

School Year: **2023-24**



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 1st, 2023	August 8, 2023

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Cameron Ranch Elementary School met the criteria for the following student groups:

1. Black or African Americans
2. Asians
3. Homeless
4. Students with Disabilities
5. Two or More Races

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Data reviewed in this assessment included surveys, assessments, suspension data, attendance records, empathy-gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to accurately support the needs of our students and families, and to regularly inform our actions through ongoing progress monitoring. Furthermore, due to the suspension of Smarter Balanced Assessment Consortium (SBAC), California State testing did not occur during the 2019-2020 and 2020-2021 school years, resulting in a lack of available data to analyze comparative results. With the return to in-person learning during the 2021-2022 school year, SBAC data was analyzed as a baseline stand alone cut point to determine student needs and relevant SPSA actions during the 2022-2023 school year and into the 2023-2024 school year.

On account of the continued impact of the COVID-19 Pandemic through the 2020-2023 school years, the 2023-2024 SPSA aims to target actions to accelerate academic learning, strengthen social-emotional skills and supports, and provide enrichment opportunities for students as a means to educate the whole child through experiential hands-on learning. This plan also prioritizes family and community engagement opportunities.

In the fall of 2022, a Cameron Ranch site-specific survey was sent to families to gain an understanding of the areas deemed most valuable in support of social emotional and academic learning for the 2022-2023 school year. Results were used to align site resources, purchase research based curriculum, strengthen purposeful site-based actions steps, and design meaningful communication and enrichment opportunities for our students and families. Questions were framed around the four District LCAP goals called out in this plan. 138 families responded with the following details:

Goal 1 - Connected to School Communities: In the fall of 2023, families were asked to share their preferred method(s) in the available delivery options currently used by the school to share relevant communication and involvement opportunities. Of the 138 responses, 79% preferred receiving information through our school-wide two-way communication platform, Class Dojo, 39% preferred phone messages, and 54% preferred email communication.

The majority of the families reported great value in the current school-wide communication system accessible through digital newsletters and the use of other social media platforms. 88 families expressed interest in family events and 89 families reported value in extra-curricular activities such as music, art, clubs and school spirit days for an average of 64.5% of the families surveyed. Approximately 43% of those surveyed identified value in school-wide assemblies, and 40% of families valued opportunities for student voice and involvement.

Goal 2 - Healthy Environments for Social Emotional Learning (SEL): In the fall, 59% of the families asked for curriculum aligned to social-emotional growth, including self-regulation, personal growth, bullying and social justice curriculum, compared to 51% the previous fall (2021). 65% of families shared value in providing individual interventions, such as restorative practices, problem solving and positive behavior support in 2022, compared to 49% in 2021. The majority of families felt that extra-curricular, such as gardening and assemblies, sports aimed to support SEL development would be of benefit to their students. 55% wanted to see counseling services and social group support(s) maintain a top priority. It is worth noting that 74 of the families surveyed requested support resources for food, clothing and housing.

Goal 3 - Engaging Academic Programs: In the fall of 2022, 77.5% of families surveyed expressed the desire to have creative programs, such as art, music, PE, garden, STEM to be infused into the academic program, compared to 65.3%

in fall of 2021. An average of 64.5% reported that school tutoring, and instructional support in reading, math and writing would be of great benefit, compared to 48.7% in the fall of 2021. 97 families (70.3%) identified field trip opportunities aimed to support academics were preferred. As many of the adopted curriculum and differentiated learning programs used are technology based, 62 (45%) families support the site plan to upgrade technology as needed. Those surveyed also shared interest in campus beautification projects.

Goal 4 - Clear Pathways to Bright Futures: 83.3% of families surveyed in the fall reported the benefit of field trips and creative programs as a way to expose students to future endeavors, compared to 78.4% in the fall of 2021. An average of 32% shared interest in parent workshops and family nights, compared to 33% the previous year. Identified survey results reported that 56 families desired student leadership opportunities, and 52 desired character education and social justice lessons in support of social traits needed for future success. Hosting a career day (45 families) and information about college and career pathways (59 families) offered through SJUSD, was highlighted under this goal area.

District Survey Data from 2022-2023 School Year

On an annual basis, the San Juan Unified School District seeks feedback from families, students and staff on a variety of focus areas through a survey. Below are identified metrics in the areas of expectations/relationships, school culture and school safety:

Sample Size

Parents: 145

Students: 100 (Grades 4 and 5)

Staff: 11

School has a climate that is caring:

89.66% of parents

68.32% of students

100% of staff

Adults believe all students can be successful

93.01% of parents

81.82% of students

90.91% of staff

School staff respects diversity:

95.17% parents

70.41% students

100% of staff

Concerns about student safety are taken seriously:

92.41% of parents

69.70% of students

72.73% of staff

i-Ready Diagnostic Assessment Results

The i-Ready Diagnostic Assessment is a tool used by San Juan Unified School District three times per year to analyze and report comparative student growth indicators within several domains through Reading (phonemic awareness, phonics, high-frequency words, vocabulary, literature fluency, informational text) and Mathematics (numbers and operations, algebraic thinking, measurement, geometry). Students receive scale scores representing growth along a continuum and teachers receive reports to drill deeper into students' needs through data cut-points to determine target goals and differentiated instruction.

Site-wide (Grades K-5) iReady Data Results:

Overall Comparative Reading Results March 2023:

% of Students Performing Mid or Above Grade Level 9%

% of Students Performing Early or On Grade Level 16%

% of Students Performing One Grade Level Below 41%

% of Students Performing Two Grade Levels Below 15%

% of Students Performing Three or More Grade Levels Below 19%

Overall Comparative Mathematics Results March 2023:

% of Students Performing Mid or Above Grade Level 3%

% of Students Performing Early or On Grade Level 6%

% of Students Performing One Grade Level Below 58%
% of Students Performing Two Grade Levels Below 18%
% of Students Performing Three or More Grade Levels Below 15%

Text Level Data 2023:

For the 2022-2023 school year, consistent data collection was a site priority as a means to determine and implement necessary invention and differentiation models.

Site-wide text level data results in two administrations for grades K-2:

Fall 2022 (November)

22.0% of All Students in Grades K-2 Met Grade Level Proficiency
21.4% of Black/African American Students Met Grade Level Proficiency
22.0% of Hispanic/Latinx Students Met Grade Level Proficiency
14.3% of EL Students Met Grade Level Proficiency
24.2% of Low SES Students Met Grade Level Proficiency
6.1% of Students with Disabilities Met Grade Level Proficiency
0.00% of Grade K Students Met Grade Level Proficiency
38.7% of Grade 1 Students Met Grade Level Proficiency
30.5% of Grade 2 Students Met Grade Level Proficiency

Winter 2023 (February)

26.0% of All Students in Grades K-2 Met Grade Level Proficiency
29.0% of Black/African American Students Met Grade Level Proficiency
23.7% of Hispanic/Latinx Students Met Grade Level Proficiency
20.0% of EL Students Met Grade Level Proficiency
26.9% of Low SES Students Met Grade Level Proficiency
8.8% of Students with Disabilities Met Grade Level Proficiency
33.8% of Grade K Students Met Grade Level Proficiency
23.5% of Grade 1 Students Met Grade Level Proficiency
24.2% of Grade 2 Students Met Grade Level Proficiency

Text level data analysis reveals a site-wide variance in text-level proficiency from August 2022 to February 2023. Analytics missing from this data set are end of the year growth summary results (March-June). Staff met to review data and identified specific target groups within grade-level bands to determine next steps.

California State Dashboard:

In the spring of 2022 students in grades 3-5 took the English Language Arts assessment, which measures student performance levels on either the Smarter Balanced Summative Assessment (SBAC/CAASPP) or the California Alternate Assessment (CAA).

Very Low Performance in ELA:

Students with Disabilities (97.5 points below standard),
Socioeconomically Disadvantaged (73.1 points below standard)

Low Performance in ELA:

English Language Learners (65.6 points below standard),
Hispanic (53 points below standard),
White (64.3 points below standard)

Very Low Performance in Math:

Students with Disabilities (127.7 points below standard)

Low Performance in Math:

English Language Learners (77.7 points below standard),
Hispanic (80.8 points below standard),
White (76.1 points below standard),
Socioeconomically Disadvantaged (90.6 points below standard)

Performance levels are reported for all students and any student group that has at least 30 students in both the current and prior year. An exception is for foster youth and homeless youth at the local educational agency level where performance levels will be reported if there are at least 15 students in those student groups. Data is reported without a performance level if there are between 11 and 29 students. Data for less than 11 students is not reported to protect

student privacy.

No Performance Levels Indicated the Following Student Groups in Math and English Language Arts:

Black/African American (Number of Students = 20),
American Indian (Number of Students = 1),
Asian (Number of Students = 18),
Filipino (Number of Students = 1),
Homeless (Number of Students = 12)

Attendance:

8/11/2022 through 4/30/2023

Overall Attendance Rate: 91.12% compared to 89.93% during the same period in 2021/2022

8/11/2022 through 1/9/2023

Overall Attendance Rate: 90.4%

Overall Chronically Absent: 36.7%

Black/African American Student Group Attendance Rate: 87.5%

Hispanic/Latino Student Group Attendance Rate: 90.8%

English Language Learners Student Group Attendance Rate: 92.1%

Special Education Student Group Attendance Rate: 87.3%

Homeless Student Group Attendance Rate: 92.2%

Black/African American Student Group Chronically Absent Attendance Rate: 50.0%

Hispanic/Latino Student Group Chronically Absent Attendance Rate: 36.6%

English Language Learners Student Group Chronically Absent Attendance Rate: 28.5%

Special Education Student Group Chronically Absent Attendance Rate: 51.1%

Homeless Student Group Chronically Absent Attendance Rate: 36.4%

Suspension Rate Reporting Period 8/11/2022-4/27/2023:

Overall Suspension Rate: 0.23%

In recent years, the suspension rate at Cameron Ranch has declined. It was noted by the team that contributing indicators associated with the decrease in suspensions could be tied to several factors.

The site principal held empathy gathering sessions with 90 students in grades second through fifth to solicit student voice and feedback. In support of culturally responsive practices, staff participated in ongoing professional development conversations 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.

The implementation of restorative conversations and alternatives to suspension are regularly used as appropriate. All teachers on campus created "calm down corners" within the classroom to offer de-escalation and sensory break spaces. This has been maintained through the past four years. A site-wide focus on SEL and Mindfulness for staff and students, plus an emphasis on restorative practices and conflict resolution circles, guided by staff remains a priority. Finally, in efforts to address student needs within the classroom, support staff and administration have been committed to pushing into classrooms rather than pulling students from the learning environment during times of disruption whenever possible.

Identified Site Actions:

- Responsive Classroom implementation (site-wide)
- Calm-down spaces (site-wide)
- Mindfulness implementation
- De-escalation strategies
- Site-wide commitment to build relationships
- Staff-student connections
- Social skills groups (counselor)
- Second-Step Curriculum (site-wide)
- Monthly character trait assemblies
- Weekly recognition announcements/incentives
- Mentor Groups (SCIA)
- Trauma informed care and resources to families
- Staff book study (Flooded)
- Parent workshop (Spring '23)

- Streamlined parent communication
- Alternatives to suspension
- Neighborhood Learning Project Event
- Restorative conversations
- Ongoing interventions to mitigate behaviors
- PBIS Tier 1 and Tier 2
- Increase community partnerships

SAEBRS Screener - Fall 2022

SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior and in need of various tiered supports. Classroom (TK-5) general education teachers at Cameron Ranch completed the SAEBRS screener and results were shared with the Tier 2 academic and behavioral intervention teams to inform action steps.

SAEBRS Results:

Overall Risk as reported by Teachers (TK-5):

High Risk: 7% of student population

Some Risk: 19.6% of student population

Low Risk: 72.8% of student population

Social Risk as reported by Teachers (TK-5):

High Risk: 12.2% of student population

Some Risk: 23.7% of student population

Low Risk: 64.1% of student population

Academic Risk as reported by Teachers (TK-5):

High Risk: 8.7% of student population

Some Risk: 20.5% of student population

Low Risk: 70.8% of student population

Emotional Risk as reported by Teachers (TK-5):

High Risk: 9.0% of student population

Some Risk: 18.9% of student population

Low Risk: 72.1% of student population

Staff reviewed the results from the above findings. In response, the site leadership team, in collaboration with the PBIS Tier 2 team, identified high-risk students and the level of positive adult connections on campus. The results of the activity were shared site-wide and aligned supports were implemented, based on need. Potential barriers in the areas of English Language Arts, Mathematics, Chronic Absenteeism and Engagement were further investigated to understand the lived experience of the students demonstrating the greatest need.

In English Language Arts, a consistent noticing was tied to lack of foundational skills in reading. In mathematics, staff noted the need to increase students' understanding of number sense and motivation. For Chronic Absenteeism and Suspension data, staff noted how levels of trauma, connection to school, and social-emotional skills could be an indicating factor. School transient rates, and the increase in the English Learner population and refugees may contribute to the overall school results.

Student Empathy Gathering Sessions - School Year 2022-2023

During the 2022-2023 school year, 90 students in grades 2-5 participated in small group empathy gathering sessions, led by the site principal. The objective was to gain an understanding of student perspectives as they connect to academic and SEL (Social-Emotional-Learning) experiences. The sessions targeted two key inquiries: How might we (as a learning community) increase students' pride in their own learning and How might we identify ways students feel valued and recognized as learning community members? Themes emerged from the gathering sessions as noted below:

Share a time they felt recognized for something that made them feel valued/seen/important

- Lunch with admin (Operation Conversation)
- Starstruck
- School-wide awards
- Falcon Feathers
- Parents hear good things from school
- Welcoming when new to Cameron Ranch

- Buddies with younger students

Students were asked to describe a proud moment in their learning

- Mastering difficult concepts (math, writing, reading, science, etc...)
- Teacher recognition in front of class and school-wide awards
- Lexia Core 5 recognition
- Personal messages home to families about specific learning goal achievement

Share a time you felt helpful at school in support of our learning community

- Helping in class (ex: jobs, tasks), Helping school (ex: umbrella's, trash p/u, recycling, recess equipment)
- Peer SEL support
- Classroom/school donations
- Helping custodian, working in school garden
- Painting school mural
- Student council
- Positive influence on younger students
- Sportsmanship and including others at recess
- Translation support

Suggestions on how we can improve our school

- Help get rid of bullying/help with conflict during recess - would like structured games at recess
- Better food in cafeteria
- Improve/fix blacktop (too many cracks)
- School clubs more often
- Summer camp
- Theme days
- After school sports

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

School Leadership; comprised of administration, elected leadership team members, School Site Council, Cameron Ranch staff and the English Learner Advisory Committee (ELAC) participated in data analysis throughout the 2022-2023 school year to develop a deeper understanding of the data analysis identified above, and created recommendations based on identification of the root causes. Specifically, staff participated in collaborative discussions to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of targeted instruction, student attendance and engagement. A need for ongoing data analysis using multiple measures throughout the school year was noted, as well as alignment of skills tied to essential standards.

Cameron Ranch met the criteria for Additional Targeted Supports and Improvement (ATSI). ATSI status is determined by the California Department of Education (reported through the California School Dashboard) and is based on student group performance using the following criteria:

Student groups with all indicators at the lowest level; or

Student groups with all indicators at the lowest level, but one indicator at another status level.

ATSI is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Cameron Ranch met the criteria for the following student

groups:

Chronic Absenteeism
Homeless
Students with Disabilities
African American
Two or More Races
Asian

English Language Arts
Students with Disabilities

Mathematics
Students with Disabilities

In response to this data, the following site actions were put in place during the 2022-2023 school year and will continue through the following year:

Identified Site Actions in Support of English Language Arts and Mathematics:

- Investment in science of reading professional development and resources
- Site-based academic tutoring (before/after school)
- Partnership with American River College for academic tutoring
- Increase small group/targeted learning
- Investment in high-interest texts for students
- Academic common agreements per grade level
- Collaboration/data conversation meetings
- Purchase of site-based materials and resources
- Provide resources to families
- Family evening events
- Implementation of weekly site-based incentives
- Fund Academic coach/intervention specialists
- Upgrade technology/purchase academic software
- Increase hands-on experiential learning opportunities
- Invest in vocabulary and comprehension materials
- Host Camp Invention summer learning (STEM)

Identified Site Actions to Address Chronic Absenteeism:

- Annual Cameron Ranch attendance plan
- Focus on improvement not perfect attendance
- Monthly positive attendance incentives
- Ongoing positive phone calls
- Ongoing teacher communication
- Resources and supports for struggling families
- Monthly site attendance meetings to review data
- Family attendance intervention meetings
- Annual articulation data for next grade
- Never Miss a Monday Challenge

Attendance:

Although students returned to in-person learning during the 2021-2022 school year, significant factors outside the control of the school for the 2022-2023 school year remained in place. A discrepancy was identified between attendance tracking protocols and health guidelines around student symptoms that could lead to a positive COVID-19 results. This impacted families by keeping students home from school for extended periods of time. Cameron Ranch attendance improved overall; however high levels of chronic absenteeism continued to impact attendance growth rates. Based on current attendance metrics, students struggled to attend due to the impact of illness that could be associated with COVID-19, which prevented students from regularly participating in consistent learning.

Academic Engagement:

Disrupted learning resulted in disengagement as evidenced by students not attending school on a consistent basis.

Overall, the lack of engagement and mastery of grade-level standards from students during the 2022-2023 school year can be attributed to the following factors:

- Unstable housing for our homeless and low-income students
- Lack of access and support for our English Language Learners and their families
- Underlying at-home stressors due to the impact on families in post pandemic conditions
- School attendance due to COVID-19 exposures, positivity rates, quarantining protocols
- Struggles related to the management of academic and social emotional variables related to skill deficit and emotional regulation.
- Lack of appropriate social interaction with school aged peers during unstructured times such as recess.
- Transient rates
- Increase in the number of English Language learners and refugee students
- Decrease in foundational skill knowledge and levels of mastery upon entering each grade level

Furthermore, this has impacted our students ability to consistently attend and engage, as multiple factors to the learning process and flow have been disrupted. In addition, families continue to struggle at home with food, clothing and shelter, shifting academics and consistent attendance to a lower priority. This has impacted our Low Income and McKinney-Vento (homeless) families the hardest, and because the families of our English Language Learners are not able to access resources with instruction, and due to limited supports, learning loss is anticipated to be greater among our English Language Learners, low-income and McKinney-Vento populations.

Recognizing the importance of expanding learning opportunities beyond the school building, Cameron Ranch prioritized a second year of robust hands-on field trip experiences for all students. Every student in grades TK-5 (including special education) participated in off-site field trips. Moving towards an integrated design by using school-wide themes aligned to significant on-and-off site field trip experiences, is a natural next step to the progress we've already made in this priority area.

School Community:

With the implementation of our community outreach and support plan, such as digital online newsletters, family and community engagement events, and our online social media presence, we have seen a continued level of engagement in the way parents and students feel connected to our school community. It has also been noted that parents and students report a decrease in feelings of school climate and school safety, which in part is due to the unintended consequences of unstable attendance rates and inconsistent learning blocks. There is a common desire to provide a culture that consistently models a caring and supportive environment for all students, families, and staff. When schools foster a culture that provides a safe and inclusive environment the academic and social emotional success for each student can flourish.

When analyzing current District Survey data and the Student Information System, the team noted the connection between school attendance, suspension data, and overall school culture percentages as it relates to academic success. We noted that our chronic absenteeism is potentially linked to families needing support at home to empower and help them feel a stronger connection to our school community, as well as the consequences of post-pandemic effects on consistent and stable learning environments.

Cameron Ranch Elementary School additionally noted that there is a need to promote school culture and connectedness amongst students in order to decrease chronic absenteeism and bolster student engagement. The continuance of our PBIS system, Responsive Classroom, Restorative Practices, along with the our School Community Intervention Assistant and Intervention teachers, has shown an overall decrease in suspension rates. Additionally, funding has been spent on academic initiatives such as teacher professional development, social-emotional learning programs, as well as staff engagement and ongoing development around Equity and the Social Justice practices. To further support social-emotional well-being of students, the site contracted with Amazing Athletes, a structured lunch-time program, aimed to, “empower children by using sports as a catalyst to engage their inner strength and ability so they can confidently pursue an active lifestyle” on a weekly basis. This program promoted the importance of patience, teamwork and self confidence allowing for increase in school connectedness and academic achievement.

In response to site survey data and empathy gathering sessions, Cameron Ranch prioritized hosting a Career Day in the spring of 2023 for students in grades K-5. Students were able to hear presentations, ask questions and learn about pathway options in a variety of fields. Students were given a blended learning experience between local community members, SJUSD career pathway high school lead teachers, and family owned businesses. Expanding district and community partnership offerings/presentations is planned for the 2023-2024 school year.

To further strengthen the school community, monthly character trait assemblies allowed student leadership/council to teach the community about positive traits and ways to thrive in our learning community, and the world at large, through

alignment with PBIS Tier 1 initiatives. Building more opportunities for student leadership is planned for the upcoming school year.

School-wide academic/enrichment clubs allowed students in grades K-5 to self-select topics of interest to explore during monthly school-wide club days. Expanding the club offerings is an area to consider moving into the 2023-2024 school year.

As a diverse learning community, the Cameron Ranch staff designed a cultural fair and community partnership event as a way to come together in celebration of the strengths found within our unique differences. Each grade level focused on a different discipline (mathematics, engineering, music, sound, literature, science, and transportation) and created hands-on activities. This event highlighted hands-on science centers and provided space for students to sing and guest performers to dance and play musical instruments.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process, the focus of this plan was to progress monitor, identify and address resource inequalities. 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:

Goal Area 1: (Connected School Communities):

1. Attendance guidelines or protocols.
2. Lack of cultural understanding and resources for the diverse and ever changing population.
3. Limited opportunities for families to connect to school functions, events, and parent volunteers.
3. Decrease in student engagement due to inconsistent attendance.

Goal Area 2: (Healthy Environments for SEL):

1. Lack of coping skills for students who are emotionally flooded.
2. Lack of consistency and availability to post-onboard (after one month) new families and students to our campus to promote and safe a welcoming environment and answer questions.
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.
4. Increase in behavior referrals impacting campus, particularly related to online bullying.
5. Lack of current and relevant resources and training around trauma effects as related to post-pandemic needs for students and families.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The development of the School Plan began in the fall of the 2022-2023 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 and develop common agreements aligned to grade level essential standards and research based teaching practices. Strengthening SEL support actions and provide academic enrichment opportunities for students, as well as family and community engagement experiences will remain a priority.

The School Site Council met seven times during the 2022/2023 school year, five times during the development of this plan in the winter/spring of the 2022/2023 school year. Site Council reviewed relevant site data, site budgets, and survey results. The 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 fund personnel (8-hr School Community Intervention Assistant) to work with students on the development of self regulation and social-emotional skills. Focusing on chronic absenteeism was discussed, as well as ways to support the school's effort to increase the rate of students attending school on a regular basis.

An appreciation in funding hands-on learning initiatives through field trip experiences was celebrated. 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. A look at site data supported the site's effort to additionally target the needs of students who are "near" or "almost" to standard to help them increase levels to grade level proficiency. 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. Both ELAC and SSC are concerned about the open campus and are worried about student and staff safety. Cameron Ranch has been identified by San Juan Unified School District to receive a secure fence and updated safety access points to the campus during the 2024-2025 school year.

ELAC (English Language Advisory Council) met four times during the 2022/2023 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 about the difference between designated and integrated ELD instruction and inquired on ways to support their children at home, including homework support and online resources provided by the school (Lexia EL, iReady Reading and Math). In response, the ELD teacher explained 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 leveled texts to engage the older students. The ELAC emphasized the appreciation for after school tutoring and the social-emotional supports in place to help all learners navigate strong emotions. 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 actions in the areas shared and value the partnership.

Research shows that when the parents of English learners grow their knowledge and ability to communicate with school personnel, a rise in student engagement and proficiency levels occur. Cameron Ranch, in partnership with the school district, will host two pilot adult EL classes for the parents of our English language learners in the summer of 2023 and fall of 2024. The focus is to equip families with functional English language skills through a combination of district approved curriculum and supplemental resources to help families navigate our school system district-wide.

The Site Leadership Team met regularly during the 2022-2023 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. The SLT lead staff conversations and data analysis discussions during teacher whole group meetings and worked to collect feedback from the site to make collaborative decisions transparent and meaningful.

They also voiced concerns about the lack of engagement and consistent attendance from students during extended periods of time. 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), as well as using translator apps as appropriate. Incorporating these additional site communication measures increased parent engagement and communication has grown. The school staff also dedicates time each month (at a minimum) to text families with positive messages home, focusing on those who exhibit hardships in a variety of areas, including but not limited to, absences, tardies, low participation, academic progress, behavior dis-regulation, and social development. The purpose of this communication focus is to build bridges and connections between families and the school community.

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 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.

Teachers and support staff participated in development of the SPSA through surveys, written documents, staff meetings; and through site teams (Site Leadership Team and School Site Council). In December of 2022, 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 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. Adopting an aligned reading approach in support of early literacy was implemented and professional development was created and taught in-house. 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 registered for the LETRS training through the 2022-2023 school year and worked to bring knowledge gained back to the school site. Staff found 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, ADHD and sensory seeking behavior resources as a focus for the upcoming school year. Grades TK-3 will build skills in the implementation of UFLI (University of Florida Learning Institute) and grades 4 and 5 will focus on spelling patterns and vocabulary development. The staff wants to continue to explore ways to re-energize family and community engagement opportunities. The purchase of materials and supplies to support these priorities is noted in the plan, along with release time for teachers to expand collaboration data conversations with grade level peers and the intervention team. 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.79%	1.08%	2	3	4
African American	13.6%	11.11%	11.62%	51	42	43
Asian	10.2%	12.70%	12.7%	38	48	47
Filipino	0.8%	0.53%	0.81%	3	2	3
Hispanic/Latino	28.9%	32.01%	32.16%	108	121	119
Pacific Islander	0.8%	1.32%	1.35%	3	5	5
White	36.1%	33.07%	30.81%	135	125	114
Multiple/No Response	9.1%	8.47%	9.46%	34	32	35
Total Enrollment				374	378	370

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	75	74	70
Grade 1	76	70	62
Grade 2	64	61	57
Grade3	46	57	71
Grade 4	59	55	58
Grade 5	54	61	52
Total Enrollment	374	378	370

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	62	95	103	16.60%	25.1%	27.8%
Fluent English Proficient (FEP)	15	18	13	4.00%	4.8%	3.5%
Reclassified Fluent English Proficient (RFEP)	4			6.5%		

Cameron Ranch Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

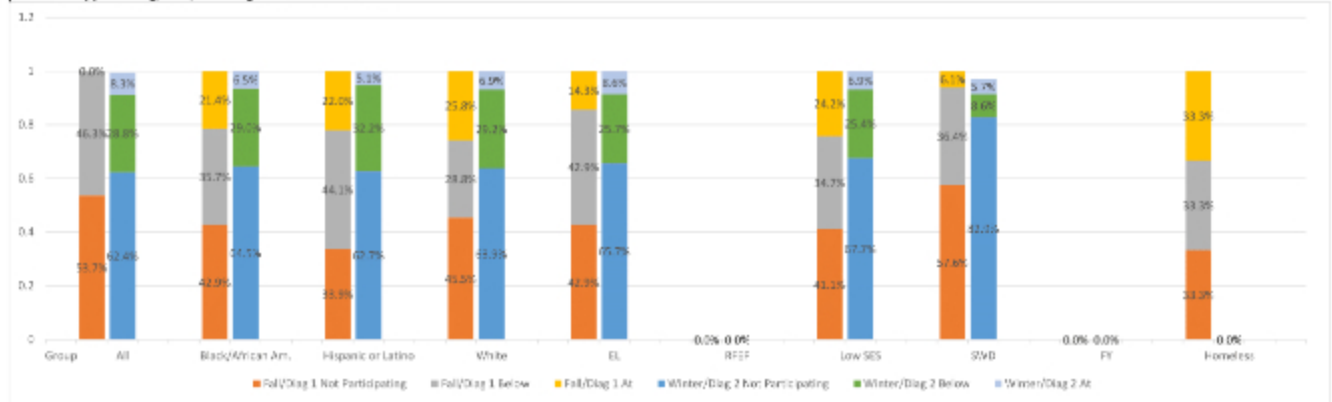
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	204	80	69	0	128	59	17			
Black/African Am.	31	12	10	6	20	9	2			
Hispanic or Latino	59	20	26	13	37	19	3			
White	72	30	19	17	46	21	5			
EL	70	27	27	9	46	18	6			
RFP	1	0	0	0	0	0	0			
Low SES	130	51	43	30	88	33	9			
SWD	35	19	12	2	29	3	2			
FY	3	2	1	0	3	0	0			
Homeless	7	2	2	2	4	1	1			

Cameron Ranch Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	205	53.7%	46.3%	0.0%	62.4%	28.8%	8.3%			
Black/African Am.	31	42.9%	35.7%	21.4%	64.5%	29.0%	6.5%			
Hispanic or Latino	59	33.9%	44.1%	22.0%	62.7%	32.2%	5.1%			
White	72	45.5%	28.8%	25.8%	63.9%	29.2%	6.9%			
EL	70	42.9%	42.9%	14.3%	65.7%	25.7%	8.6%			
RFP	1				0.0%	0.0%	0.0%			
Low SES	130	41.1%	34.7%	24.2%	67.7%	25.4%	6.9%			
SWD	35	57.6%	36.4%	6.1%	82.9%	8.6%	5.7%			
FY	3	66.7%	33.3%	0.0%	100.0%	0.0%	0.0%			
Homeless	7	33.3%	33.3%	33.3%	57.1%	14.3%	14.3%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Cameron Ranch Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

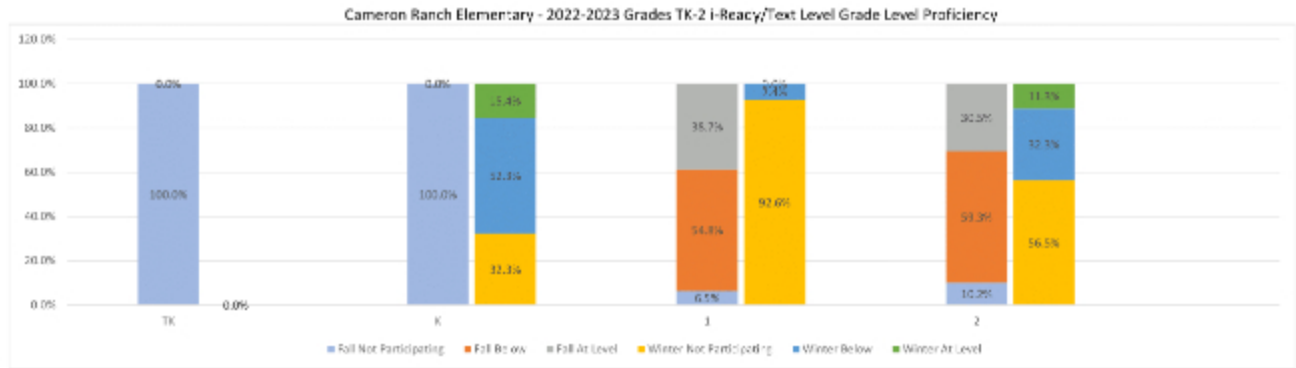
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	9	8	0	0	9	0	0			
K	65	62	0	0	21	34	10			
1	68	4	34	24	63	5	0			
2	62	6	35	18	35	20	7			

Cameron Ranch Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	9	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	65	100.0%	0.0%	0.0%	32.3%	52.3%	15.4%			
1	68	6.5%	54.8%	38.7%	92.6%	7.4%	0.0%			
2	62	10.2%	59.3%	30.5%	56.5%	32.3%	11.3%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Cameron Ranch Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

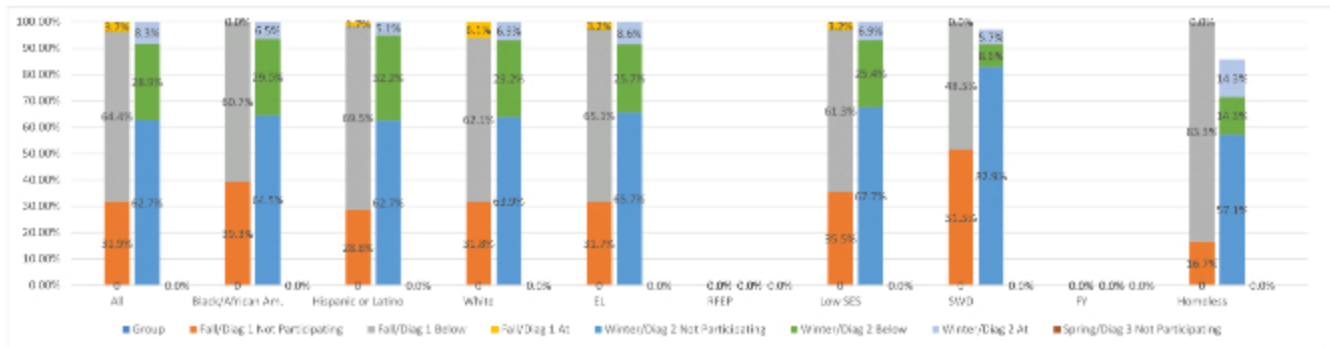
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	204	61	123	7	57	138	9			
Black/African Am.	31	11	17	0	12	19	0			
Hispanic or Latino	59	17	41	1	11	47	1			
White	72	21	41	4	23	45	4			
EL	70	20	41	2	22	46	2			
RFP	1	0	0	0	0	0	0			
Low SES	130	44	76	4	40	86	4			
SWD	35	17	16	0	16	17	1			
FY	3	2	1	0	2	1	0			
Homeless	7	1	5	0	1	5	0			

Cameron Ranch Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	205	31.9%	64.4%	3.7%	27.8%	67.3%	4.4%			
Black/African Am.	31	35.3%	60.7%	0.0%	38.7%	61.3%	0.0%			
Hispanic or Latino	59	28.8%	69.5%	1.7%	18.6%	79.7%	1.7%			
White	72	31.8%	62.1%	5.1%	31.9%	62.5%	5.6%			
EL	70	31.7%	65.1%	3.2%	31.4%	65.7%	2.9%			
RFP	1				0.0%	0.0%	0.0%			
Low SES	130	35.5%	61.3%	3.2%	30.8%	66.2%	3.1%			
SWD	35	51.5%	48.5%	0.0%	45.7%	48.6%	2.9%			
FY	3	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%			
Homeless	7	16.7%	83.3%	0.0%	14.3%	71.4%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Cameron Ranch Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	9	8	0	0	9	0	0			
K	65	42	16	4	30	29	6			
1	68	5	56	1	9	58	1			
2	62	6	51	2	9	51	2			

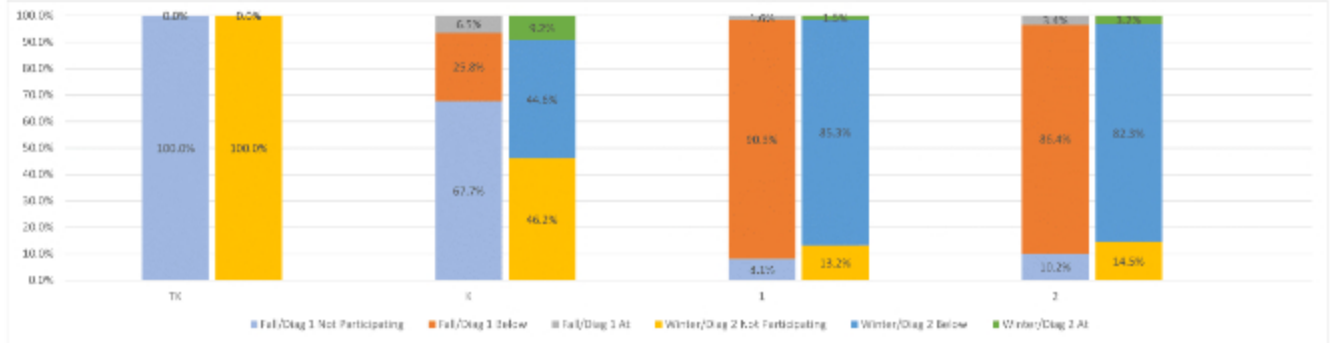
Cameron Ranch Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	9	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	65	67.7%	25.8%	5.5%	46.2%	44.6%	9.2%			
1	68	8.1%	90.3%	1.6%	13.2%	85.3%	1.5%			
2	62	10.2%	86.4%	3.4%	14.5%	82.3%	3.2%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Cameron Ranch Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. Mid-year text level data results by student groups reported (Grades K-2):
 - 27.0% of K-2 students were either At or Exceeding grade level standards.
 - 10.8% of K-2 English Language Learners were either At or Exceeding grade level standards.
 - 27.3% of K-2 students identified as McKinney-Vento (homeless) were either At or Exceeding grade level standards.
 - 27.1% of K-2 students identified as Low Income were either At or Exceeding grade level standards.
 - 36.8% of K-2 students identified as Black or African American were either At or Exceeding grade level standards.
 - 26.4% of K-2 students identified as Hispanic or Latino were either At or Exceeding grade level standards.

Text level data analysis reveals a site-wide increase in text-level proficiency from August 2021 to March 2022. Students Exceeding Expectations grew from 12.6% to 22.22%; conversely, students Not Meeting Expectations decreased from 60.24% in August 2021 to 47.53% in March 2022. Staff met to review data and identified specific target groups within grade-level bands to determine next steps..



Spring 2023
District Climate Survey Results by School

Cameron Ranch

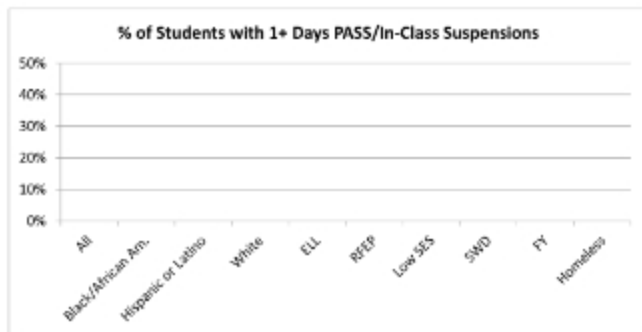
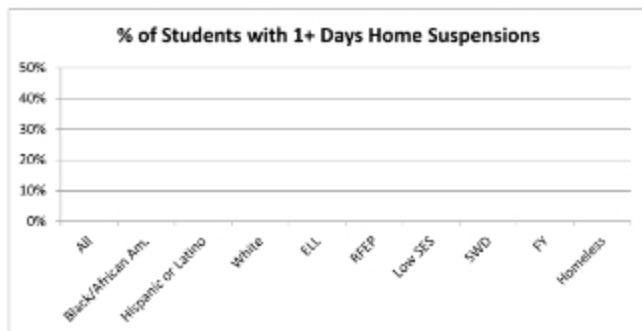
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	145	89.66%	101	68.32%	11	100.00%
B) There are students and staff on campus who listen to students when they have something to say.	143	86.71%	102	70.59%	11	100.00%
C) There is an adult from the school who checks on how students are doing.	144	81.25%	102	55.88%	11	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	144	90.28%	100	81.00%	11	81.82%
E) Staff feels supported to do their job well in meeting the needs of all students.					11	81.82%
F) Staff feels part of an effective team.					11	90.91%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	145	96.55%			11	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	145	93.79%			11	100.00%
C) The school offers families opportunities to be involved in school and classroom activities.	144	87.50%			11	72.73%
D) The school keeps families well-informed about school activities.	145	94.48%			11	100.00%
E) The staff at our school listens to family concerns about issues.	143	89.51%			11	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	145	93.10%			11	90.91%
G) The school and families are partners in promoting positive behavior for my student.	143	93.01%			11	90.91%
H) Families who speak a language other than English receive general information about our school in their home language.	141	90.78%			11	90.91%
I) Staff receive information about upcoming events and important information about the school.					11	100.00%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	144	87.50%	99	56.57%	11	100.00%
B) Important school decisions reflect diverse input.	142	85.21%	97	47.42%	11	90.91%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	143	87.41%			11	90.91%
D) The principal and staff listen to concerns of other staff members about issues.					11	100.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					11	81.82%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					11	90.91%
G) Our school uses data from this survey to inform site decision making.					11	81.82%
H) Staff voice matters in decision making.					11	81.82%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	145	92.41%	99	69.70%	11	72.73%
B) Concerns about student safety are addressed in a timely manner at my school.	144	86.11%	99	62.63%	11	81.82%
C) My school is a safe place for all students.	145	88.28%	98	68.57%	11	81.82%
D) My school is a safe place for all staff.					11	81.82%
E) Students know what staff member to go to if they have a safety concern.	145	90.34%	100	70.00%	11	90.91%
F) Students know school safety protocols.	145	91.72%	100	81.00%	11	90.91%
G) I feel safe sharing different viewpoints and perspectives at my school.	143	83.22%	99	46.46%	11	81.82%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	145	95.17%	98	70.41%	11	100.00%
B) Adults at my school treat students respectfully.	145	94.48%	100	75.00%	11	100.00%
C) Students are respectful to each other at school.	145	76.55%	99	38.38%	11	90.91%
D) Students have opportunities to socialize with other students often at school.	145	95.17%	99	65.66%	11	90.91%
E) Students have an adult on campus they trust.	143	93.01%	100	75.00%	10	100.00%
F) Students trust other students at school.	141	80.85%	100	74.00%	11	90.91%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	140	85.00%	99	52.53%	11	100.00%
H) School staff reflects student diversity.	143	88.11%	97	54.64%	11	72.73%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	142	87.32%	99	77.78%	11	81.82%
B) Questions and concerns about schoolwork are addressed.	143	90.91%	100	63.00%	11	90.91%
C) Student grades reflect their knowledge of the material.	143	90.21%	98	70.41%	11	81.82%
D) Adults at my school believe all students can be successful.	143	93.01%	99	81.82%	11	90.91%
E) Students feel comfortable and unjudged to ask their teacher for help.	142	94.37%	99	69.70%	11	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	144	95.14%	101	75.25%	11	100.00%
G) Teachers at my school go out of their way to help all students.	141	89.36%	97	58.76%	11	100.00%
H) Students receive timely and regular feedback on their learning.	142	90.85%	99	64.65%	11	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	142	85.21%			11	90.91%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	141	78.72%	99	53.54%	11	90.91%
B) School recognizes and celebrates the academic success of all students.	143	84.41%	99	64.65%	11	100.00%
C) Adults on campus motivate students to do their best.	142	88.73%	98	71.43%	11	90.91%
D) School provides additional academic support when students are struggling.	142	88.73%	99	65.66%	11	100.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	143	92.31%	100	66.00%	11	72.73%
B) Students have access to classes and activities that meet their interests and talents.	142	89.44%	99	65.66%	11	81.82%
C) Students understand how to complete their schoolwork.	143	87.41%	99	70.71%	11	90.91%
D) Students complete assignments on time.	142	85.21%	99	53.54%	11	72.73%
E) Students are motivated to do their schoolwork.	143	81.82%	97	57.73%	11	54.55%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	131	54.20%	99	53.54%	10	40.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	128	52.34%	100	40.00%	10	40.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	128	60.94%	100	43.00%	10	40.00%
D) School offers college and career programs.	128	35.94%	98	20.41%	10	20.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	128	39.84%	97	34.02%	10	20.00%
F) Students are prepared for the next step of their educational experience.	130	66.15%	97	52.58%	10	50.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					10	90.00%
H) There are equitable opportunities for advancement in the district.					10	90.00%
Customer Satisfaction						
A) I would recommend my school to other families.	142	90.14%	102	67.65%	11	81.82%
B) San Juan Unified School District is a district that I would recommend to other families.	140	90.00%	101	70.30%	11	90.91%

Cameron Ranch Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susa	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate	
All	409	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Black/African Am.	74	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Hispanic or Latino	123	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
White	139	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
ELL	121	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
RFEP	8	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Low SES	258	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
SWD	90	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
FY	3	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Homeless	22	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Cameron Ranch Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

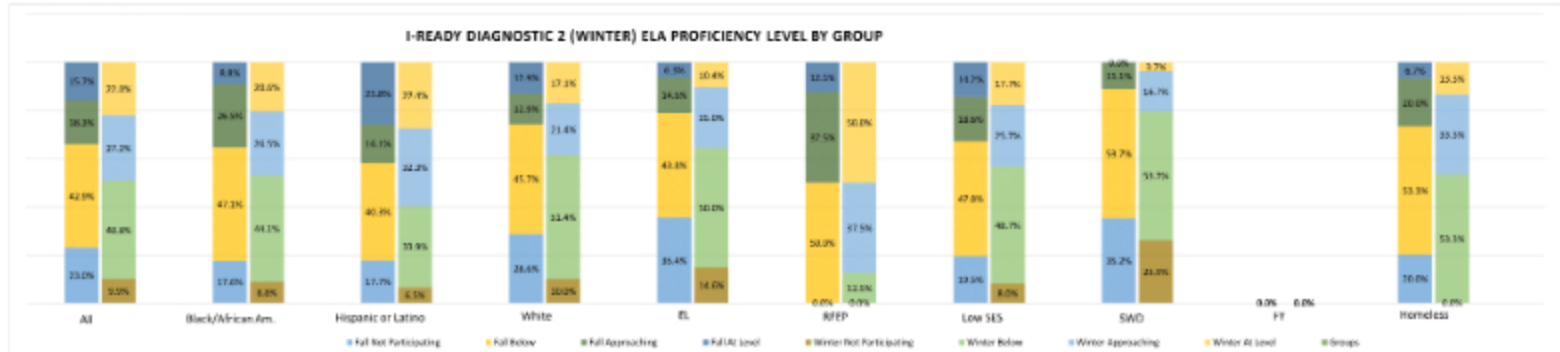
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	191	44	82	35	30	19	28	52	42				
Black/African Am.	34	6	15	9	8	3	15	9	7				
Hispanic or Latina	62	11	25	10	16	4	21	20	17				
White	70	20	32	9	9	7	36	15	12				
EL	48	17	21	7	3	7	24	12	5				
FFEP	8	0	4	3	1	0	1	3	4				
Low SES	113	22	54	21	16	9	55	29	20				
SWD	54	19	29	6	0	14	28	8	2				
FY	1	0	0	1	0	0	0	0	1				
Homeless	15	3	8	3	1	0	8	5	2				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	191	23.0%	42.9%	18.3%	15.7%	9.9%	14.8%	27.2%	22.0%				
Black/African Am.	34	17.6%	47.1%	26.5%	8.8%	8.8%	44.1%	26.5%	20.0%				
Hispanic or Latina	62	17.7%	40.3%	16.1%	25.8%	6.5%	33.9%	32.8%	27.4%				
White	70	28.6%	45.7%	12.9%	12.9%	10.0%	51.4%	21.4%	17.1%				
EL	48	35.4%	43.8%	14.6%	6.5%	14.6%	50.0%	25.0%	10.4%				
FFEP	8	0.0%	50.0%	37.5%	12.5%	0.0%	12.5%	37.5%	50.0%				
Low SES	113	19.5%	47.8%	18.6%	14.2%	8.0%	48.7%	25.7%	17.7%				
SWD	54	35.2%	53.7%	11.1%	0.0%	25.9%	55.7%	16.7%	3.7%				
FY	1	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%				
Homeless	15	20.0%	53.3%	20.0%	6.7%	0.0%	53.3%	33.3%	13.3%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Cameron Ranch Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

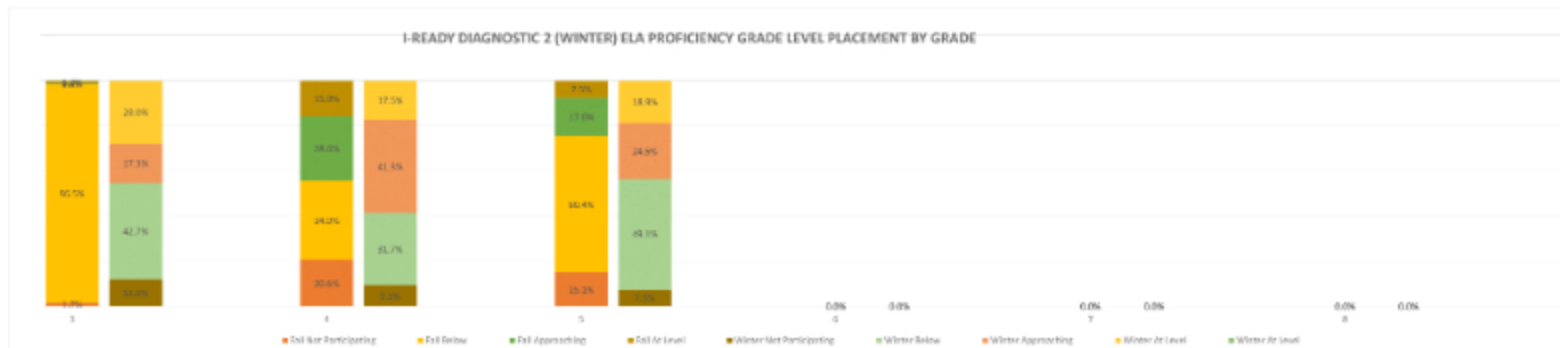
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	75	23	28	8	36	9	32	13	21				
4	83	13	22	18	30	6	20	26	31				
5	53	8	32	9	4	4	26	13	30				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	75	30.7%	37.3%	10.7%	21.3%	12.0%	42.7%	27.3%	28.0%				
4	83	20.6%	34.9%	28.0%	15.9%	6.5%	31.7%	41.3%	17.5%				
5	53	15.1%	60.4%	17.0%	7.5%	7.5%	49.1%	24.9%	18.0%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Cameron Ranch Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

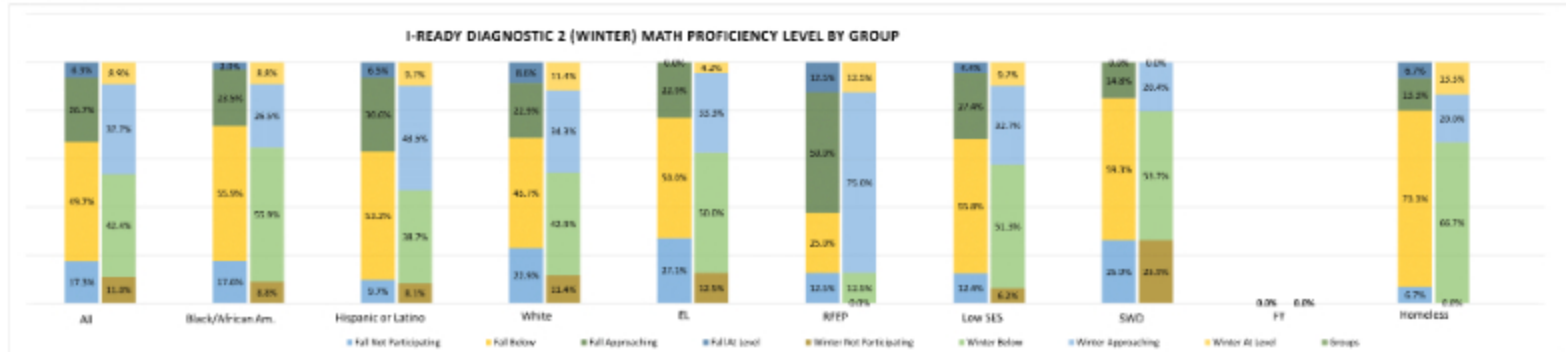
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	191	33	95	51	12	21	83	72	17				
Black/African Am.	34	6	19	8	1	3	19	9	3				
Hispanic or Latina	62	6	33	19	4	5	24	27	6				
White	70	26	32	16	6	8	30	24	8				
EL	48	13	24	11	0	6	24	16	2				
BFEP	8	1	2	4	1	0	1	6	1				
Low SES	113	14	61	31	5	7	58	37	11				
SWD	54	14	32	8	0	14	28	11	0				
FY	1	0	0	0	1	0	0	1	0				
Homeless	15	1	11	2	1	0	10	3	2				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	191	17.3%	49.7%	26.7%	6.3%	11.0%	42.4%	37.7%	8.9%				
Black/African Am.	34	17.6%	55.9%	23.5%	2.9%	8.8%	55.9%	26.5%	8.8%				
Hispanic or Latina	62	9.7%	53.2%	30.6%	6.5%	8.1%	38.7%	43.5%	9.7%				
White	70	22.9%	45.7%	22.9%	8.6%	11.4%	42.9%	34.8%	11.4%				
EL	48	27.1%	50.0%	22.9%	0.0%	12.5%	50.0%	33.8%	4.2%				
BFEP	8	12.5%	25.0%	50.0%	12.5%	0.0%	12.5%	75.0%	12.5%				
Low SES	113	12.4%	55.8%	27.4%	4.4%	6.2%	51.3%	32.7%	9.7%				
SWD	54	25.9%	59.3%	14.8%	0.0%	25.9%	55.7%	20.4%	0.0%				
FY	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%				
Homeless	15	6.7%	73.3%	13.3%	6.7%	0.0%	66.7%	20.0%	13.3%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Cameron Ranch Elementary - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

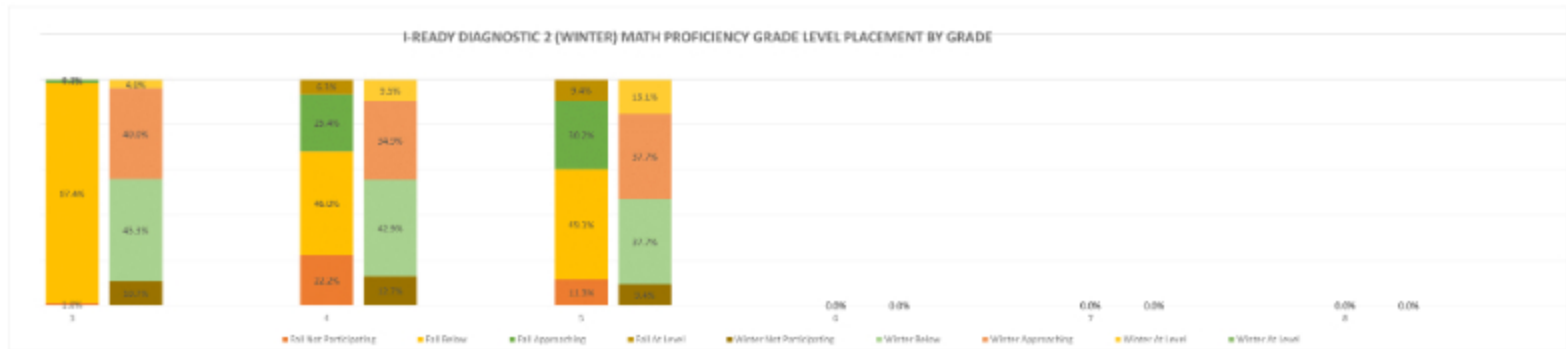
Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	75	23	40	19	5	8	34	30	5				
4	83	34	29	18	4	8	27	22	6				
5	53	6	26	16	5	5	20	20	8				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	75	27.3%	53.3%	25.3%	4.0%	10.7%	45.3%	40.0%	4.0%				
4	83	22.2%	46.0%	25.4%	6.3%	12.7%	42.9%	34.9%	9.5%				
5	53	11.3%	49.1%	30.2%	9.4%	6.4%	37.7%	37.7%	15.1%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Site-wide (Grades 1-5) iReady Data Results:
Overall Comparative Reading Results Window 1 (August 2021) to Window 2 (March 2022):
% of Students Performing Mid or Above Grade Level 4% to 11% (7% increase)
% of Students Performing Early or On Grade Level 9% to 12% (3% increase)
% of Students Performing One Grade Level Below 36% to 41% (5% increase)
% of Students Performing Two Grade Levels Below 28% to 21% (7% decrease)
% of Students Performing Three or More Grade Levels Below 24% to 16% (8% decrease)

Overall Comparative Mathematics Results Window 1 (August 2021) to Window 2 (March 2022):
% of Students Performing Mid or Above Grade Level 2% to 4% (2% increase)
% of Students Performing Early or On Grade Level 2% to 7% (5% increase)
% of Students Performing One Grade Level Below 37% to 49% (12% increase)
% of Students Performing Two Grade Levels Below 36% to 24% (6% decrease)
% of Students Performing Three or More Grade Levels Below 24% to 15% (9% decrease)

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: 2022-23

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 2022-2023 school year, empathy gathering sessions, site and district surveys, and site data was analyzed to understand perspectives from staff, families, and students to determine effectiveness of programmatic implementation and actions.

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

With the ongoing implementation of our community outreach and support efforts, such as the digital online newsletters (containing a variety of valued resources and information), family and community engagement events, and online social media communication, families, students and staff report a strong sense of communication; however, there was a decrease noted on the district survey of the percentage of students who felt the climate was caring. In response, the site implemented empathy gathering sessions, along with small group and whole class lessons to strengthen the school climate.

Over the past few years, families, students and staff were limited in the amount of school engagement activities available due to county and state guidelines and restrictions. There has been a slow increase in families feeling comfortable returning to campus for engagement opportunities. Through informal discussions with families, and empathy gathering with students and staff, there is a slow shift towards increasing positive engagement opportunities as a school community (such as volunteering to support field trips and helping school events). Through the spring, we witnessed an increase in families attending school-wide events.

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

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

In response, the school began lunch bunch groups with our school counselor to address concerns in grades 4 and 5, which focused on social skills, problem solving and friendship. We also added two mindfulness/mentor groups in the afternoon with our school community intervention assistant, which focused on managing strong feelings, practicing empathy, brain development, student leadership, reflection and positive relationships. These groups will continue into the 2023-2024 school year.

2022-23

Identified Need

There is a need to rebuild a sense of school community, culture, relationships and school connectedness that suffered due to the pandemic, which will remain a priority, along with focused efforts to support the social emotional development of students through all grade levels in response to a variety of needs. There is a need to rebuild a sense of school community, culture, relationships and school connectedness that suffered due to the pandemic, which will remain a priority.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District School Climate Survey - Overall rating of the question: "School has a climate that is caring". Percent strongly agree/agree (Parent Response)	2022-2023 Survey Parent Response 89.66%	Maintain or increase by 2%
District School Climate Survey - Overall rating of the question: "The school offers families opportunities to be involved in school and classroom activities". Percent strongly agree/agree (Parent Response)	2022-2023 Survey Parent Response 87.5%	Maintain or increase by 2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Chronic Absenteeism Rate (Months 1-5 of the school year)	2022-2023 School Chronic Absenteeism: 36.7%	Decrease by 3% or greater
School Attendance Rate (Months 1-9 of school year)	2022-2023 School Absenteeism: 91.12%	Increase by 1% or greater

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	3,838 2000	School year 2023-2024

1.2	Communication : Implement online systems and provide at home learning materials to increase communication to new and current families regarding school culture and policies.	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 2023-24
1.3	Family Engagement/Home-School Connection: Fund site-based resources to increase community connections (ie: family and community engagement experiences and culturally inclusive activities). Provide education to families workshops that support	X All Students English Learners Low-Income Students Foster Youth Other	Principal Liaisons	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-2024

	attendance, academic success and social emotional behavior.					
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 2023-2024
1.5	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 2023-2024
1.6		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: 2022-23

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 2022-2023 school year, empathy gathering sessions, site and district surveys, and site data was analyzed to understand perspectives from staff, families, and students to determine effectiveness of programmatic implementation and actions.

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

At the beginning of the school year, the campus PBIS Tier 1 Team re-established site-wide commitments around common area expectations and training. Monthly themes and school-wide character trait assemblies, weekly announcements, and common problem solving strategies (using matrices/wheels aligned to the Second Step SEL curriculum) were retaught and implemented to expand site cohesiveness and build a common understanding. All classroom spaces agreed to utilize calm-down spaces with sensory items, along with brain break activities for de-escalation in support of student regulation skills. Site staff pushed into classrooms to support behaviors and designed social skills groups as appropriate, with guidance from the site administrator, school

counselor and school community intervention assistant. The site continues to use restorative conversations and alternatives to suspension as a means to reteach and build student skills.

With an increase in student social-emotional needs, the lack of a full-time counselor on the 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 to augment the current Second Step curriculum modules already in place across campus. Staff and students reviewed common area expectations to build consistency in problem solving and communication strategies. Attendance incentives, along with family attendance conferences were implemented to address chronic absenteeism. To strengthen 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.

The site principal held empathy gathering sessions with 90 students in grades second through fifth to solicit student voice and feedback. 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. It should also be noted that families, students and staff have shared concerns about the lack of fencing and security hardscape in place due to the campus large footprint and design of school layout, particularly with so many open entry points onto school grounds. Several staff participated in the book study "Flooded" to learn more about the neuroscience of self-regulation in children, particularly as it pertains to the role of trauma and emotional health.

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

2022-23

Identified Need

Positive academic environments that strive to educate the whole child provides the foundational skills needed for them to become effective life-long learners, confident self-directed learners, and creative problem-solvers. Identifying needs and supports (assets) through coordinated efforts from caring staff and district resources, students and families will gain skills/resources based on identified targeted academic and SEL (Social-Emotional-Learning) needs, with the goal to support skills required to thrive. There is a need to rebuild a sense of school community, culture, relationships and school connectedness that suffered due to the pandemic, which will remain a priority, along with focused efforts to support the social emotional development of students through all grade levels in response to a variety of needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District School Climate Survey - Overall rating of the question: "Adults at my school believe all students can be successful". Percent strongly agree/agree (Parent Response)	2022-2023 Survey Parent Response 93.01%	Maintain or increase
District School Climate Survey - Overall rating of the question: "Adults at my school believe all students can be successful". Percent strongly agree/agree (Student Response)	2022-2023 Survey Student Response 81.82%	Increase by 2%
District School Climate Survey - Overall rating of the question: "Adults at my school believe all students can be successful". Percent strongly agree/agree (Staff Response)	2022-2023 Survey Staff Response 90.91%	Maintain or increase
District School Climate Survey - Overall rating of the question: "My school is a safe place for all students". Percent strongly agree/agree (Parent Response)	2022-2023 Survey Parent Response 88.28%	Maintain or increase
District School Climate Survey - Overall rating of the question: "My school is a safe place for all students". Percent strongly agree/agree (Student Response)	2022-2023 Survey Student Response 68.37%	Increase by 2% or greater
District School Climate Survey - Overall rating of the question: "My school is a safe place for all students". Percent strongly agree/agree (Staff Response)	2022-2023 Survey Staff Response 81.82%	Maintain or increase
School Suspension Rate	0.23%	Maintain as appropriate

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 events and activities for families to encourage academic connections in learning by building community through evening family events which target academic growth to expand family engagement and student success (Literacy Night, Cultural Fair, etc...)	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	2500	School year 2023-2024
2.2	Mentor Programs: Provide opportunities for students to participate in	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other 5000-5999: Services And Other Operating	7,500	School year 2023-2024

	<p>mentorship programs which include curriculum and activities to build academic perseverance and a growth mindset. Programs will provide a structure for students to experience the connections between specific academic content areas.</p> <p>Note: Other = Project Optimism ELO Funded</p>			Expenditures		
2.3	<p>SEL Materials and Supplies: Provide materials needed to support Social-Emotional learning in all grades ensuring students have access to the</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2023-2024

	instructional environment which supports well-being, to include funding materials, experiences and supplies to support healthy environment across campus for all students.					
2.4	<p>Recreation Aide: Fund positions as needed to increase school wide safety measures and support a positive school climate.</p> <p>SEL/Restorative Support: Fund timecards for classified staff to support SEL development, restorative practices, conflict resolution, PBIS (check-in</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 LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries Other</p>	<p>3,412 7,696 12,304</p>	School year 2023-2024

	<p>and check-out with students), family engagement support, academic tutoring, etc...</p> <p>Note: Other = Funded ELO \$12,304</p>					
2.5	<p>School Community Intervention Assistant (1.0 FTE) 0.16 FTE LCFF 0.84 FTE Title-1</p> <p>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</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal PBIS Team and Staff</p>	<p>Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries</p>	<p>32,670 22,462 10,502</p>	<p>School year 2023-2024</p>

	families as needed.					
2.6	Professional Learning: Fund professional learning opportunities for staff to grow as educators to support student learning and success.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	2000	School year 2023-2024
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	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 2023-2024

	academic achievement.					
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: 2022-23

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 2022-2023 school year, several academic summative and formative assessments were used and analyzed, along with survey data, to determine program effectiveness, assess interventions and site actions, and shifts in the school's response to individual student academic needs.

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

The school has established site-wide agreements around common assessments for each grade level to guide program effectiveness. Teachers in grades TK-2 began research and designed in-house professional development and training to support the science of reading to raise reading achievement. Several teachers joined the LETRS (Language Essentials for Teachers of Reading and Spelling) cohort offered through the school district to gain additional knowledge, and staff engaged in professional development at the beginning of the school year (including instructional staff) presented by SJUSD TOSA's to build site awareness and capacity.

The return of regular data conversation meetings with grade level teams, managed by the intervention teachers, has benefited site cohesiveness and alignments in key academic areas. Longitudinal plans and current data was used to determine next steps and required actions to continue and strengthen the academic program across campus through all grade levels.

The absence of our key academic coach for most of the school year, limited our ability to expand this work further.

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

Site resources were invested to purchase academic materials and supplies to support student learning. In consultation with the site leadership team along with teacher voice, the site determined areas of academic focus for the second half of the school year to include gaps in early literacy skills, comprehension, vocabulary development and foundational skills in mathematics through the grades. Materials were purchased and teacher planning time was used to develop purposeful articulation of skill development and essential standards.

2022-23

Identified Need

Positive academic environments that strive to educate the whole child provides the foundational skills needed for them to become effective life-long learners, confident self-directed learners, and creative problem-solvers. Identifying needs and supports (assets) through coordinated efforts from caring staff and district resources, students and families will gain skills/resources based on identified targeted academic and SEL (Social-Emotional-Learning) needs, with the goal to support skills required to thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District School Climate Survey - Overall rating of the question: "School recognizes and celebrates the academic success of all students". Percent strongly agree/agree (Parent Response)	2022-2023 Survey Parent Response 94.11%	Maintain or increase
District School Climate Survey - Overall rating of the question: "School recognizes and celebrates the academic success of all students". Percent strongly agree/agree (Student Response)	2022-2023 Survey Student Response 64.65%	Increase by 5% or higher
District School Climate Survey - Overall rating of the question: "School recognizes	2022-2023 Survey Staff Response 100%	Maintain

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
and celebrates the academic success of all students". Percent strongly agree/agree (Staff Response)		
Midyear iReady Math Diagnostic Grade 1 At Grade Level	1.5% of students at Grade Level	Increase by 3% or higher
Midyear iReady Math Diagnostic Grade 2 At Grade Level	6.5% of students at Grade Level	Increase by 3% or higher
Midyear iReady Math Diagnostic Grade 3 At Grade Level	4.0% of students at Grade Level	Increase by 3% or higher
Midyear iReady Math Diagnostic Grade 4 At Grade Level	9.5% of students at Grade Level	Increase by 3% or higher
Midyear iReady Math Diagnostic Grade 5 At Grade Level	15.1% of students at Grade Level	Increase by 3% or higher
Midyear iReady/Text Level Grade 1 At Grade Level	23.5% of students at Grade Level	Increase by 3% or higher
Midyear iReady/Text Level Grade 2 At Grade Level	24.2% of students at Grade Level	Increase by 3% or higher
Midyear iReady ELA Diagnostic Grade 3 At Grade Level	28.0% of students at Grade Level	Increase by 3% or higher
Midyear iReady ELA Diagnostic Grade 4 At Grade Level	17.5% of students at Grade Level	Increase by 3% or higher
Midyear iReady ELA Diagnostic Grade 5 At Grade Level	18.9% of students at Grade Level	Increase by 3% or higher

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
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3.1	Professional Collaboration: Support and nurture instructional processes resulting in improved student academic 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).	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	9000	School year 2023-2024
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3.2	Instructional Assistant: Stephanie McIver 0.375	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	11,618.00 4,677.00	School year 2023-2024
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	45,968 23,561	School year 2023-2024
3.4	ELD Teacher: Ensure all English Learners receive Designated	All Students X English Learners Low-Income Students Foster Youth Other	Principal ELD Teacher	LCFF Supplemental English Learner Central	140,112	School year 2023-2024

	and Integrated English Language Development (ELD) daily. 1.0 FTE			1000-1999: Certificated Personnel Salaries		
3.5	Academic Coach/Intervention Teacher: Support and nurture instructional processes resulting in improved student academic 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	X All Students English Learners Low-Income Students Foster Youth Other	Principal Intervention Teacher with Coaching Responsibilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	105,545.00 47,619.00	School year 2023-2024

	needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).					
3.6	Mind Body Connection: Provide funding to support academic learning through physical education experiences.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,500	School year 2023-2024
3.7	Technology: Provide, implement, update and infuse the use of technologies as a tool for academic learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2023-2024
3.8	IA Professional Development: Provide funding so instructional assistants can	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 2000-2999: Classified	3,000	School year 2023-2024

	attend academic instructional professional development.			Personnel Salaries		
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 school and	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	27,132 14,202	School year 2023-2024

	classroom libraries to enhance differentiated text levels for all students through engaging culturally relevant text.					
3.10	Academic Goal Setting: Provide incentives that foster academic goal setting to support participation and engagement in learning	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Principal Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-2024
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: 2022-23

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 2022-2023 school year, empathy gathering sessions, site and district surveys, and site data was analyzed to understand perspectives from staff, families, and students to determine effectiveness of programmatic implementation and actions.

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

During the 2022-2023 school year, the site completed a second year towards building a robust hands-on field trip experience for all students. Every student in grades TK-5 (including special education) participated in off-site field trips. Designing targeted school-wide themes aligned to significant on-and-off site field trip experiences is a natural next step to the progress we've already made in this area.

Our annual career day provided space for students in grades K-5 to explore possible career opportunities through a blended experience between local community members, SJUSD career pathway high school lead teachers, and family owned businesses. Expanding district and community partnership offerings/presentations is planned for the 2023-2024 school year.

Monthly character trait assemblies allowed student leadership/council to teach the school about positive traits and ways to thrive in our learning community, and the world at large, through alignment with PBIS Tier 1 initiatives. Building more opportunities for student leadership is planned for the upcoming school year.

School-wide academic clubs allowed students in grades K-5 to self-select topics of interest to explore deeper during monthly school-wide club days. Expanding the club offerings is an area to consider moving into the 2023-2024 school year.

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

Site resources were used to cover certificated release time for the lead teachers from our local high-school career technical education programs to share the district's high school pathways. Academic materials and supplies were purchased to support student learning.

2022-23

Identified Need

Positive academic environments that strive to educate the whole child provides the foundational skills needed for them to become effective life-long learners, confident self-directed learners, and creative problem-solvers. Identifying needs and supports (assets) through coordinated efforts from caring staff and district resources, students and families will gain skills/resources based on identified targeted academic and SEL (Social-Emotional-Learning) needs, with the goal to support skills required to thrive in college and career aspirations.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District School Climate Survey - Overall rating of the question: "Students are interested in what they are learning". Percent strongly agree/agree (Parent and Student Response)	Parents: 92.31% Students: 66.00%	Maintain Parent Percentage and increase Student Percentage by 5%
District School Climate Survey - Overall rating of the question: "Students participate in programs to learn about	Parents: 39.4% Students: 34.02%	Increase by 5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
different jobs, careers and colleges". Percent strongly agree/agree (Parent and Student Response)		
Number of classes (TK-5) who participated in field trip experiences off-site.	Students in General Education Classes: 100% Students in ILS Classes: 100%	Maintain
Number of students who participated in site-wide academic enrichment clubs	Students in General Education Classes (Grades K-5): 100%. Students in ILS Classes: 100%	Maintain

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 Academic Clubs: Provide opportunities for students to participate in academic learning clubs which include curriculum and activities to build academic perseverance and a growth mindset. Programs will	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	1,000 2,000	School year 2023-2024

	provide a structure for students to experience the connections between specific academic content areas and the connection to college/career and beyond.					
4.2	Student Leadership: Provide additional 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 Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000	School year 2023-2024
4.3	Pathways: Provide funding to increase awareness of various career	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation 1000-1999:	1000	School year 2023-2024

	and technical education pathways for bright futures, to include release time for staff to support pathway programs and student leadership			Certificate d Personnel Salaries		
4.4	<p>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.</p> <p>Funded through ELO Grant Funds: Allotting \$20,000</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Staff	Other 5000-5999: Services And Other Operating Expenditures	20,000	School year 2023-2024

4.5	<p>Assemblies/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 for students to build communication, collaboration, and leadership skills that prepare them for the future of their choosing.</p> <p>Funded through ELO</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 Other 5000-5999: Services And Other Operating Expenditures Other 4000-4999: Books And Supplies</p>	<p>5,000 4,000 1,000</p>	School year 2023-2024
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	Grant Funds: Allotting \$10,000					
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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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$596,318.00

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)	\$3,412.00
LCFF Supplemental English Learner Central	\$140,112.00
LCFF Supplemental Site Allocation	\$50,400.00
Other	\$49,804.00
Title I Part A Parent Involvement	\$3,838.00
Title I Part A Site Allocation	\$348,752.00

Subtotal of state or local funds included for this school: \$596,318.00

Total of federal, state, and/or local funds for this school: \$596,318.00

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	50,400	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	348,752.00	0.00
Title I Part A Parent Involvement	3,838	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	50,400.00
Other	49,804.00
Title I Part A Parent Involvement	3,838.00
Title I Part A Site Allocation	348,752.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	305,625.00
2000-2999: Classified Personnel Salaries	75,236.00
3000-3999: Employee Benefits	98,319.00
4000-4999: Books And Supplies	66,334.00
5000-5999: Services And Other Operating Expenditures	36,500.00
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	5,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	20,198.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	23,202.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00
	Other	12,304.00
4000-4999: Books And Supplies	Other	1,000.00
5000-5999: Services And Other Operating Expenditures	Other	36,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,838.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	160,513.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	47,788.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	98,319.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	42,132.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,338.00
Goal 2	104,046.00
Goal 3	446,934.00
Goal 4	37,000.00

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
David Daley	Parent or Community Member
Tiffany Singh	Parent or Community Member
Joanna Rowland	Classroom Teacher
Madeline Garcia	Other School Staff
Jennifer Morgan	Parent or Community Member
Joanna Botheras	Parent or Community Member
Scott Moran	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 June 1, 2023.

Attested:



Principal, Aliceon Sloss on June 1, 2023



SSC Chairperson, Jennifer Morgan on June 1, 2023

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
Recreation Aide: Fund positions as needed to increase school wide safety measures and support a positive school climate.	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	

SEL/Restorative Support:
Fund timecards for classified staff to support SEL development, restorative practices, conflict resolution, PBIS (check-in and check-out with students), family engagement support, academic tutoring, etc...

Note: Other = Funded ELO \$12,304

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
ELD Teacher: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$140,112.00	Engaging Academic Programs	

Cameron Ranch Elementary School

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

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$50,400.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Mind Body Connection: Provide funding to support academic learning through physical education experiences.	4000-4999: Books And Supplies	\$3,500.00	Engaging Academic Programs	
Academic Goal Setting: Provide incentives that foster academic goal setting to support participation and engagement in learning	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$14,202.00	Engaging Academic Programs	
Student Academic Clubs: Provide opportunities for students to participate in academic learning clubs which include curriculum and activities to build academic perseverance and a growth mindset. Programs will provide a structure for students to experience the connections between specific academic content areas and the connection to college/career and beyond.	1000-1999: Certificated Personnel Salaries	\$1,000.00	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	\$3,000.00	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	1000-1999: Certificated Personnel Salaries	\$1,000.00	Clear Pathways to Bright Futures	

Cameron Ranch Elementary School

Family Engagement/Home-School Connection: Fund site-based resources to increase community connections (ie: family and community engagement experiences and culturally inclusive activities). Provide education to families workshops that support attendance, academic success and social emotional behavior.	4000-4999: Books And Supplies	\$500.00	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
	2000-2999: Classified Personnel Salaries	\$2,000.00	Connected School Communities
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	\$2,000.00	Healthy Environments for Social-Emotional Growth
Professional Learning: Fund professional learning opportunities for staff to grow as educators to support student learning and success.	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
	2000-2999: Classified Personnel Salaries	\$7,696.00	Healthy Environments for Social-Emotional Growth
	2000-2999: Classified Personnel Salaries	\$10,502.00	Healthy Environments for Social-Emotional Growth

Cameron Ranch Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$50,400.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>Mentor Programs: Provide opportunities for students to participate in mentorship programs which include curriculum and activities to build academic perseverance and a growth mindset. Programs will provide a structure for students to experience the connections between specific academic content areas.</p>	5000-5999: Services And Other Operating Expenditures	\$7,500.00	Healthy Environments for Social-Emotional Growth	
<p>Note: Other = Project Optimism ELO Funded</p>				
<p>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.</p>	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Clear Pathways to Bright Futures	
<p>Funded through ELO Grant Funds: Allotting \$20,000</p>				

Cameron Ranch Elementary School

Assemblies/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.

5000-5999: Services And
Other Operating
Expenditures

\$5,000.00 Clear Pathways to
Bright Futures

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
\$10,000

5000-5999: Services And
Other Operating
Expenditures

\$4,000.00 Clear Pathways to
Bright Futures

4000-4999: Books And
Supplies

\$1,000.00 Clear Pathways to
Bright Futures

\$12,304.00 Healthy
Environments for
Social-Emotional
Growth

Other Total Expenditures: \$49,804.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$3,838.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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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	\$3,838.00	Connected School Communities
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Title I Part A Parent Involvement Total Expenditures: \$3,838.00

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

Funding Source: Title I Part A Site Allocation

\$348,752.00 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	
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	
Family Engagement: Provide events and activities for families to encourage academic connections in learning by building community through evening family events which target academic growth to expand family engagement and student success (Literacy Night, Cultural Fair, etc...)	4000-4999: Books And Supplies	\$2,500.00	Healthy Environments for Social-Emotional Growth	

Cameron Ranch Elementary School

Professional Collaboration: Support and nurture instructional processes resulting in improved student academic 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	\$9,000.00	Engaging Academic Programs
Instructional Assistant: Stephanie McIver 0.375	2000-2999: Classified Personnel Salaries	\$11,618.00	Engaging Academic Programs
Intervention Teacher: Intervention teacher (0.5 FTE) for small group instruction in reading and math.	1000-1999: Certificated Personnel Salaries	\$45,968.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$22,462.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$2,000.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	\$4,677.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$23,561.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$47,619.00	Engaging Academic Programs
	Technology: Provide, implement, update and infuse the use of technologies as a tool for academic learning.	4000-4999: Books And Supplies	\$10,000.00
IA Professional Development: Provide funding so instructional assistants can attend academic instructional professional development.	2000-2999: Classified Personnel Salaries	\$3,000.00	Engaging Academic Programs

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<p>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.</p>	4000-4999: Books And Supplies	\$27,132.00	Engaging Academic Programs
<p>Academic Coach/Intervention Teacher: Support and nurture instructional processes resulting in improved student academic 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).</p>	1000-1999: Certificated Personnel Salaries	\$105,545.00	Engaging Academic Programs
<p>School Community Intervention Assistant (1.0 FTE) 0.16 FTE LCFF 0.84 FTE Title-1</p> <p>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.</p>	2000-2999: Classified Personnel Salaries	\$32,670.00	Healthy Environments for Social-Emotional Growth

Cameron Ranch Elementary School

Title I Part A Site Allocation Total Expenditures:	\$348,752.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Cameron Ranch Elementary School Total Expenditures:	\$596,318.00