

School Year: **2021-22**



# 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	6/1/21	September 28, 2021

## 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.

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## 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 2020/2021 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 ten times during the 2020/2021 school year, five of which during the development of this plan in the spring of the 2020/2021 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 2021/2022 school year to mitigate learning loss, as well as invest in social-emotional and enrichment opportunities for students. 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 with the technological divide, which came to light during the transition from distance learning to hybrid; as well as those who remained in distance learning after the hybrid model began in March 2021. A desire to continue family and community engagement connections remains a priority for the Council, as well as the ELAC. One member expressed appreciation for the diversity emphasis by updating school and classroom libraries with books that represent all cultures. A concern was voiced for families of English Learners who are struggling during distance and hybrid learning. All groups appreciated voice from the students as recorded through empathy gathering sessions.

The Site Leadership Team met weekly during the 2020-2021 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 in-person learning in the fall of 2021. They also voiced concerns about the lack of engagement from students during distance learning and hybrid learning, and challenges connecting with families. A deep concern for all students' well-being was noted. Site Leadership is in support of staff alignment to grow capacity to accelerate intentional learning this coming school year. 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.

ELAC met four times during the 2020/2021 school year. ELAC reviewed relevant site data, site budget proposed expenditures, and survey results. They reflected on specific needs due to distance and hybrid learning, to include parent education. ELAC examined data related to the progress of English learners and noted the increase in the number of Newcomers to our school site and ELL students as a whole. They asked questions about the hybrid model and expressed how this could impact ELL students. They shared praise for the efforts of the school and ELD teacher to meet the needs of the students during these challenging times. ELAC had similar concerns as SSC with a greater concern for English Learners and programs to help English learners reclassify before leaving high school. ELAC expressed approval for the overall plan and school culture during this challenging year. ELAC also mentioned a desire for Cameron Ranch to move forward with a plan on the international fair (which was postponed due to COVID-19) as a way to engage families and bring cultural awareness to the learning community.

In accordance with state and local guidelines, stakeholder involvement was done virtually with discussions on how to support students and families in the upcoming school year. Stakeholders shared a desire to accelerate learning over the summer and into the fall. Further discussion focused on ways to mitigate 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 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, Jamboards, staff meetings, the Site Leadership Team and School Site Council. In January of 2021, teachers shared their priorities for funding in a survey and refined their priorities in April of 2021 through a focused Jamboard. These priorities were shared with stakeholder groups and addressed in the development of this School Plan.

Teachers noted a desire to continue the work started in the previous year by increasing opportunities for students to build numeracy foundational skills such as number sense, basic computation, and setting mastery goals. Teachers also noted the need to continue site work in guided reading and literacy foundational skills. They 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, plus ways to re-energize family and community engagement opportunities. The purchase of materials and supplies to support these priorities was noted in the plan.

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 distance and hybrid learning models throughout the 2020-2021 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 year; therefore, strengthening communication tools 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 from an in-person learning model.

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. Limited online social-emotional resources and positive behavior systems.
3. Lack of consistency and availability to onboard new families and students to our campus to promote safe and welcoming practices.
4. Professional development and collaboration opportunities around Social Emotional learning strategies was limited.

5. Level of parent capacity within populations is 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. Limited Professional Development toward effective and engaging ELA and Mathematics instructional strategies has been put on hold due the transition into online learning.
2. Reduction in professional learning and collaboration opportunities around GLAD and language strategies.
3. Limited equal access to small group instruction based on a variety of factors, across campus. While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.
4. 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 to eliminating learning gaps.

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. Limited field trips and hands-on experiences due to the virtual learning setting.
2. Decrease in the number of students participating in intervention support due to difficulties engaging for long periods of time online.
3. Lack of enrichment activities due to the limitation of online clubs 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. Provide additional hours for our 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 online 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 and 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: 2020-21

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

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

The implementation of goals, actions and strategies described in the 2020/2021 plan were changed due to the COVID Pandemic and the implementation of distance and hybrid learning. Prior to the shift in learning models, the actions to support student connectedness were showing positive results as evidenced by an increase in the way parents and students felt engaged and connected to our school community.

With the 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 reported an increase in feelings of connectedness, school climate and school safety. This led to students having regular opportunities to engage with other staff members outside of their

classroom teacher. Students also engaged with others across the school site outside of the students in their classroom and grade level.

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

The difference between intended and actual expenditures resulted from converting to a distance and hybrid learning model two-thirds through the school year. Many of the actions described were changed due to the pandemic. Resources were re-allocated to supporting students and families through distance and hybrid learning models.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions were largely related to supporting distance learning and addressing learning loss.

**2020-21**

**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 2020-21	Expected Outcome 2021-22
School Chronic Absenteeism	20/21 School Chronic Absenteeism: 19.2%	Maintain or decrease 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	X All Students English Learners Low-Income Students	Principal Parent Liaison	Title I Part A Parent	3485 3000	School year 2021-22



	<p>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.</p>	<p>Foster Youth Other</p>		<p>Involvement  Title I Part A Site Allocation</p>		
1.2	<p>Communication : Implement online systems and provide at home learning materials to increase communication to new and current families regarding school culture and policies.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal Parent Liaison Leadership Team FACE</p>	<p>Title I Part A Site Allocation</p>	500	<p>School year 2021-22</p>

1.3	Family Engagement: Fund site-based student and family needs 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	500	School year 2021-22
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	1000	School year 2021-22
1.5	Extra Clerical Hours: Fund extra office clerical hours to connect with families, triage technology/atte	X All Students English Learners Low-Income Students Foster Youth Other	Principal School Secretary Attendance Clerk	LCFF Supplemental Site Allocation	5000	School year 2021-22

	ndance needs, support student and family engagement.					
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	500	School year 2021-22
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	500	School year 2021-22
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: 2020-21

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

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

The implementation of goals, actions and strategies described in the 2020/2021 plan were changed due to the COVID Pandemic. During the 2020-2021 school year classrooms engaged in the process of incorporating the Responsive Classroom philosophy into daily morning meetings and routines. This created positive student engagement and increased an overall sense of connectedness to our learning community. Each classroom on campus (including the office) integrated calm down corners for sensory breaks and de-escalation spaces to support social-emotional well-being, self regulation and mindfulness. To support this goal during distance and hybrid learning, we implemented virtual enrichment activities and SEL spaces to support students and families.

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

The difference between intended and actual expenditures resulted from converting to a distance and hybrid learning model two-thirds through the school year. Many of the actions described were changed due to the pandemic. Resources were re-allocated to supporting students and families through distance and hybrid learning models.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions were largely related to supporting distance learning and addressing learning loss.

**2020-21**

**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 2020-21	Expected Outcome 2021-22
District Survey - School Culture Staff. Percent strongly agree/agree overall.	School Culture Staff: 100%	Maintain
District Survey - School Culture Parent. Percent strongly agree/agree overall.	School Culture Parent: 95.0%	Maintain or increase by 2% to return to prior expected trends
District Survey - School Culture Student. Percent strongly agree/agree overall.	School Culture Student: 82.3%	Maintain or increase by 2% to return to prior expected trends
School Suspension Rate		Maintain or decrease to return to prior expected trends
District Survey - Safety Staff. Percent strongly agree/agree overall.	School Safety Staff: 96.4%	Maintain to return to prior expected trends
District Survey - Safety Parent. Percent strongly agree/agree overall.	School Safety Parent: 93.8%	Maintain to return to prior expected trends
District Survey - Safety Student. Percent strongly agree/agree overall.	School Safety Student: 83.6%	Maintain 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
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	6000	School year 2021-22
2.2	Mentor Programs: Provide opportunities for students in grades 3-5 to participate in mentorship programs	X All Students English Learners Low-Income Students Foster Youth Other	Principal 3 Teachers GOTR Coaches Community Intervention Assistant	Title I Part A Site Allocation	1500	School year 2021-22

	<p>which include curriculum and activities to build perseverance and a growth mindset. Site programs include, but are not limited to, Girls on the Run and B-3 Club, to 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</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	Title I Part A Site Allocation	2500	School year 2021-22



	environment which supports well-being, to include funding materials and supplies to support healthy environment across campus for all students.					
2.4	Recreation Aides: Pay additional hours to Rec. Aides as needed to increase school wide safety measures and support a positive school climate.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only)	3,000	School year 2021-22
2.5	School Community Intervention Assistant (1.0 FTE-classified): Student support for social skills intervention in the classroom and common	X All Students English Learners Low-Income Students Foster Youth Other	Principal PBIS Team and Staff	Title I Part A Site Allocation	55,603	School year 2021-22

	areas to promote PBIS strategies, Restorative Practices and student safety and wellbeing, plus coordinate communication and support for families as needed.					
2.6	Family Resources: Provide additional resources to families that may be in need or at risk to increase family awareness of behavioral and academic interventions.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation	1000	School year 2021-22
2.7	Professional Learning: Fund training of staff and purchase materials and supplies to promote self-reflection and critical thinking	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	3291	School year 2021-22

	to advance academics, inclusion and social justice standards on campus.					
2.8	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	500	School year 2021-22
2.9		All Students English Learners Low-Income Students Foster Youth Other				
2.10		All Students English Learners Low-Income Students				

		Foster Youth Other						
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# 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: 2020-21

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

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

The implementation of goals, actions and strategies described in the 2020/2021 plan was changed due to the COVID Pandemic and the implementation distance and hybrid learning. To support Goal 3 during distance learning and hybrid, the staff continued to integrate GLAD into their virtual classrooms. The staff also regularly participated in a site-wide collaboration which allowed them to deepen their knowledge on distance learning pedagogical practices and SEL. Furthermore, staff engaged in district and site designed PD around Equity and the Social Justice Standards to increase knowledge and integration of culturally responsive practices.

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

The difference between intended and actual expenditures resulted from converting to a hybrid and distance learning models two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through 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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions were largely related to supporting distance learning and addressing learning loss.

**2020-21**

**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 2020-21	Expected Outcome 2021-22
Text Level Overall K-5 - At or Above grade level standards	At or Above grade level standards: 37.83%	Maintain or increase to return to prior expected trends
Text Level Overall K-2 - At or Above grade level standards	At or Above grade level standards: 41.6%	Maintain or increase to return to prior expected trends
School Survey Climate of Support for Academic Learning. Percent strongly agree/agree overall (student responses)	19/20 School Survey Climate of Support for Academic Learning: 88.9%	Maintain or increase to return to prior expected trends
EOY iReady Math Diagnostic Grade 3 At Typical or Stretch Growth	Math Annual Typical Growth = 24% or Stretch Growth = 15%	Maintain or increase by 5% to return to expected trends
EOY iReady Math Diagnostic Grade 4 At Typical or Stretch Growth	Math Annual Typical Growth = 10% or Stretch Growth = 2%	Maintain or increase by 5% to return to expected trends
EOY iReady Math Diagnostic Grade 5 At Typical or Stretch Growth	Math Annual Typical Growth = 36% or Stretch Growth = 11%	Maintain or increase by 5% to return to expected trends
EOY iReady Reading Diagnostic Grade 3 At Typical or Stretch Growth	Reading Annual Typical Growth = 37% or Stretch Growth = 18%	Maintain or increase by 5% to return to expected trends

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
EOY iReady Reading Diagnostic Grade 4 At Typical or Stretch Growth	Reading Annual Typical Growth = 38% or Stretch Growth = 28%	Maintain or increase by 5% to return to expected trends
EOY iReady Reading Diagnostic Grade 5 At Typical or Stretch Growth	Reading Annual Typical Growth = 66% or Stretch Growth = 36%	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 careful and reflective feedback on a variety of instructional practices (identifying specific student needs, responding	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation	5000	School year 2021-22

	with appropriate actions collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).					
3.2	Instructional Assistant: Classroom support for TK-2 Literacy and Numeracy. 1 @ 3hr	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	14000	School year 2021-22
3.3	Intervention Teacher: Intervention teacher (0.5 FTE) for small group instruction in reading and writing.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Intervention Teacher	Title I Part A Site Allocation	54,000	School year 2021-22
3.4	ELD Teacher: Ensure all English Learners receive Designated	All Students X English Learners Low-Income Students Foster Youth Other	Principal Title 1 Teacher	LCFF Supplemental English Learner Central	84,094	School year 2021-22



	and Integrated English Language Development (ELD) daily. 1.0 FTE					
3.5	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;	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	132,056	School year 2021-22

	collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).					
3.6	Online Learning Support: 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	2000	School year 2021-22
3.7	Technology: Provide, implement, update and	X All Students English Learners Low-Income Students Foster Youth	Principal	LCFF Supplemental Site Allocation	8000 25291	School year 2021-22

	infuse the use of technologies as a tool for learning. This includes hardware and software updates.	Other		Title I Part A Site Allocation		
3.8	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	10045	School year 2021-22

	funding will also expand school and classroom libraries to enhance differentiated text levels for all students through engaging culturally relevant text.					
3.9	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	4000	School year 2021-22
3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11		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: 2020-21

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

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

The implementation of goals, actions and strategies described in the 2020/2021 plan were changed due to the COVID Pandemic and the implementation of distance and hybrid learning. Prior to the shift in learning models, the actions to support student connectedness were showing positive results as evidenced by an increase in the way parents and students felt engaged and connected to our school community.

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

The difference between intended and actual expenditures resulted from converting to a distance and hybrid learning model two-thirds through the school year. Many of the actions described were changed due to the pandemic. Resources were re-allocated to supporting students and families through distance and hybrid learning models.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions were largely related to supporting distance learning and addressing learning loss.

**2020-21  
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 2020-21	Expected Outcome 2021-22
School Survey - College and Career - Students know what classes to pass to graduate high school	68.8%	Maintain or increase to return to prior expected trends
School Survey - College and Career - Parents are informed about career pathways and programs available at middle and high schools	59.8%	Maintain or increase 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
4.1	Student Enrichment Clubs: Provide opportunities for students to	X All Students English Learners Low-Income Students Foster Youth Other	Principal Teachers	LCFF Supplemental Site Allocation	4000	School year 2021/2022

	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.					
4.2	Student Leadership: Provide funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Teachers	LCFF Supplemental Site Allocation	1000	School year 2021/2022
4.3	Pathways: Provide funding to increase awareness of	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	1000	School year 2021/2022



	various career and technical education pathways for bright futures.					
4.4	<p>Field Trips: Provide academic field trips and busses for each grade level to attend at least one trip per year to build academic language and vocabulary around a specific grade level curriculum.</p> <p>Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary (possible</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Staff	Other	0	School year 2021/2022

	<p>virtually as needed)</p> <p>Funded through ELO Grant Funds: Allotting \$50,000</p>					
4.5	<p>Assemblies: 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>Funded through ELO Grant Funds: Allotting \$35,000</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Staff	Other	0	

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$432,365.00

## 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 (\$)
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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)	\$3,000.00
LCFF Supplemental English Learner Central	\$84,094.00
LCFF Supplemental Site Allocation	\$42,336.00
Other	\$0.00
Title I Part A Parent Involvement	\$3,485.00
Title I Part A Site Allocation	\$299,450.00

Subtotal of state or local funds included for this school: \$432,365.00

Total of federal, state, and/or local funds for this school: \$432,365.00

# 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	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00
LCFF Supplemental English Learner Central	84,094	0.00
Title I Part A Centralized Services (District Only)	0	0.00
Title I Part A Site Allocation	299,450	0.00
Title I Part A Parent Involvement	3,485	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental English Learner Central	84,094.00
LCFF Supplemental Site Allocation	42,336.00
Other	0.00
Title I Part A Parent Involvement	3,485.00
Title I Part A Site Allocation	299,450.00

## Expenditures by Budget Reference

Budget Reference	Amount
	326,926.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,000.00
	LCFF Supplemental English Learner Central	84,094.00

	LCFF Supplemental Site Allocation	18,045.00
	LCFF Supplemental Site Allocation	24,291.00
	Other	0.00
	Title I Part A Parent Involvement	3,485.00
	Title I Part A Site Allocation	87,394.00
	Title I Part A Site Allocation	212,056.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,485.00
Goal 2	73,394.00
Goal 3	338,486.00
Goal 4	6,000.00

# 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
Benigna Sandoval	Parent or Community Member
Eric Bryant	Parent or Community Member
Joanna Rowland	Classroom Teacher
Ellen Vojnovic	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 6/1/21.

Attested:



Principal, Aliceon Sloss on 6/1/21



SSC Chairperson, Tiffany Camacho on 6/1/21

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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



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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Cameron Ranch Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only)** **\$3,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Recreation Aides: Pay additional hours to Rec. Aides as needed to increase school wide safety measures and support a positive school climate.		\$3,000.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$3,000.00

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

**Funding Source: LCFF Supplemental English Learner Central** **\$84,094.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD Teacher: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE		\$84,094.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$84,094.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation** **\$42,336.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Cameron Ranch Elementary School

<p>Professional Learning: Fund training of staff and purchase materials and supplies to promote self-reflection and critical thinking to advance academics, inclusion and social justice standards on campus.</p>	\$3,291.00	Healthy Environments for Social-Emotional Growth
<p>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.</p>	\$500.00	Healthy Environments for Social-Emotional Growth
<p>Family Engagement: Fund site-based student and family needs to increase community connections (ie: Family and community engagement experiences and culturally inclusive activities).</p>	\$500.00	Connected School Communities
<p>Attendance: Provide booster activities and incentives that foster regular attendance to support participation and engagement.</p>	\$1,000.00	Connected School Communities
<p>Extra Clerical Hours: Fund extra office clerical hours to connect with families, triage technology/attendance needs, support student and family engagement.</p>	\$5,000.00	Connected School Communities
<p>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.</p>	\$6,000.00	Healthy Environments for Social-Emotional Growth
<p>Online Learning Support: 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.</p>	\$2,000.00	Engaging Academic Programs

## Cameron Ranch Elementary School

Technology: Provide, implement, update and infuse the use of technologies as a tool for learning. This includes hardware and software updates.	\$8,000.00	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.	\$10,045.00	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.	\$4,000.00	Clear Pathways to Bright Futures
Student Leadership: Provide funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams.	\$1,000.00	Clear Pathways to Bright Futures
Pathways: Provide funding to increase awareness of various career and technical education pathways for bright futures.	\$1,000.00	Clear Pathways to Bright Futures
<hr/>		
LCFF Supplemental Site Allocation Total Expenditures:	\$42,336.00	
LCFF Supplemental Site Allocation Allocation Balance:	\$0.00	



# Cameron Ranch Elementary School

## Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>Field Trips: Provide academic field trips and busses for each grade level to attend at least one trip per year to build academic language and vocabulary around a specific grade level curriculum.</p> <p>Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary (possible virtually as needed)</p> <p>Funded through ELO Grant Funds: Allotting \$50,000</p>		\$0.00	Clear Pathways to Bright Futures	
<p>Assemblies: 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>Funded through ELO Grant Funds: Allotting \$35,000</p>		\$0.00	Clear Pathways to Bright Futures	

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

## Funding Source: Title I Part A Parent Involvement

**\$3,485.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Cameron Ranch Elementary School

Parent Liaison: \$3,485.00 Connected School Communities  
 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.

Title I Part A Parent Involvement Total Expenditures: \$3,485.00

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

### Funding Source: Title I Part A Site Allocation **\$299,450.00 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.		\$500.00	Connected School Communities	
Mentor Programs: Provide opportunities for students in grades 3-5 to participate in mentorship programs which include curriculum and activities to build perseverance and a growth mindset. Site programs include, but are not limited to, Girls on the Run and B-3 Club, to provide a structure for students to experience the connections between academics, exercise and a positive self-image.		\$1,500.00	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 and supplies to support healthy environment across campus for all students.		\$2,500.00	Healthy Environments for Social-Emotional Growth	

## Cameron Ranch Elementary School

Interpreters: Provide primary language support to EL students and families through the use of language interpreters.	\$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.	\$500.00	Connected School Communities
	\$3,000.00	Connected School Communities
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).	\$5,000.00	Engaging Academic Programs
Instructional Assistant: Classroom support for TK-2 Literacy and Numeracy. 1 @ 3hr	\$14,000.00	Engaging Academic Programs
Intervention Teacher: Intervention teacher (0.5 FTE) for small group instruction in reading and writing.	\$54,000.00	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).	\$132,056.00	Engaging Academic Programs
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.	\$55,603.00	Healthy Environments for Social-Emotional Growth
Family Resources: Provide additional resources to families that may be in need or at risk to increase family awareness of behavioral and academic interventions.	\$1,000.00	Healthy Environments for Social-Emotional Growth
IA Professional Development: Provide funding so instructional assistants can attend academic instructional professional development.	\$4,000.00	Engaging Academic Programs
	\$25,291.00	Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$299,450.00

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

## Cameron Ranch Elementary School

Cameron Ranch Elementary School Total Expenditures: \$432,365.00