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	05/21/24	July 30, 2024

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
>
> The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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 2023-2024 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 continue with site initiatives and to develop common agreements aligned to grade level essential standards and evidence-based teaching practices. Strengthening SEL support actions and providing academic enrichment opportunities for students, as well as family and community engagement experiences, remain a priority.

The School Site Council met seven times during the 2023/2024 school year. Site Council reviewed relevant site data, site budgets, and survey results. The School Site Council expressed interest in funding curriculum to ensure supports were timely in connection to our ongoing increase of English Language Learners. School Site Council also expressed an interest to continue to fund intervention teachers 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, in addition to increasing the number of campus recreation aides. 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. The previous year's investment into our literacy and math foundational skills was highlighted. Furthermore, a desire to allocate funds to continue funding hands-on learning initiatives through field trip experiences was celebrated and encouraged.

Parents on the Council expressed concerns about the social-emotional needs of the students, 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 proficiency towards grade level benchmarks. 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 and for ELAC (English Language Advisory Council). Both ELAC and SSC shared concerns about the open campus and are worried about student and staff safety. Cameron Ranch was identified by San Juan Unified School District to receive a secure fence to update safety access points to the campus during the 2024-2025 school year. Construction will begin summer of 2024.

ELAC met four times during the 2023/2024 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. The school focused on strategies to support EL instruction by investing in a program called EL Achieve, and worked to align support materials and suggestions on how classroom teachers can effectively deliver targeted instruction. This will be an ongoing priority for the 24/25 school year.

The SLT (Site Leadership Team) met weekly throughout the 2023/2024 school year. SLT reviewed extensive school data, site budgets, survey results, and input from all educational groups on campus. The team discussed the effectiveness of the current School Plan as well as additional resources needed in moving forward. SLT was in alignment with parent leadership groups, confirming the need for increased support with resources to improve chronic absenteeism; resources and personnel to provide targeted academic support; personnel to provide increased behavioral and supervision on campus to increase safety; curriculum to support English Language Learners; resources to align foundational skills and pacing guides through all grade levels, and family engagement opportunities to build a sense of home school connection and community. Additionally, SLT, with consultation from the staff, agreed to update and PBIS Tier 1 and Tier 2 systems on campus, including the purchase of SEL curriculum.

Teachers and support staff participated in the development of the School Plan through surveys, whole staff discussions, and staff meetings. In December of 2023, SJTA members shared their priorities for funding in a survey and further refined their priorities in January and February of 2024. SLT regularly shared results of surveys, and budgetary allocations were detailed and discussed to gather feedback. Priorities were share with School Site Council and English Learner Advisory Committee. Staff wanted to continue to fund personnel to support targeted academic instruction and continue to increase supervision staff during unstructured times of the school day in order to strengthen safety. Funding extra hours for the attendance clerk and secretary position was a priority to provide outreach to families to improve our chronic absenteeism rate. During conversations, teachers also identified a need to continue before and after school academic tutoring, as well as providing school-day clubs (ie: digital art, yoga, painting, STEM, etc...) and after school enrichment clubs (ie: soccer, running, ceramics, art, etc...). It was identified that these initiatives provide individualized academic supports as well as foster a home school connection with families.

The school administrator invited families to join community gatherings on the first Friday of every month. The 'Families First Friday' opportunities provided space for families to begin the school day accompanying their child(ren) during breakfast and participate in morning activities through classroom opportunities and the morning walk club. Following, families gathered in the school

library and learn about upcoming campus events, strategies to support learning at home, community resources, and ways to get involved and be a part of our school culture. Families shared the value they feel when coming together as a community, particularly the connections with other parents.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.79%	1.08%	0.25%	3	4	1
African American	11.11%	11.62%	10.83%	42	43	43
Asian	12.70%	12.7%	11.84%	48	47	47
Filipino	0.53%	0.81%	0.76%	2	3	3
Hispanic/Latino	32.01%	32.16%	32.24%	121	119	128
Pacific Islander	1.32%	1.35%	1.26%	5	5	5
White	33.07%	30.81%	32.49%	125	114	129
Multiple/No Response	8.47%	9.46%	10.33%	32	35	41
			Total Enrollment	378	370	397

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	74	70	57
Grade 1	70	62	67
Grade 2	61	57	67
Grade3	57	71	57
Grade 4	55	58	74
Grade 5	61	52	61
Total Enrollment	378	370	397

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	95	103	120	16.60%	25.1%	30.2%
Fluent English Proficient (FEP)	18	13	13	4.00%	4.8%	3.3%
Reclassified Fluent English Proficient (RFEP)				6.5%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
370	**79.5**	**27.8**	**1.4**
Total Number of Students enrolled in Cameron Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	103	27.8
Foster Youth	5	1.4
Homeless	23	6.2
Socioeconomically Disadvantaged	294	79.5
Students with Disabilities	75	20.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	11.6
American Indian	4	1.1
Asian	47	12.7
Filipino	3	0.8
Hispanic	119	32.2
Two or More Races	35	9.5
Pacific Islander	5	1.4
White	114	30.8

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
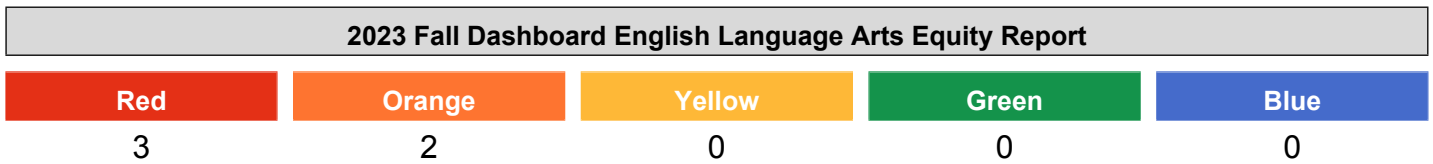## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	Less than 11 Students
71.5 points below standard	66.2 points below standard	
Decreased -4.6 points	Maintained -0.6 points	2 Students
162 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
123.3 points below standard	Red	Red
Maintained -1.4 points	81.1 points below standard	115.7 points below standard
14 Students	Decreased -8.1 points	Decreased Significantly -18.2 points
	130 Students	46 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
89.9 points below standard	Less than 11 Students	57.5 points below standard	Less than 11 Students
Increased Significantly +17.4 points		Increased +14.8 points	
22 Students	2 Students	15 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	33.8 points below standard	Less than 11 Students	Orange
74.9 points below standard	Increased Significantly +22.2 points		67.5 points below standard
Decreased Significantly -21.9 points	14 Students	1 Student	Decreased -3.2 points
59 Students			48 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.7 points below standard	16.5 points below standard	74.5 points below standard
Decreased -4 points	Decreased Significantly -24.4 points	Decreased -5 points
27 Students	16 Students	116 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall, 162 students are below standard in English Language Arts performance. The student subgroup of Socioeconomically Disadvantaged and Students with Disabilities are significantly low, as well as the race/ethnicity group of Hispanic. English Language Learners decreased progress; and are still below standard.

- Chronic absenteeism, although a significant decrease of 12.1% is a positive trend, students are still chronically tardy and show inconsistent attendance
- Increase of student mobility rates due to housing instability and family circumstances
- Limited staffing to address behavioral and mental health services for students
- Limited staffing to support increasing EL student population, resulting in less time needed to teach targeted and differentiated instruction
- Limited professional development/training for differentiated instruction

- Fund additional recreation aides to support supervision and SEL development
- Provide ongoing resources to families to support learning at home

- Fund supplemental intervention teacher
- Fund supplemental materials and supplies for literacy
- Continue to provide family engagement opportunities for home-school connection
- Investment of EL curriculum and professional development
- Continue to fund Project Optimism to support academic mentoring and support

School and Student Performance Data
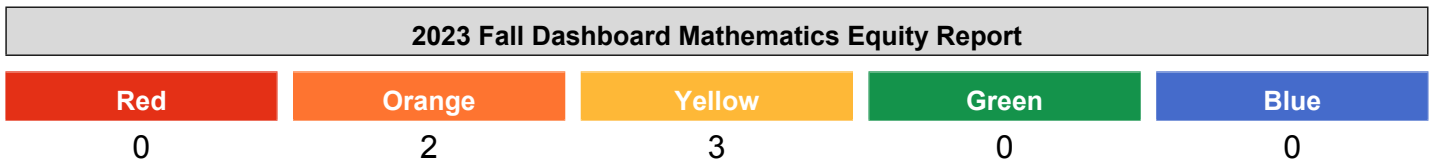
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
74.1 points below standard	82.8 points below standard	
Increased +10.7 points	Decreased -5.2 points	2 Students
162 Students	44 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
166.3 points below standard	Yellow	Orange
Decreased Significantly -29.7 points	81.2 points below standard	110.7 points below standard
14 Students	Increased +9.4 points	Increased Significantly +17 points
	130 Students	46 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
104.8 points below standard	Less than 11 Students	64.1 points below standard	Less than 11 Students
Increased +12.8 points		Maintained -2.2 points	
	2 Students		1 Student
22 Students		15 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	84.2 points below standard	Less than 11 Students	Yellow
75.7 points below standard	Increased +14.8 points		65.1 points below standard
Increased +5 points		1 Student	Increased +11 points
59 Students	14 Students		50 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.4 points below standard	42.1 points below standard	75.1 points below standard
Decreased Significantly -20.2 points	Decreased -11.1 points	Increased +14.2 points
29 Students	16 Students	116 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall, 162 students are below standard in Mathematics performance. Although no student groups were identified at Red on the California Dashboard, The student groups performing at "Orange" level are Students with Disabilities (increase of 17 points) and English Language Learners (decrease of 5.2 points). These student groups are performing lower than all students.

- Chronic absenteeism, although a significant decrease of 12.1% is a positive trend, students are still chronically tardy and show inconsistent attendance
- Increase of student mobility rates due to housing instability and family circumstances
- Limited staffing to address behavioral and mental health services for students
- Limited staffing to support increasing EL student population, resulting in less time to teach targeted and differentiated instruction
- Limited professional development/training for differentiated instruction

- Purchase grade level math foundation skills kits for every classroom

- Site-based academic tutoring (before/after school)
- Fund supplemental intervention teacher to support math literacy
- Common agreements per grade level (essential standards) and development of pacing guides
- Purchase of supplemental site-based materials, resources and professional development
- Provide ongoing resources to families to support learning at home
- Continue to provide family engagement opportunities for home-school connection
- Investment of EL curriculum and professional development
- Continue to fund Project Optimism to support academic mentoring and support.

School and Student Performance Data

Academic Performance
## English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
0.564% making progress towards English language proficiency
Number of EL Students: 78 Students
Performance Level: 4
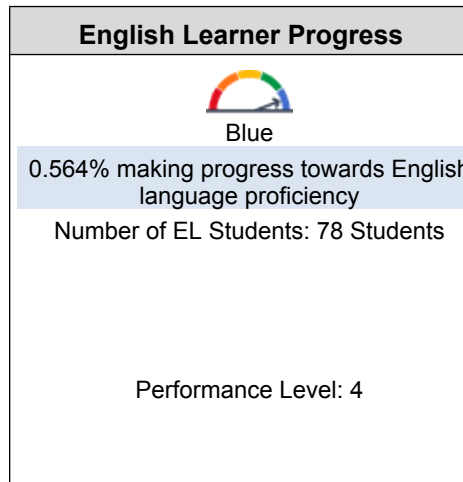
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
8	17	0	42

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

English Language Learners made significant progress and moved to "Blue" on the California Dashboard. Within this metric, 42 students progressed at least one level, 17 maintained, and 8 decreased by one level.

- GLAD strategies
- Designated ELD resources and strategies
- Integrated ELD learning throughout day
- Alignment of ELD schedule

- Newcomer family support
- Translatable communication from school site
- EL Achieve Curriculum and Professional Development
- Investment in bilingual books
- Inclusive ELAC meetings

- Continue to strengthen site-wide initiatives to build consistency for English Language Learners.
- Provide supplemental resources and materials for newcomers
- Continue opportunities for family engagement
- Continue to provide attendance outreach and support
- Expand professional development of the EL Achieve curriculum to general education teachers and site intervention teachers.
- Provide strategies, materials and supplies to support classroom designated and integrated English Language instruction

School and Student Performance Data

Academic Performance
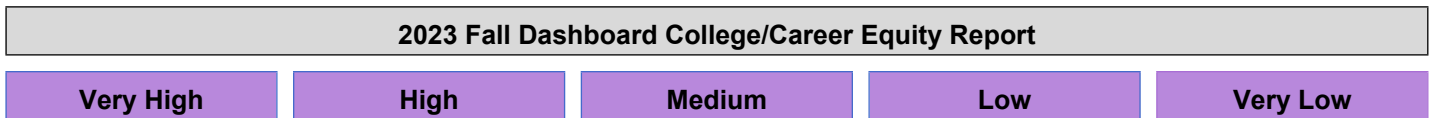## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
N/A	N/A	N/A
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
N/A	N/A	N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement
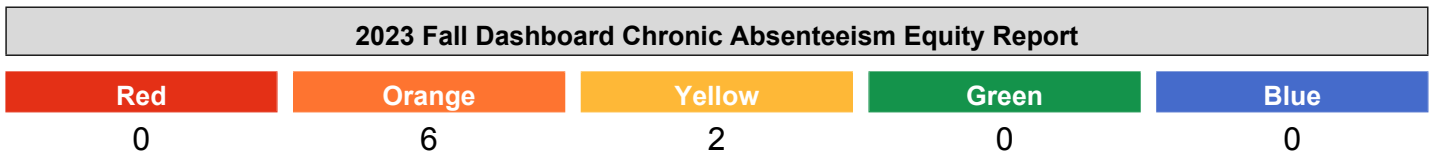## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	6	2	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
31.3% Chronically Absent	22.3% Chronically Absent	
Declined Significantly -12.1	Declined -18.6	6 Students
418 Students	139 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
42.9% Chronically Absent	Yellow	Orange
Declined -17.7	32.8% Chronically Absent	43.2% Chronically Absent
28 Students	Declined Significantly -13.2	Declined -10.9
	341 Students	95 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	Less than 11 Students	Yellow	Less than 11 Students
37.5% Chronically Absent	4 Students	15.7% Chronically Absent	3 Students
Declined -1.3		Declined -4.7	
48 Students		51 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	Less than 11 Students	Orange
38.6% Chronically Absent	29.7% Chronically Absent	5 Students	27.3% Chronically Absent
Declined -15.9	Declined -18.8		Declined -14.7
127 Students	37 Students		143 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall, Chronic Absenteeism improved by 12.1%. All students are 31.3% chronically absent. Within this metric, the following groups preformed at "Orange" on the California Dashboard: English Language Learners, Students with Disabilities, African American, Two or More Races, White and Hispanic. These student groups are more chronically absent in comparison to all.

- Increased number of families in transition
- Increased number of families experiencing socioeconomic challenges
- Lack of student engagement
- Limited availability of staff to connect with families about needed supports and resources in a timely manner
- Increased of students experiencing mental health and behavioral needs
- Lack of transportation resources and options

- Increase attendance conferences with families
- Home visits
- Continue to provide family engagement opportunities
- Continue student attendance goal setting and incentives
- Continue to fund Campus Safety Monitor position
- Strengthen attendance outreach and support for families

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	1	3

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

1.4% suspended at least one day

Increased 0.5

439 Students

English Learners

Blue

0% suspended at least one day

Maintained 0

147 Students

Foster Youth

Less than 11 Students

6 Students

Homeless

Orange

3.3% suspended at least one day

Increased 0.6

30 Students

Socioeconomically Disadvantaged

Orange

1.1% suspended at least one day

Increased 0.3

356 Students

Students with Disabilities

Orange

1.1% suspended at least one day

Increased 1.1

95 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	Less than 11 Students	Blue	Less than 11 Students
0% suspended at least one day	4 Students	0% suspended at least one day	3 Students
Declined -1.9		Maintained 0	
53 Students		54 Students	

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	Less than 11 Students	Orange
0.8% suspended at least one day	2.6% suspended at least one day	5 Students	2.6% suspended at least one day
Maintained 0	Maintained -0.1		Increased 1.9
129 Students	38 Students		153 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

1.4% of all students were suspended at least one day, whereas our homeless was 3.3% identified in the orange range.

- Increased number of students who demonstrate a need to develop self regulation skills in managing strong emotions.
- Limited staffing to support students with emotional regulation

- Continue site initiatives already in place and progress monitor
- Align site resources to strengthen consistency for students needing emotional regulation supports
- Fund new SEL curriculum (MooZoom)
- Continue to promote PBIS and Tier 1 strategies
- Continue emotional regulation small group instruction with SCIA
- Continue Project Optimism
- Continue to provide push-in intervention support for students with extreme behaviors
- Maintain school-wide calm down sensory spaces within all classrooms

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Data used to monitor progress:
- CA Dashboard Indicators
- Unified Insight Dashboard
- iReady Diagnostic Assessments (Reading and Math)
- iReady Growth Reports
- UFLI - Foundational Reading Skills Assessments
- Core Phonics Survey
- Classroom Data
- Common Assessments

- Ongoing Text Level Assessments
- ELPAC Data

Frequency:
Progress monitoring throughout the year. Data shared during regular grade level, whole staff, and trimester based data conversation meetings. Ongoing review and analysis with SSC, SLT, ELAC

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

Successful Practices:
- Invested in Science of Reading materials and supplies + professional development (Grades TK-5)
- Site-based academic tutoring (before/after school)
- Partnered with American River College to provide academic reading tutoring
- Increased small group/targeted learning and worked with IA's to learn skills when supporting learners
- Invested in high-interest texts for students
- Determined common agreements per grade level and the early development of pacing guides
- Conducted collaboration/data conversation meetings/calibration
- Purchased site-based materials and resources
- Provided resources to families
- Hosted Literacy Night event
- Implemented weekly academic site-based incentives
- Monthly site-wide PBIS character education assemblies and recognition awards
- Funded Academic coach/intervention specialists
- Upgraded technology/purchased academic software
- Increased hands-on experiential learning opportunities, including field trips and the development of our library learning lab

Areas of Growth for Future Success:
Due to the increase of newcomer and refugee students to our site throughout the year, staff had to regularly shift and restructure differentiation models and ELD targeted supports to meet the needs of all learners. This continuous shift called out a need to provide additional resources and staffing for teachers to support ELA, Math and ELD instruction.

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

- Increased small group instruction in math and reading
- Increased after school academic tutoring
- Align recreation aide skills to support SEL development to maintain effective learning environments

- Provided additional resources to families to support learning at home
- Invested in professional development with our new EL Achieve curriculum
- Invested time to build site-wide pacing guides for SEL, Math and ELA alignment
- Increased strategies to support EL designated blocks of time throughout the school day

2023-24
Identified Need

Identified Needs:
- Continue staffing for small group intervention and push-in support
- Provide planning time and increase the use of GLAD strategies across campus
- Provide supplemental instructional materials and supplies as needed
- Continue after academic school tutoring for ELA and Math
- Align site-wide integrated and designated ELD model
- Align site-wide intervention model
- Provide opportunities for general education teachers to receive professional development for EL Achieve program

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	71.5 points below standard	+3.0 scale score points
	English Learners	66.2 points below standard	
	Foster Youth		
	Homeless	123.3 points below standard	
	Socioeconomically Disadvantaged	81.1 points below standard	
	Students with Disabilities	115.7 points below standard	
	African American	89.9 points below standard	
	American Indian		
	Asian	57.5 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Filipino		
	Hispanic	74.9 points below standard	
	Two or More Races	33.8 points below standard	
	Pacific Islander		
	White	67.5 points below standard	
Math State Assessment: Change in scale score	All Students	74.1 points below standard	+3.0 scale score points
	English Learners	82.8 points below standard	
	Foster Youth		
	Homeless	166.3 points below standard	
	Socioeconomically Disadvantaged	81.2 points below standard	
	Students with Disabilities	110.7 points below standard	
	African American	104.8 points below standard	
	American Indian		
	Asian	64.1 points below standard	
	Filipino		
	Hispanic	75.7 points below standard	
	Two or More Races	84.2 points below standard	
	Pacific Islander		
	White	65.1 points below standard	
English Language Learner State Assessment:	0.564%		+2.0%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	8.11%	+2.0%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Fund 1.0 FTE instructional coach/intervention teacher to support improved instructional practices. PC#28697	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD, SED, HIS	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	121,000 31,039	2024-2025 School Year
1.2	Fund 0.50 FTE math intervention teacher to support improved instructional practices. PC#29631	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD, SED, HIS	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	53,000 25,802	2024-2025 School Year

			Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.3	Provide supplemental materials and resources to support the academic growth of English Language learners, including and not limited to EL Achieve. ELO Grant Funds	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other	5,000	2024-2025 School Year
1.4	Provide training and support materials for GLAD, including, but not limited to, color printer cartridges, markers, chart paper, etc...	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2024-2025 School Year
1.5	Provide curriculum, materials, supplies,	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	19,790 11,022	2024-2025 School Year

		manipulatives and books for instructional differentiation in all academic areas	Lowest Performing	4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies		
1.6		Provide funding so instructional assistants can attend academic instructional professional development	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD, SED, HIS	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	3,000	2024-2025 School Year
1.7		Fund 3-hr instructional assistant to support academic differentiation PC#31530	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD, SED, HIS	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	11,618 4,907	2024-2025 School Year

1.8	Fund technology to support academic achievement through the purchase of software applications, hardware and online subscriptions	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Title I Part A Site Allocation 4000-4999: Books And Supplies	2,000	2024-2025 School Year

1.9	Provide release time for teachers to collaborate, plan and analyze student data to support academic growth	All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		X Lowest Performing SWD, SED, HIS
			Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8,000	2024-2025 School Year

1.10	Provide opportunities for students to participate in academic learning clubs which include curriculum and activities to build academic perseverance and a growth mindset.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	2024-2025 School Year

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Data used to monitor progress:
- CA Dashboard Indicators
- School Attendance Plan
- Unified Insight Dashboard
- Attendace Data
- Listening Sessions - Empathy Gathering
- Staff and Family Surveys
- SAEBRS and MySAEBRS data (fall and spring)
- Site COST referrals

Frequency:
Progress monitoring throughout the year. Data shared during attendance meetings and case by case basis with individual staff as appropriate. Ongoing review and analysis with site and district attendance improvement personnel

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

Successful Practices:
- Annual Cameron Ranch attendance plan
- Focused on improvement not perfect attendance
- Monthly positive attendance incentives (students)
- Ongoing positive phone calls (office staff)
- Ongoing teacher communication (text)
- Resources and supports for struggling families (ongoing)
- Monthly site attendance meetings to review data
- Family attendance intervention meetings (ongoing)

Areas of Growth for Future Success:
- Determine those in need of chronic illness forms earlier in the school year
- Work with families to complete Student Independent Study (SIS) contracts
- Increase home school connection opportunities to encourage regular school attendance

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

- Annual articulation data for next grade (Chronic T/A)
- Individual student incentive goals
- Individual students data charts to increase awareness and success
- Home visits
- Weekly announcement of most improved attendance awards for individual students

2023-24
Identified Need

Identified Needs:
- Increase Home Visits
- Increase positive school-home communication that recognizes individual attendance improvement efforts

- Work with district to identify families in transition, needing McKinney Vento supports
- Blend PBIS Tier 1 incentives with positive school attendance
- Provide real world experiences to build academic language and vocabulary around specific grade level curriculum

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	31.3% Chronically Absent	- 0.5%
	English Learners	22.3% Chronically Absent	
	Foster Youth		
	Homeless	42.9% Chronically Absent	
	Socioeconomically Disadvantaged	32.8% Chronically Absent	
	Students with Disabilities	43.2% Chronically Absent	
	African American	37.5% Chronically Absent	
	American Indian		
	Asian	15.7% Chronically Absent	
	Filipino		
	Hispanic	38.6% Chronically Absent	
	Two or More Races	29.7% Chronically Absent	
	Pacific Islander		
	White	27.3% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.44%		1.0%
High School Dropout Rate:	N/A		N/A

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Percentage of high school students who dropout (based on the 4-year cohort outcomes)			
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	N/A	N/A
	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	
	White	N/A	

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	Source(s)	Proposed Allocation	Implementation Timeline

2.1	Field Trips and Assemblies: Provide	X All Students
		  English Learners
		  Low-Income Students
			Other	25,000	2024-2025 School Year

		opportunities for all students to participate in real world experiences off and on campus (field trips, including transportation) to build academic language and vocabulary around specific grade level curriculum ELO Grant Funds	Foster Youth Lowest Performing			
2.2		Provide booster activities and incentives that foster regular attendance to support participation and engagement	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD, SED, HIS	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2024-2025 School Year
2.3		Provide time for clerical staff to support home-school connection initiatives, family engagement, academic success, and	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Other 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	18,200 2,059	2024-2025 School Year

			2000-2999: Classified Personnel Salaries		
2.4	School Community Intervention Assistant 0.84 FTE Title-1 & 0.16 FTE LCFF PC#35675 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.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD, SED, HIS	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	32,670 23,111 10,704	2024-2025 School Year
2.5	Parent Liaison: Fund Parent Liaison position to support families, organize activities and services to	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SWD, SED, HIS	Title I Part A Parent Involvement 2000-2999: Classified	3,852	2024-2025 School Year

	support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district.		Personnel Salaries		
2.6	Provide academic and enrichment opportunities for students to build communication, collaboration, and leadership skills that prepare them for the future of their choosing. ELO Grant Funds	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	15,000	2024-2025 School Year
2.7	Provide family and community engagement events to strengthen school-home connection and support academics	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SWD, SED, HIS	Title I Part A Site Allocation 4000-4999: Books And Supplies	1,856	2024-2025 School Year

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Data used to monitor progress:
- CA Dashboard Indicators
- Unified Insights Data
- Listening Sessions and Empathy Gathering
- SAEBRS and MySAEBRS data (fall and spring)
- Site COST referrals (Coordination of Student Services)
- Care Solace Referrals
- Tier 2 Meetings
- District Climate Surveys

Frequency:
Progress monitoring throughout the year. Data shared during Tier 2 meetings and case by case basis with individual staff as appropriate. Ongoing review and analysis with site counselor and SEL support staff.

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

Successful Practices:
- Responsive Classroom implementation (site-wide)
- Project Optimism community partner
- Calm-down spaces (site-wide)
- Mindfulness implementation
- De-escalation strategies
- Site-wide commitment to building relationships
- Staff-student connections prioritized
- Social skills groups (counselor)
- SEL curriculum
- Monthly character trait assemblies
- Weekly recognition announcements/incentives
- Mentor Groups run by SCIA using Fast Bridge and Second Step curriculum to support emotional regulation skills
- Trauma informed care and resources to families
- Streamlined parent communication (Talk Points/email/calls/in-person)
- Alternatives to suspension
- Restorative conversations
- Ongoing interventions to mitigate behaviors
- Family behavior conferences
- School-wide talent show, winter sing-a-long, harvest festival, cultural fair
- Enrichment dance program
- After school enrichment clubs
- COST (Coordination Of Services Team)
- Ongoing push in supports as needed
- Increase in staffing for student safety and emotional regulation (Campus Safety Monitor and Rec Aides)

Areas of Growth for Future Success:
- Increase opportunities for student leadership
- Early identification of students in need of behavior support as well as functional behavior analysis
- Increase home school connection opportunities and encourage positive behavior

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

- Development of site COST (Coordination Of Services Team)
- Restructured PBIS Tier 1 and Tier 2 systems
- Targeted Check-in/Check-out Tier 2 mentorship alignment and professional development
- Home visits
- Increased opportunities for parent/family community volunteers
- Purchased of new SEL curriculum
- Increased after school enrichment opportunities

2023-24
Identified Need

- Increase Home Visits
- Increase positive school-home communication that recognize positive behavior improvement efforts
- Continue site mentor group support lessons to strengthen emotional regulation skills

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.4% suspended at least one day	- 0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	3.3% suspended at least one day	
	Socioeconomically Disadvantaged	1.1% suspended at least one day	
	Students with Disabilities	1.1% suspended at least one day	
	African American	0% suspended at least one day	
	American Indian		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	0.8% suspended at least one day	
	Two or More Races	2.6% suspended at least one day	
	Pacific Islander		
	White	2.6% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	63.2%		+0.5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	66.4%		+0.5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	90%		+1%

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	Source(s)	Proposed Allocation	Implementation Timeline

3.1	Families First Friday Provide opportunities for families to gather the first Friday of each month to strengthen the home-school connection. Families will learn about school events, volunteer opportunities, site and district-wide workshops, community resources, and tips to support learning at home. Plus, provide leadership and voice opportunities for parents such as volunteerism, SSC and ELAC, plus education nights and family engagement events across campus.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025 School Year
3.2	Provide materials and supplies for	All Students X English Learners	LCFF Supplemental	2,000 5,000	2024-2025 School Year

		social emotional learning, behavior regulation, cultural awareness and character trait education, such as, but not limited to books and hands-on resources	Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies Other 4000-4999: Books And Supplies		

3.3		Fund 2-hr Recreation Aide to increase school wide safety and support a positive school climate PC#38872	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Lowest Performing
				LCFF Rec Aide Allocation
				2000-2999:
				Classified Personnel Salaries
				LCFF Supplemental Site Allocation
				2000-2999:
				Classified Personnel Salaries
					3,933
					
					7,907
						2024-2025 School Year

3.4		Project Optimism - Provide opportunities for students to participate in mentorship programs which include curriculum and activities to	All Students
			  English Learners
			X Low-Income Students
			  Foster Youth
			X Lowest Performing SWD, SED, HIS
				Other	7,500	2024-2025 School Year

		build academic perseverance and a growth mindset. ELO Grant Fund				
3.5		Provide funding to increase awareness of various career and technical education pathways for bright futures, to include release time for staff to support pathway programs and student leadership	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1,000	2024-2025 School Year
3.6		Provide additional funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	2024-2025 School Year

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:
Student Achievement and Implementation of Standards

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
Designated ELD Teacher - 1.0 FTE PC#	8/2024	ELD Teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Intervention Teacher - 1.0FTE PC#36571	8/2024	Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Safety Campus Monitor - 1.0 FTE PC#39055	8/2024	Campus Monitor	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Campus Recreation Aide - 0.25 FTE PC#39035	8/2024	Rec Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Counselor - 0.50 FTE PC# 32348	8/2024	School Counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

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	$332,877.00
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	$465,470.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$52,960.00
Other	$75,700.00
Title I Part A Parent Involvement	$3,852.00
Title I Part A Site Allocation	$329,025.00

Subtotal of state or local funds included for this school: $465,470.00

Total of federal, state, and/or local funds for this school: $465,470.00

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	52960	0.00
LCFF Rec Aide Allocation	3933	0.00
Title I Part A Site Allocation	329025	0.00
Title I Part A Parent Involvement	3,852	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	52,960.00
Other	75,700.00
Title I Part A Parent Involvement	3,852.00
Title I Part A Site Allocation	329,025.00

Expenditures by Budget Reference

Budget Reference	Amount
	52,500.00
1000-1999: Certificated Personnel Salaries	186,000.00
2000-2999: Classified Personnel Salaries	93,943.00
3000-3999: Employee Benefits	84,859.00
4000-4999: Books And Supplies	48,168.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	20,670.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	28,290.00
	Other	52,500.00
2000-2999: Classified Personnel Salaries	Other	18,200.00
4000-4999: Books And Supplies	Other	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,852.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	182,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	47,288.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	84,859.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	14,878.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	302,178.00
Goal 2	132,952.00
Goal 3	30,340.00

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
Michael Roscoe	Classroom Teacher
Madeline Garcia	Other School Staff
Jennifer Morgan	Parent or Community Member
Lacey Martinez	Parent or Community Member
Scott Moran	Parent or Community Member
Brita Salt	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
[signature: Madel Garcia]	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 May 21, 2024.

Attested:

[signature: Aliceon Sloss]	Principal, Aliceon Sloss on May 21, 2024
[signature: Jennifer Morgan]	SSC Chairperson, Jennifer Morgan on May 21, 2024

Budget By Expenditures

Cameron Ranch Elementary School

Funding Source: LCFF Rec Aide Allocation   **$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund 2-hr Recreation Aide to increase school wide safety and support a positive school climate PC#38872	2000-2999: Classified Personnel Salaries	$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation   **$52,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	Engaging Academic Programs	
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	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$2,059.00	Healthy Environments for Social-Emotional Growth	
	2000-2999: Classified Personnel Salaries	$10,704.00	Healthy Environments for Social-Emotional Growth	

Provide materials and supplies for social emotional learning, behavior regulation, cultural awareness and character trait education, such as, but not limited to books and hands-on resources	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	$7,907.00	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
Provide training and support materials for GLAD, including, but not limited to, color printer cartridges, markers, chart paper, etc...	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Provide curriculum, materials, supplies, manipulatives and books for instructional differentiation in all academic areas	4000-4999: Books And Supplies	$19,790.00	Connected School Communities
Provide opportunities for students to participate in academic learning clubs which include curriculum and activities to build academic perseverance and a growth mindset.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities

Cameron Ranch Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide booster activities and incentives that foster regular attendance to support participation and engagement	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Site Allocation Total Expenditures: $57,960.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide time for clerical staff to support home-school connection initiatives, family engagement, academic success, and attendance improvement LCFF + ELO Grant Funds	2000-2999: Classified Personnel Salaries	$18,200.00	Healthy Environments for Social-Emotional Growth	
Provide academic and enrichment opportunities for students to build communication, collaboration, and leadership skills that prepare them for the future of their choosing. ELO Grant Funds		$15,000.00	Healthy Environments for Social-Emotional Growth	
Provide supplemental materials and resources to support the academic growth of English Language learners, including and not limited to EL Achieve. ELO Grant Funds		$5,000.00	Connected School Communities	
Field Trips and Assemblies: Provide opportunities for all students to participate in real world experiences off and on campus (field trips, including transportation) to build academic language and vocabulary around specific grade level curriculum ELO Grant Funds		$25,000.00	Healthy Environments for Social-Emotional Growth	

Field Trips: Provide opportunities for all students to participate in real world experiences off campus (field trips, including transportation) to build academic language and vocabulary around specific grade level curriculum. Funded through ELO Grant Funds: Allotting $20,000	5000-5999: Services And Other Operating Expenditures	$20,000.00	Clear Pathways to Bright Futures
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. 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	$5,000.00	Clear Pathways to Bright Futures
	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
	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
Project Optimism - Provide opportunities for students to participate in mentorship programs which include curriculum and activities to build academic perseverance and a growth mindset. ELO Grant Fund		$7,500.00	Engaging Academic Programs

Cameron Ranch Elementary School

Other Total Expenditures:	$105,700.00	
Other Allocation Balance:	$0.00	

Funding Source: Title I Part A Parent Involvement $3,852.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison: Fund 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	$3,852.00	Healthy Environments for Social-Emotional Growth	

Title I Part A Parent Involvement Total Expenditures:	$3,852.00	
Title I Part A Parent Involvement Allocation Balance:	$0.00	

Funding Source: Title I Part A Site Allocation $329,025.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$2,000.00	Clear Pathways to Bright Futures	
	3000-3999: Employee Benefits	$23,111.00	Healthy Environments for Social-Emotional Growth	
Fund 1.0 FTE instructional coach/intervention teacher to support improved instructional practices. PC#28697	1000-1999: Certificated Personnel Salaries	$121,000.00	Connected School Communities	
Fund 0.50 FTE math intervention teacher to support improved instructional practices. PC#29631	1000-1999: Certificated Personnel Salaries	$53,000.00	Connected School Communities	

Cameron Ranch Elementary School

Provide family and community engagement events to strengthen school-home connection and support academics	4000-4999: Books And Supplies	$1,856.00	Healthy Environments for Social-Emotional Growth
School Community Intervention Assistant 0.84 FTE Title-1 & 0.16 FTE LCFF PC#35675 Student support for social skills intervention in the classroom and common areas to promote PBIS strategies, Restorative Practices and student safety and wellbeing, plus coordinate communication and support for families as needed.	2000-2999: Classified Personnel Salaries	$32,670.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$31,039.00	Connected School Communities
	3000-3999: Employee Benefits	$25,802.00	Connected School Communities
	4000-4999: Books And Supplies	$11,022.00	Connected School Communities
	3000-3999: Employee Benefits	$4,907.00	Connected School Communities
Provide funding so instructional assistants can attend academic instructional professional development	2000-2999: Classified Personnel Salaries	$3,000.00	Connected School Communities
Fund 3-hr instructional assistant to support academic differentiation PC#31530	2000-2999: Classified Personnel Salaries	$11,618.00	Connected School Communities
Fund technology to support academic achievement through the purchase of software applications, hardware and online subscriptions	4000-4999: Books And Supplies	$2,000.00	Connected School Communities
Provide release time for teachers to collaborate, plan and analyze student data to support academic growth	1000-1999: Certificated Personnel Salaries	$8,000.00	Connected School Communities

Cameron Ranch Elementary School

Title I Part A Site Allocation Total Expenditures: $331,025.00

Title I Part A Site Allocation Allocation Balance: $0.00

Cameron Ranch Elementary School Total Expenditures: $502,470.00