grant Funds: Allotting \$15,000</p>			Expenditures		
--	--	--	--	--------------	--	--

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$358,594.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$629,454.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$140,112.00
LCFF Supplemental Site Allocation	\$42,336.00
Other	\$85,000.00
Title I Part A Parent Involvement	\$5,544.00
Title I Part A Site Allocation	\$353,050.00

Subtotal of state or local funds included for this school: \$629,454.00

Total of federal, state, and/or local funds for this school: \$629,454.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	42,336.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00
LCFF Supplemental English Learner Central	140,112	0.00
Title I Part A Centralized Services (District Only)	0.00	0.00
Title I Part A Site Allocation	353,050.00	0.00
Title I Part A Parent Involvement	5,544.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	140,112.00
LCFF Supplemental Site Allocation	42,336.00
Other	85,000.00
Title I Part A Parent Involvement	5,544.00
Title I Part A Site Allocation	353,050.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	279,612.00
2000-2999: Classified Personnel Salaries	169,789.00
3000-3999: Employee Benefits	77,808.00
4000-4999: Books And Supplies	57,836.00
5000-5999: Services And Other Operating Expenditures	42,409.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	140,112.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	22,336.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00
2000-2999: Classified Personnel Salaries	Other	50,000.00
5000-5999: Services And Other Operating Expenditures	Other	35,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	5,544.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	133,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	104,333.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	77,808.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	35,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	2,409.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,544.00
Goal 2	124,008.00
Goal 3	442,493.00
Goal 4	47,409.00

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
Katyara Brown	Parent or Community Member
Eric Bryant	Parent or Community Member
Joanna Rowland	Classroom Teacher
Megan James	Other School Staff
Jennifer Morgan	Parent or Community Member
Tiffany Camacho	Parent or Community Member
Nathan Rice	Parent or Community Member
Brittany McCarthy	Classroom Teacher
Emily Graham	Classroom Teacher
Aliceon Sloss	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

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 6/2/22.

Attested:



Principal, Aliceon Sloss on 6/2/22



SSC Chairperson, Tiffany Camacho on 6/2/22

Budget By Expenditures

Cameron Ranch Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$3,412.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>Recreation Aides: Fund additional Rec. Aides as needed to increase school wide safety measures and support a positive school climate.</p> <p>Fund full-time Recreation Aide to support SEL development, restorative practices, PBIS (check-in and check-out with students), family engagement support.</p> <p>Funded through ELO Grant: Allotting \$50,000</p>	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$3,412.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central **\$140,112.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>ELD Teacher: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE</p>	1000-1999: Certificated Personnel Salaries	\$140,112.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$140,112.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Cameron Ranch Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$42,336.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Clear Pathways to Bright Futures	
Release Time: Provide release time for teacher(s) to improve and update technology hardware and software to allow all students access to online learning environments to increase access to literacy and mathematics differentiated instruction.	1000-1999: Certificated Personnel Salaries	\$4,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$4,836.00	Engaging Academic Programs	
Student Enrichment Clubs: Provide opportunities for students to engage in extra curricular activities that may take place during school or after school to prepare and support future aspirations. i.e. Garden Club, Cooking Club, Builders Club, Music Club, Sports Club, STEM Club.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Clear Pathways to Bright Futures	
Student Leadership: Provide additional funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams.	1000-1999: Certificated Personnel Salaries	\$500.00	Clear Pathways to Bright Futures	
Pathways: Provide funding to increase awareness of various career and technical education pathways for bright futures, to include release time for staff to support pathway programs and student leadership	4000-4999: Books And Supplies	\$2,500.00	Clear Pathways to Bright Futures	

Cameron Ranch Elementary School

Professional Learning: Fund professional learning opportunities for staff, purchase materials and supplies to promote self-reflection and critical thinking to advance academics, inclusion and social justice standards on campus.	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Healthy Environments for Social-Emotional Growth
Positive Behavior and Support: Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities; support for PBIS and rewards for academic achievement.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Family Engagement: Fund site-based resources to increase community connections (ie: family and community engagement experiences and culturally inclusive activities).	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Attendance: Provide booster activities and incentives that foster regular attendance to support participation and engagement.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Extra Clerical Hours: Fund extra office clerical hours to connect with families, triage technology/attendance needs, support student and family engagement.	2000-2999: Classified Personnel Salaries	\$5,000.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$1,500.00	Connected School Communities
Family Engagement: Provide virtual and/or in-person academic and enrichment activities for families to encourage literacy, math and SEL by building community through evening family activities which target cooperation, responsibility to expand family engagement.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth

Cameron Ranch Elementary School

Mentor Programs: Provide opportunities for students to participate in mentorship programs which include curriculum and activities to build perseverance and a growth mindset. Programs will provide a structure for students to experience the connections between academics, exercise and a positive self-image.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth
SEL Materials and Supplies: Provide materials needed to support Social-Emotional learning in all grades ensuring students have access to the instructional environment which supports well-being, to include funding materials, experiences and supplies to support healthy environment across campus for all students.	4000-4999: Books And Supplies	\$4,000.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$42,336.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$50,000.00	Healthy Environments for Social-Emotional Growth	
Field Trips: Provide opportunities for all students to participate in real world experiences off campus (field trips, including transportation) to build academic language and vocabulary around specific grade level curriculum.	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Clear Pathways to Bright Futures	
Funded through ELO Grant Funds: Allotting \$20,000				

Cameron Ranch Elementary School

<p>Assemblies and Performance: Provide academic and enrichment school-wide assemblies to allow the expansion of students' world-view, reinforce classroom learning, strengthen critical thinking, and foster academic connections through experiential learning.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$15,000.00</p>	<p>Clear Pathways to Bright Futures</p>
--	---	--------------------	---

Provide performing arts opportunities for students to build communication, collaboration, and leadership skills that prepare them for the future of their choosing.

Funded through ELO Grant Funds: Allotting \$15,000

Other Total Expenditures: \$85,000.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$5,544.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison: Continue Parent Liaison position to support families, organize activities and services to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district.	2000-2999: Classified Personnel Salaries	\$5,544.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$5,544.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Cameron Ranch Elementary School

Funding Source: Title I Part A Site Allocation

\$353,050.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Communication: Implement online systems and provide at home learning materials to increase communication to new and current families regarding school culture and policies.	4000-4999: Books And Supplies	\$500.00	Connected School Communities	
School Community Intervention Assistant (1.0 FTE-classified): Student support for social skills intervention in the classroom and common areas to promote PBIS strategies, Restorative Practices and student safety and wellbeing, plus coordinate communication and support for families as needed.	2000-2999: Classified Personnel Salaries	\$33,833.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$24,763.00	Healthy Environments for Social-Emotional Growth	
Professional Collaboration: Support and nurture instructional processes resulting in improved student achievement. Engage in cycles of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying specific student needs, responding with appropriate actions collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs	
Instructional Assistants: Classroom support for TK-2 Literacy and Numeracy 1 @ 3hr and 3 @ 3hr to support small group differentiated learning for grades 3-5.	2000-2999: Classified Personnel Salaries	\$65,000.00	Engaging Academic Programs	
Intervention Teacher: Intervention teacher (0.5 FTE) for small group instruction in reading and math.	1000-1999: Certificated Personnel Salaries	\$35,000.00	Engaging Academic Programs	

Cameron Ranch Elementary School

Interpreters: Provide primary language support to EL students and families through the use of language interpreters.	2000-2999: Classified Personnel Salaries	\$500.00	Connected School Communities
Home-School Connection: Provide education to families with virtual/in-person meetings that support attendance, academic success and social emotional behavior.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	\$2,409.00	Clear Pathways to Bright Futures
Technology: Provide, implement, update and infuse the use of technologies as a tool for learning. This includes hardware and software updates.	4000-4999: Books And Supplies	\$25,000.00	Engaging Academic Programs
Materials and Supplies: Provide materials needed to support skill development in literacy and mathematics concepts in all grades ensuring all students have access to the instructional environment which supports differentiated independent practice centers and small group guided instruction during the school day and for home use. This funding will also expand school and classroom libraries to enhance differentiated text levels for all students through engaging culturally relevant text.	4000-4999: Books And Supplies	\$8,500.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$8,581.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$44,464.00	Engaging Academic Programs
IA Professional Development: Provide funding so instructional assistants can attend academic instructional professional development.	2000-2999: Classified Personnel Salaries	\$5,000.00	Engaging Academic Programs

Cameron Ranch Elementary School

Academic Coach/Intervention Teacher: Support and nurture instructional processes resulting in improved student achievement. Engage in cycles inquiry, teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).	1000-1999: Certificated Personnel Salaries	\$93,000.00	Engaging Academic Programs
Academic Goal Setting: Provide incentives that foster academic goal setting to support participation and engagement.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$353,050.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Cameron Ranch Elementary School Total Expenditures: \$629,454.00