



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cameron Elementary School	36 67611 6035299	May 13, 2024	June 25, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cameron Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Purpose of the SPSA is to increase the overall effectiveness of the school program in areas of student performance in ELA, Math, and science, our EL program, attendance and behavior, Parent involvement, and 21st Century Learning.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Cameron Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Purpose of the SPSA is to increase the overall effectiveness of the school program in areas of student performance in ELA, Math, and science, our EL program, attendance and behavior, Parent involvement, and 21st Century Learning.

Cameron Elementary

Kindness Integrity Determination Support

The staff of Cameron Elementary will create a safe and engaging environment where students develop socially and academically, with high standards and expectation, while developing problem-solving skills using 21st century technology. Cameron K.I.D.S lead through Kindness, Integrity, Determination, and Supporting Others.

A comprehensive needs assessment was developed to help support the school goals established in conjunction with the district's LCAP goals. Input was gathered from our ELAC, School Site Council, and members of our Cameron Elementary staff through grade level meetings, surveys, and other discussions. The goals will overall focus on student engagement which will help improve overall student achievement in ELA and Math by using research based programs and strategies; second we will empower all stake holders and gather input and support from our ELAC, School Site Council, PTA, and ASB. Third we will focus on improving school culture and climate with a focus on reduced referrals and suspensions and improved overall attendance. Fourth we will focus on improving ELPAC scores in EL by having students improve by one level yearly. We will give our teachers opportunities to receive professional development to support our ELA, Math, and Science curriculum. Also, we will receive professional development to support our students with emotional or defiant issues.

Educational Partner Involvement

How, when, and with whom did Cameron Elementary 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

Cameron Elementary held a School Site Council meeting on May 13, 2024, to review, discuss, and approve the SPSA. This included ELAC input and from parents, teachers, and classified.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Cameron Elementary had continued improvement in our CAASPP assessments in ELA and Math, have had a decrease in referrals/suspensions, and have showed improvement in our EL ELPAC testing. Cameron's improvement has led to our school exiting CSI status and now being in ATSI. Our entire staff, certificated and classified, has worked hard to push for higher academic success for all of our students and to push our school wide behavior expectations of Kindness, Integrity, Determination, and Support in an effort to have students feel safe and a part of our Cameron community.

Though our Needs Assessment, where our school analyzed data, sent out surveys, and receive staff input, we feel that our school needs to continue to work in the following areas to support our students.

Through our Needs Assessment, analyzing data, and working with Cameron Staff, we have determined the following resource inequities exist:

We have an overall focus and need for increased student engagement. We need to improve in the following areas:

1. Use our whiteboard desks for quick assessments, guided/modeling, student work, morning work, and to receive feedback.
2. Use our promethean panels for modeling, student work, more student participation.
3. Use a variety of resources such as our Chrome Books, district adopted curriculum, manipulatives, and supplemental resources such as iReady Toolbox to keep lessons up to date.
4. Use Universal Access Time for ELA and Math to give students more small group opportunities with their teacher or para (TK-2nd Grade).
5. Provide a reading and math Intervention teacher that focuses on basic skills with First through fourth grade students. Additionally we will provide an additional para in each intervention program to support students with small group instruction.

The following are additional areas where our school will focus on:

Student Achievement

1. Our school is lacking in research based programs to support student achievement. These programs need to be adaptive and be able to support students at their reading and math level to fill in gaps and build on those skills.
2. We need extra resources to support our small group instruction in all grades. We feel that interactive panels will help with engagement.
3. Our students in Kindergarten through Second grade are not getting a solid reading foundation using district adopted curriculum and need additional in school interventions. We will call this Universal Access Time. Our staff will identify students as Tier 1, 2, or 3 students and identify which resources will be used for ELA and Math during this time. Teachers will use small group instruction to support students (differentiated instruction) for all students, including EL students.
4. Due to the numbers of students that are below grade level, based on iReady Diagnostics and our California Dashboard, our school will continue to hold monthly MTSS meetings to get input from all areas: EL, CAASPP, SST, ASB, PBIS, grade level leads, classified, and parents to share data, offer tips, and to make sure we are offering support for all of our students.
5. Our school is struggling to improve in the areas of ELA and Math, as we have too many students classified below average, and so we will provide after school intervention for our students in the areas of ELA and Math to support the needs of our school and students.

Stakeholder Involvement-Area of School Culture and Parent Involvement

1. Our school feels that we have a lack of parent support in regards to parent participation, which hurts our overall student achievement and attendance rates.
2. We need to address the smaller number of parents volunteering and supporting our school, so we need to promote our family nights for a longer period of time and make use of Facebook and other online programs to achieve this.
3. With attendance at our School Site Councils for parents being low, we need to have more buy-in from our School Site Council and ELAC to help foster more ideas to bridge the gap between home and school.
4. Due to the lack of parent support, we need to continue to offer fun activities during school and after school to foster a more positive environment and school culture for our students and their families.
5. We will get regular input from stakeholders by sending out surveys to get feedback on our school rules, procedures, and needs.

Attendance/Referrals/Suspensions

Based on our 2023-2024 data, our school had an attendance of 90%, which was an increase of about 1.5%.

1. Our Attendance Team has struggled, with us having over 200 students with 12 or more days absent, to come up with the best way to target students and help them. We need to address this and figure out ways to support our attendance concerns.
2. We were unable to get parents to meet for A2A meetings to discuss student attendance. It continues to be a challenge to get parents to communicate and respond to phone calls or emails.
3. We will attempt to have monthly grade level challenges for attendance to push the importance of attendance.
4. We will continue to have attendance discussions with our stakeholders, sharing attendance information in our newsletters, and calling home to offer support to families.
5. Our school will continue to focus on our CRPBIS strategies and hold our monthly meetings, share all behavior/incentive data, and provide families with surveys, tips, and information to help support overall behaviors.
6. Our CRPBIS team will work on developing a SEL program with a schedule that allows our counselor to work with students one-on-one, in small groups, and to give whole group lessons.
7. Based on our current data, we have 182 total minor and major referrals and 13 total days of suspensions, which is about a 50% decrease from the previous school year. We need to continue to find ways to support our students and offer strategies to support their needs in the area of SEL.

8. To help support our attendance, which still continues to be lower than pre Covid numbers, We will provide an attendance liaison that will work with our parents to set up conferences, offer resources, put students on attendance contracts, and work with our MTSS team.

English Learner

1. Our EL students had a decrease in overall ELPAC results this school year with only 35.5% of students making adequate progress.
2. We will have designated ELD time in small groups for our English Learners daily in an effort to stop our declining scores on the ELPAC.
3. We will continue to develop our EL para support program by offering research based strategies in areas of listening, written and oral comprehension, and vocabulary development.
4. Our ELAC will research programs to purchase on behalf of our EL students in order to find ways to support our EL students to help them move up a level each year on the ELPAC.
5. Our Reading Intervention teacher will work with our EL para to design lessons to improve instruction.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Cameron Elementary was identified as Red in the following areas: English Learner Progress and English Language Arts. Cameron Elementary was identified as Orange on the California School Dashboard in the following areas: Chronic Absenteeism, and Mathematics.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the California School Dashboard, Cameron Elementary had two or more performance levels below the "all student" performance in the following areas: Chronic Absenteeism (Red- African American, English Learners, Homeless, and Students with Disabilities and orange for Two or more races, Socioeconomically Disadvantaged, and White; in English Language Arts (red for African Americans and Socioeconomically Disadvantaged); in Mathematics (orange for Hispanic and Socioeconomically Disadvantaged.)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Additionally, the following surveys were used to collect data in regards to students at Cameron Elementary: Title 1 Parent Survey, and Youth Truth Survey. Based on the Title 1 Survey results, the following areas were seen as concerns for parents: 76% agree that school provides information about available resources; 72% feel that parents are encouraged to volunteer at the school; 72% feel that the involvement process is shared with parents; 44% feel that training is provided for parents in ways to support student learning/partnership; 56% feel parents are encouraged to become a part of school advisory groups; 52% of parents are aware of Title 1 Program at the school site; 68% of parents are satisfied with the Title 1 plan and services offered; 72% feel a home/school compact is sent home annually. Based on the Youth Truth Survey results, the following are areas of concerns: in regards to student engagement, students rated the following the lowest: Do you think your teacher wants you to work your hardest, which was at 73%. Under Academic Challenged, the lowest rated questions was, Does the work you do for class make you really think? (55%). Under Instructional Methods, the lowest rated question was, Does your teacher let you explain your ideas? (54%). Under

culture, the lowest rated question was, Do students stay busy in class? (29%). Under belonging, the lowest rated question, Do you feel safe at school? (68%). Under relationships, the lowest rated question was, Does your teacher give you extra help if you need it? (42%). Under emotional and mental health, the lowest rated question was, when I'm feeling upset, I know some ways to make myself feel better. (63%). Under school safety, the lowest rated question was, Do you feel safe in the hallways of the school? (45%)

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cameron Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.96%	1.05%	1.42%	5	6	7
African American	27.50%	25.57%	26.57%	143	146	131
Asian	%	0%	0.20%		0	1
Filipino	%	0%	%		0	
Hispanic/Latino	50.77%	52.89%	51.32%	264	302	253
Pacific Islander	0.38%	0.18%	%	2	1	
White	11.92%	13.84%	14.40%	62	79	71
Multiple/No Response	8.27%	6.48%	6.09%	43	37	30
Total Enrollment				520	571	493

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	81	99	74
Grade 1	75	93	75
Grade 2	85	80	90
Grade3	83	92	71
Grade 4	77	84	89
Grade 5	64	63	64
Grade 6	55	60	
Total Enrollment	520	571	493

Conclusions based on this data:

1. Post COVID, our student enrollment at Cameron Elementary continues to grow, and we are currently at 571 students in comparison to 520 the previous school year.
2. Each of the past 3 years, our enrollment has increased.
3. Most of our growth for the 2022-2023 school year is with our kindergarten and 1st grade.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	45	44	38	9.80%	8.7%	7.7%
Fluent English Proficient (FEP)	7	11	6	1.20%	1.3%	1.2%
Reclassified Fluent English Proficient (RFEP)				2.0%		

Conclusions based on this data:

1. Our EL population has stayed fairly steady over the past 3 school years, 55%, 45%, and 44%.
2. We have had a small increase in Fluent English Proficient over the 3 year period: between 6 and 11 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	77	88	84	73	85	84	73	85	94.4	94.8	96.6
Grade 4	77	82	72	67	80	68	66	80	68	87.0	97.6	94.4
Grade 5	51	56	68	45	54	66	45	54	66	88.2	96.4	97.1
Grade 6	51	59	66	45	54	61	45	54	61	88.2	91.5	92.4
All Grades	268	274	294	241	261	280	240	261	280	89.9	95.3	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2340.	2387.	2326.	2.38	15.07	3.53	10.71	19.18	8.24	20.24	24.66	14.12	66.67	41.10	74.12
Grade 4	2363.	2407.	2392.	4.55	5.00	11.76	4.55	16.25	10.29	19.70	21.25	14.71	71.21	57.50	63.24
Grade 5	2404.	2412.	2409.	4.44	3.70	9.09	8.89	14.81	10.61	20.00	22.22	13.64	66.67	59.26	66.67
Grade 6	2420.	2454.	2469.	0.00	3.70	3.28	8.89	25.93	21.31	28.89	11.11	36.07	62.22	59.26	39.34
All Grades	N/A	N/A	N/A	2.92	7.28	6.79	8.33	18.77	12.14	21.67	20.31	18.93	67.08	53.64	62.14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.19	15.07	4.71	47.62	54.79	41.18	51.19	30.14	54.12
Grade 4	6.06	6.25	4.41	54.55	62.50	48.53	39.39	31.25	47.06
Grade 5	6.67	3.70	7.58	55.56	50.00	46.97	37.78	46.30	45.45
Grade 6	2.22	14.81	3.28	46.67	35.19	42.62	51.11	50.00	54.10
All Grades	3.75	9.96	5.00	50.83	52.11	44.64	45.42	37.93	50.36

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.82	10.96	3.53	33.73	56.16	25.88	61.45	32.88	70.59
Grade 4	0.00	5.00	2.94	39.06	51.25	42.65	60.94	43.75	54.41
Grade 5	8.89	9.26	3.03	26.67	42.59	34.85	64.44	48.15	62.12
Grade 6	2.22	3.70	3.28	31.11	37.04	59.02	66.67	59.26	37.70
All Grades	3.80	7.28	3.21	33.33	47.89	39.29	62.87	44.83	57.50

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.76	13.70	2.35	67.86	57.53	74.12	27.38	28.77	23.53
Grade 4	1.52	3.75	7.35	75.76	70.00	73.53	22.73	26.25	19.12
Grade 5	2.22	3.70	7.58	60.00	74.07	56.06	37.78	22.22	36.36
Grade 6	4.44	5.56	6.56	57.78	72.22	72.13	37.78	22.22	21.31
All Grades	3.33	6.90	5.71	66.67	67.82	69.29	30.00	25.29	25.00

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.76	9.59	3.53	55.95	61.64	52.94	39.29	28.77	43.53
Grade 4	3.03	6.25	8.82	53.03	58.75	54.41	43.94	35.00	36.76
Grade 5	8.89	5.56	10.61	28.89	48.15	42.42	62.22	46.30	46.97
Grade 6	2.22	5.56	6.56	60.00	59.26	67.21	37.78	35.19	26.23
All Grades	4.58	6.90	7.14	50.83	57.47	53.93	44.58	35.63	38.93

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Conclusions based on this data:

1. We have a decrease in our ELA achievement on the CAASPP in comparison with the previous school year. In reading, we had 50.36% below standard compared to 37.93% the previous school year.
2. Overall, based on the 22-23 testing data, 62.14% of Cameron students were below level on their CAASPP testing in reading compared to 53.64% in 21-22.
3. In writing, there was an increase in the number of students below grade level in writing from 57.50% to 44.83%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	77	88	85	73	85	85	73	85	95.5	94.8	96.6
Grade 4	77	82	72	66	81	68	66	81	68	85.7	98.8	94.4
Grade 5	51	56	68	46	54	66	46	54	66	90.2	96.4	97.1
Grade 6	51	59	66	44	54	61	44	54	61	86.3	91.5	92.4
All Grades	268	274	294	241	262	280	241	262	280	89.9	95.6	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2356.	2378.	2358.	3.53	8.22	1.18	11.76	17.81	10.59	23.53	27.40	25.88	61.18	46.58	62.35
Grade 4	2370.	2412.	2412.	0.00	6.17	5.88	4.55	14.81	16.18	30.30	25.93	26.47	65.15	53.09	51.47
Grade 5	2397.	2402.	2406.	2.17	1.85	3.03	2.17	11.11	6.06	23.91	7.41	16.67	71.74	79.63	74.24
Grade 6	2422.	2434.	2444.	0.00	3.70	1.64	2.27	5.56	14.75	29.55	25.93	22.95	68.18	64.81	60.66
All Grades	N/A	N/A	N/A	1.66	5.34	2.86	6.22	12.98	11.79	26.56	22.52	23.21	65.56	59.16	62.14

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.53	5.48	2.35	37.65	50.68	44.71	58.82	43.84	52.94
Grade 4	0.00	12.35	11.76	31.82	34.57	30.88	68.18	53.09	57.35
Grade 5	2.17	1.85	3.03	17.39	25.93	24.24	80.43	72.22	72.73
Grade 6	0.00	3.70	3.28	27.27	29.63	40.98	72.73	66.67	55.74
All Grades	1.66	6.49	5.00	30.29	36.26	35.71	68.05	57.25	59.29

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.71	8.22	1.18	34.12	41.10	43.53	61.18	50.68	55.29
Grade 4	0.00	4.94	7.35	33.33	41.98	44.12	66.67	53.09	48.53
Grade 5	2.17	1.85	6.06	32.61	35.19	31.82	65.22	62.96	62.12
Grade 6	0.00	3.70	4.92	31.82	37.04	37.70	68.18	59.26	57.38
All Grades	2.07	4.96	4.64	33.20	39.31	39.64	64.73	55.73	55.71

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.71	12.33	7.06	60.00	54.79	54.12	35.29	32.88	38.82
Grade 4	3.03	6.17	10.29	51.52	45.68	51.47	45.45	48.15	38.24
Grade 5	2.17	1.85	1.52	54.35	40.74	43.94	43.48	57.41	54.55
Grade 6	2.27	1.85	3.28	56.82	55.56	57.38	40.91	42.59	39.34
All Grades	3.32	6.11	5.71	56.02	49.24	51.79	40.66	44.66	42.50

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Conclusions based on this data:

1. For the 2022-2023 school year, all grade levels improved in the areas of students exceeded, students met, and decreases in students nearly met, and students below.
2. We had close to a 7% increase in overall students met on this past year's CAASPP.
3. We had a 4% decrease in number of students that nearly met, which goes with the increase in students that met.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	8	6	5
1	*	*	*	*	*	*	*	*	*	5	7	7
2	*	*	*	*	*	*	*	*	*	9	*	7
3	*	*	*	*	*	*	*	*	*	9	6	*
4	*	*	*	*	*	*	*	*	*	9	10	5
5	*	*	*	*	*	*	*	*	*	6	5	7
6	*	*	*	*	*	*	*	*	*	7	4	6
All Grades										53	40	40

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.77	10.00	7.50	38.46	40.00	40.00	40.38	40.00	32.50	15.38	10.00	20.00	52	40	40

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.23	27.50	22.50	50.00	37.50	37.50	23.08	22.50	27.50	7.69	12.50	12.50	52	40	40

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	2.50	5.00	21.15	35.00	15.00	40.38	40.00	47.50	30.77	22.50	32.50	52	40	40

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	35.00	17.50	67.31	55.00	67.50	9.62	10.00	15.00	52	40	40

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.45	37.50	37.50	62.75	47.50	42.50	9.80	15.00	20.00	51	40	40

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.77	5.00	2.50	44.23	60.00	60.00	50.00	35.00	37.50	52	40	40

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	17.50	20.00	64.71	65.00	52.50	23.53	17.50	27.50	51	40	40

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- For the 22-23 school year, we had 7.50% of students at level 4, 40% of students at Level 3, 32.50% of students at level 2, and 20% of students at level 1.
- We had 40 students that tested on the ELPac for the 21-22 and 22-23 school year.

School and Student Performance Data

California School Dashboard 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
571	90	7.7	1.9
Total Number of Students enrolled in Cameron 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	44	7.7
Foster Youth	11	1.9
Homeless	37	6.5
Socioeconomically Disadvantaged	514	90
Students with Disabilities	44	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	146	25.6
American Indian	6	1.1
Hispanic	302	52.9
Two or More Races	37	6.5
Pacific Islander	1	0.2
White	79	13.8

Conclusions based on this data:

1. Based on the 2022-2023 data, 90% of Cameron students are considered Socioeconomically Disadvantaged.
2. Over 6.5% of students at Cameron are classified as homeless.

3. 7.7% of Cameron's student population have disabilities, based on 2022-2023 numbers.

School and Student Performance Data

Overall Performance

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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on the 2023 dashboard, Cameron Elementary scored in the orange range for Chronic Absenteeism and Mathematics.
2. Based on the 2023 dashboard, Cameron Elementary scored in Red in English Language Arts and in English Learner Progress.

3. Based of 2023 data, Cameron scored in the Yellow range for Suspension Rate.

School and Student Performance Data

Academic Performance English Language Arts

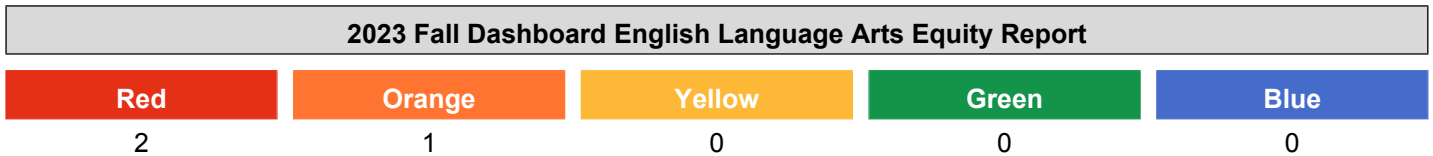
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Red</p> <p>80.8 points below standard</p> <p>Decreased Significantly -24 points</p> <p>247 Students</p>	<p>English Learners</p> <p>78.8 points below standard</p> <p>Decreased Significantly -26 points</p> <p>22 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>84.6 points below standard</p> <p>Decreased Significantly -25.7 points</p> <p>229 Students</p>	<p>Students with Disabilities</p> <p>141.9 points below standard</p> <p>Maintained -1.4 points</p> <p>22 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 114.9 points below standard Decreased Significantly - 38.9 points 68 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.8 points below standard Decreased Significantly - 21.8 points 132 Students	96.4 points below standard Decreased Significantly - 19.8 points 13 Students	Less than 11 Students 1 Student	74 points below standard Maintained +1.7 points 33 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
90.4 points below standard Decreased Significantly -28.4 points 20 Students	Less than 11 Students 2 Students	85.3 points below standard Decreased Significantly -27 points 223 Students

Conclusions based on this data:

1. Based on the 2023 California Dashboard, Cameron Elementary students were 80.8 points below standard in ELA, which was a decrease of 24 points from the previous school year.
2. Based on the 2023 California Dashboard, African Americans were 114.9 points below standard, which was a decrease of 38.9 points and students with Two or More Races were 96.4 points below standard, a decrease of 19.8 points.
3. Based on the 2023 California Dashboard, on students identified as White maintained their below standard points compared to the year prior.

School and Student Performance Data

Academic Performance Mathematics

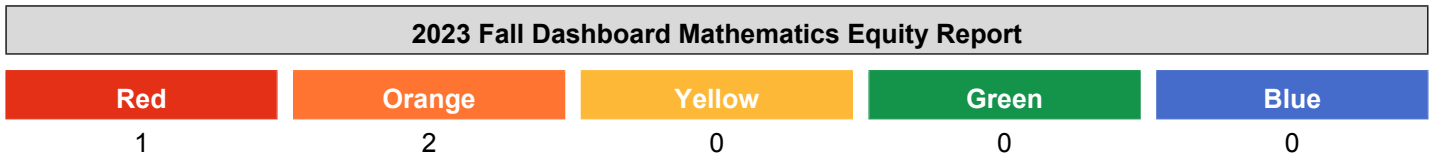
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.”







This section provides number of student groups in each level.



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														
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr> <td style="background-color: #e0e0e0;">87 points below standard</td> </tr> <tr> <td>Decreased -6.3 points</td> </tr> <tr> <td>247 Students</td> </tr> </tbody> </table>	All Students	 Orange	87 points below standard	Decreased -6.3 points	247 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>108 points below standard</td> </tr> <tr> <td style="background-color: #e0e0e0;">Decreased Significantly -41.3 points</td> </tr> <tr> <td>22 Students</td> </tr> </tbody> </table>	English Learners	108 points below standard	Decreased Significantly -41.3 points	22 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td style="background-color: #e0e0e0;">3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	3 Students
All Students														
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<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td style="background-color: #e0e0e0;">10 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	10 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr> <td style="background-color: #e0e0e0;">91.4 points below standard</td> </tr> <tr> <td>Decreased -5.2 points</td> </tr> <tr> <td>229 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	91.4 points below standard	Decreased -5.2 points	229 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">155.4 points below standard</td> </tr> <tr> <td>Maintained +2.4 points</td> </tr> <tr> <td>22 Students</td> </tr> </tbody> </table>	Students with Disabilities	155.4 points below standard	Maintained +2.4 points	22 Students
Homeless														
Less than 11 Students														
10 Students														
Socioeconomically Disadvantaged														
 Orange														
91.4 points below standard														
Decreased -5.2 points														
229 Students														
Students with Disabilities														
155.4 points below standard														
Maintained +2.4 points														
22 Students														

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 120.6 points below standard Decreased -12.2 points 68 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 83 points below standard Decreased -11.5 points 132 Students	68.8 points below standard Increased Significantly +29.4 points 13 Students	Less than 11 Students 1 Student	74.3 points below standard Increased +14 points 33 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
122.5 points below standard Decreased Significantly -50 points 20 Students	Less than 11 Students 2 Students	89.4 points below standard Decreased -4.9 points 223 Students

Conclusions based on this data:

- Based on the 2023 California Dashboard, Cameron students scored 87 points below standard on the Mathematics assessment, which was a decrease of 6.3 points.
- Based on the 2023 California Dashboard, African American students scored 120.6 points below standard, which was a decrease of 12.2 points, and Hispanic students scored 83 points below standard with a decrease of 11.5 points from the previous school year.
- Based on the 2023 California Dashboard, students identified as Two or More Races (increase of 29.4 points) and White (increase of 14 points) made gains based on comparisons from the previous school year.

School and Student Performance Data

Academic Performance English Learner Progress

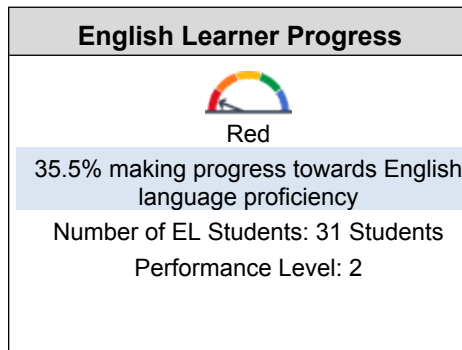
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”

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



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
7	13	0	11

Conclusions based on this data:

- Based on the 2023 California Dashboard, 35.5% of EL students are making progress towards English language proficiency.
- Based on the 2023 California Dashboard, 7 of our EL students decreased, 12 maintained, and 11 progressed, from the previous school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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."








This section provides number of student groups in each level.



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 Orange 47.6% Chronically Absent Declined -2.4 634 Students	English Learners Red 39.1% Chronically Absent Increased 5.1 46 Students	Foster Youth 57.1% Chronically Absent Declined -3.7 21 Students
Homeless Red 74.5% Chronically Absent Increased 6.8 47 Students	Socioeconomically Disadvantaged Orange 49.1% Chronically Absent Declined -2.2 589 Students	Students with Disabilities Red 50% Chronically Absent Increased 10.4 60 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 61.7% Chronically Absent Increased 1.8 180 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44.5% Chronically Absent Declined Significantly -3.9 319 Students	 Orange 34.1% Chronically Absent Declined -11.9 41 Students	Less than 11 Students 1 Student	 Orange 34.1% Chronically Absent Declined -3.2 85 Students

Conclusions based on this data:

1. Based on the 2023 California Dashboard, 47.6% of Cameron students are identified as Chronically absent, which was a decline of 2.4 points compared to the previous school year.
2. Based on the 2023 California Dashboard, there was an increase by the following subgroups under Chronically Absenteeism: English Learners (+5.1), Students with Disabilities (+10.4), Homeless (+6.8), African Americans (+1.8).
3. Based on the 2023 California Dashboard, there was a decrease by the following subgroups under Chronically Absenteeism: Foster Youth (-3.7), Socioeconomically Disadvantaged (-2.2), Hispanic (-3.9), and Two or More Races (-11.9).

School and Student Performance Data

Conditions & Climate Suspension Rate

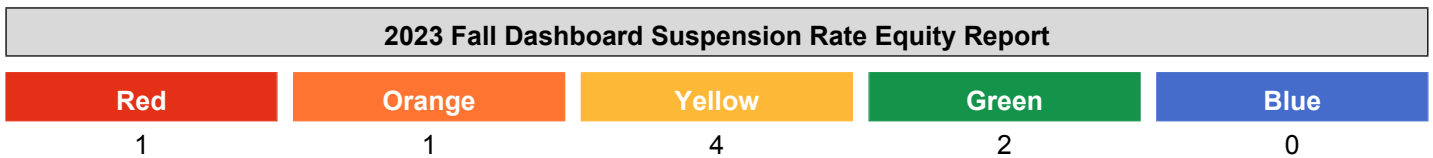
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."








This section provides number of student groups in each level.



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														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1 685 Students</td> </tr> </tbody> </table>	All Students	 Yellow	3.6% suspended at least one day	Declined Significantly -1 685 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2% suspended at least one day</td> </tr> <tr> <td>Increased 2 51 Students</td> </tr> </tbody> </table>	English Learners	 Orange	2% suspended at least one day	Increased 2 51 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">4.8% suspended at least one day</td> </tr> <tr> <td>Declined -5.6 21 Students</td> </tr> </tbody> </table>	Foster Youth	4.8% suspended at least one day	Declined -5.6 21 Students	
All Students														
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.2% suspended at least one day</td> </tr> <tr> <td>Declined -2 62 Students</td> </tr> </tbody> </table>	Homeless	 Yellow	3.2% suspended at least one day	Declined -2 62 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.8% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1 637 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	3.8% suspended at least one day	Declined Significantly -1 637 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.9% suspended at least one day</td> </tr> <tr> <td>Declined -0.6 68 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Green	2.9% suspended at least one day	Declined -0.6 68 Students
Homeless														
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Declined -0.6 68 Students														

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 4% suspended at least one day Declined Significantly -4.1 199 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.9% suspended at least one day Maintained 0.2 340 Students	 Red 10.6% suspended at least one day Increased 3.9 47 Students	Less than 11 Students 1 Student	 Green 2.2% suspended at least one day Declined -0.5 89 Students

Conclusions based on this data:

1. Based on the 2023 California Dashboard, Cameron Elementary had 3.6% of all students that were suspended at least one time (-1), which was classified as Declined Significantly.
2. Based on the 2023 California Dashboard, the following subgroups of students increased on their suspension rate: English Learners (+2), and Two or More Races (+3.9).
3. Based on the 2023 California Dashboard, the following subgroups of students decreased on their suspension rate: Foster Youth (-5.6), Homeless (-2), Socioeconomically Disadvantaged (-1), Students with Disabilities (-0.6), African American (-4.1), and White (-0.5).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

By June 2025, Cameron Elementary will decrease the percentage of students that are below standard in ELA (from 80.8 to 70.8 in ELA, and from 87 points to 77 points in Math, as measured by the CAASPP assessment and the California Dashboard, through the implementation of research based reading and math programs and the use of 21st century technology, based on our CAASPP data from the 2022-2023 school year and our iReady Diagnostic baseline data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two or More Races.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on feedback from our MTSS team, ELAC, School Site Council, PLC meetings, and input from staff, our students need research based programs and strategies during our Universal Access Time and Independent learning time to progress in their grade level studies.

We believe the drivers for this are:

1. To help improve our ELA and Math programs, we have a need to have a Math Intervention and ELA Intervention teacher to focus on basic reading and math skills and use small group strategies.
2. We need professional development opportunities to help support our small group instruction and Universal Access Time (strategies to use)
3. We need to further research based programs both online and in print to support our supplemental work.
4. We need to continue to improve our overall attendance and decrease the number of students that are considered chronically absent.
5. We need to work on gaining a balance of using district curriculum, supplemental material, and online programs.
6. Our teachers need to build up stronger guided instruction and teach research based learning strategies to support the needs of our students at all levels.
7. We need to get more students engaged in lessons and have more peer to peer talking versus having just the teacher do the majority of the talking.
8. Additional para support for our Kindergarten classes to help students with academic and social skills.
9. Need for additional programs to help engage students in school and to provide our students with new skills to help them develop their overall abilities through an art program and dedicated teacher.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test 3rd Grade-4th Grade iReady Diagnostic in reading and math given 3 times a year (fall, winter, spring)	<p>Scores are based on the 2023 California Dashboard. In ELA, overall we scored 80.8 points below standard based on our CAASPP results; our African Americans and Socioeconomically Disadvantaged scored Very Low (in red), and our Hispanic scored low (in orange) Based on the 2nd iReady Diagnostic, 21% of our students are at grade level or above in ELA, 46% one grade level below, and 34% of students two to three grade levels behind. In Math, overall we scored 87 points below standard in math based on CAASPP results; our African Americans scored Very Low (in red), our Hispanic and Socioeconomically Disadvantaged scored Low (in orange). Based on the 2nd iReady Diagnostic, 15% of our students are at or above grade level, 59% one grade level below, and 27% of students are two to three grade levels below,</p>	<p>CAASPP- Decrease the number of students that are below standard in ELA from 87 points to 77 points and in Math from 87 points to 77 points below standard. I We will also have a 5% increase in Tier 1 and Tier 2 by the end of the 3rd Diagnostic in the 2024-2025 school year for iReady Reading and Math.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Throughout the 2024-2025 school year, Cameron Elementary will use district adopted curriculum and supplemental reading programs to support students in their academic needs in the area of reading, decoding, vocabulary development, written and oral language, phonics, and reading comprehension. Students in grades 1st through 6th grade will have a device to student ratio of 1:1 and 4K, TK, and Kindergarten will have access to enough devices to have multiple small groups at a time. Data will be analyzed monthly and used to create small group instruction and help teachers create lessons to develop necessary skills in areas where data shows students are having difficulty. Universal Access Time of 30 minutes per day (in school intervention) will be provided for all Tier 1, 2, and 3 students.</p>	<p>All Cameron Elementary Students in 4K, TK, and Kinder through Fourth grade; African American Students, Socioeconomically Disadvantaged Students</p>	<p>10000 LCFF Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures Magnetic Reading and iReady Toolbox will be used to give teachers supplemental material to create and assign assessments, extra practice, or to use with small group instruction during Universal Access Time. 1500 Site LCAP 4000-4999: Books And Supplies Secret Stories-Supplemental material to give students extra practice in Phonics 5000 Site LCAP</p>
	<p>Responsible Persons: Administration and teachers or PLC teams</p>		

			<p>5800: Professional/Consulting Services And Operating Expenditures Reflex Math is an online program that gives students practice on basic math facts such as addition, subtraction, multiplication, and division. Students can become proficient with these math facts.</p> <p>District-Level Grant/Funding 5800: Professional/Consulting Services And Operating Expenditures iReady Reading and Math online programs provided by the district office which requires 3 diagnostic assessments.</p> <p>None Specified LLI (Leveled Literacy Intervention), a research based intervention, will be used in RSP for this upcoming school year to help students gain necessary reading skills to improve in areas of decoding, fluency, and vocabulary development.</p>
1.2	<p>During the 2024-2025 school year, Cameron Elementary will provide a Reading Intervention Teacher that will work with students in First Grade through Fourth Grade on reading fluency, decoding, vocabulary, oral and written language, sight words, phonics, and reading comprehension; additionally, Cameron Elementary will provide a Math Intervention Teacher that will work with students in First Grade through Fourth Grade on basic Math skills. Intervention teachers will use hands on materials, district curriculum, and small group strategies to support the needs of each of the students. They will collect data and work with teachers on ensuring skills are being met. Each Intervention class will have 1 6.5 hour para-educator to support the ELA and Math program.</p> <p>Responsibility Persons: Reading and Math Intervention teacher</p>	<p>Students in Kindergarten through first grade; African American Students, Socioeconomically Disadvantaged Students</p>	<p>140000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher 122000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Math Intervention Teacher 36000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries ELA Para Educator for ELA Intervention program 36000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Math Para Educator for Math Intervention program</p>
1.3	<p>During the 2024-2025 school year, teachers will be provided PLC time for analysing data, working with their grade level to ensure all members are following the district's pacing guides, assessment planning, and lesson creating. In addition, the school and the district will provide professional</p>	<p>All Cameron Elementary Students in 4K, TK, and Kinder through Fourth Grade</p>	<p>District-Level Grant/Funding 5000-5999: Services And Other Operating Expenditures Continued iReady Professional Development to</p>

	<p>development opportunities to focus on student engagement using strategies such as think-pair-share, quick writes, white boards or whiteboard desks to check for understanding, processing cards, numbered leads and more, and small group instruction to support our Universal Access Time. Additionally our MTSS team will continue to analyze school data, research new strategies, and work at ensuring we are providing opportunities for students to learn.</p> <p>Responsible Persons: Admin, Teachers</p>	<p>ensure teachers have necessary skills to assign lessons, create assessments, and analyze data. (Cost is part of program package) 10000 Title I 5000-5999: Services And Other Operating Expenditures Continued Learning A to Z Professional Development to ensure teachers have necessary skills to monitor students, analyze data, and support students in small groups. (Cost is part of program package)</p> <p>District-Level Grant/Funding 5000-5999: Services And Other Operating Expenditures Las Vegas Innovative School Summit in the summer of 2023, with an emphasis on academic support, school culture, and social emotional learning. (District Grant will pay for the summit) 500 Site LCAP 2000-2999: Classified Personnel Salaries Provide training for all school para-educators in areas of small group instruction, assessments, guided reading. This includes meetings everyone other month for paras to go over work duties/expectations, evaluations, and to work together to go over small group strategies.</p> <p>District-Level Grant/Funding None Specified School will provide PLC opportunities 2 times a month to give teachers and their grade level opportunities to analyse data, design Universal Access Time lessons, create lessons, and to work on ensuring all teachers are following district provided pacing guide.</p> <p>1000-1999: Certificated Personnel Salaries Admin will meet with individual teachers once a</p>
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			<p>trimester to analyse data and make classroom/student goals to support student achievement. Cost will go towards a roving substitute teacher.</p> <p>None Specified We will have monthly MTSS meetings to go over assessment data, look at our Universal Access Time, look at strategies to support students and teachers, and to provide necessary resources to our staff.</p> <p>Title I 5000-5999: Services And Other Operating Expenditures Leveled Literacy Intervention Professional development for our RSP teacher and her para to support students in our new reading program.</p>
<p>1.4</p>	<p>During the 2024-2025 school year, Teachers and the school will plan/create lessons to focus on overall student engagement to get all students involved in lessons by using school provided resources (Promethean boards, new school projectors, whiteboard desks, manipulatives, and assemblies that provide students with engaging performances for activities such as Black History Month, Women's History Month, STEAM activities, and more.</p> <p>Responsible Persons: Admin, Teachers</p>	<p>All Cameron Elementary Students in 4K, TK, and Kinder through Fourth Grade</p>	<p>None Specified Teachers will use school provided whiteboard desks to have students work on problem solving, check for understanding, graphic organizers, partner work, and for morning work in both ELA and math.</p> <p>None Specified Teachers will use school provided Promethean Panels (65" touchscreen monitors) to enhance student engagement, including modelling from them, having students 2 or 3 at a time going to the panels, and using teacher created lessons, district adopted online curriculum, to focus on the improvement on student achievement.</p> <p>None Specified PLC time will focus on analysing data and working on strategies to support the increased engagement of students in all lessons.</p>

			4500 Site LCAP 5000-5999: Services And Other Operating Expenditures Outside assemblies to focus on student engagement opportunities. 40000 LCFF Equity Multiplier 5000-5999: Services And Other Operating Expenditures Laser Projectors to support classroom lessons in an effort to improve student engagement and access to the curriculum.
1.5	During the 2024-2025 school year, Cameron Elementary will provide trimester reading challenges with support from our Cameron library to entice students to read weekly by offering reading incentives. This will help students build necessary vocabulary skills, improve decoding and reading fluency. Responsible Persons: Admin, Teachers, and Librarian, families	All Cameron Elementary students in 4K, TK, and Kindergarten through Fourth grade.	1500 Site LCAP 4000-4999: Books And Supplies Cost of the incentives to provide the Cameron Library Reading Challenge.
1.6	During the 2024-2025 school year, Cameron Elementary will provide 3 five hour para educators to work in the Kindergarten classrooms to support students using small group strategies to support with reading skills, sight words, vocabulary development, and written and oral language. Additionally, we will provide a 5 hour paraeducator to our First Grade students to support students using small group strategies to support with reading skills, sight words, vocabulary development, and written and oral language. Responsible Persons: Admin, Teachers, paras	All Kindergarten and First Grade Students; African American Students, and Socioeconomically Disadvantaged Students	105000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Kindergarten Paraeducators
1.7	During the 2024-2025 school year, we will provide small group instruction in Math and ELA for our Universal Access Time, using research based strategies, hands on activities, manipulatives, direct instruction, in an effort to provide in school interventions; focus area for ELA will be reading comprehension, decoding, vocabulary development, spelling, grammar, phonemic awareness/phonological awareness, phonics, ; area of math will be word problems, number sense, fractions, geometry. Responsible Persons: Admin, teachers	All TK through Fourth Grade students, African Americans, Low Socioeconomically Disadvantaged Students	18000 LCFF Equity Multiplier 4000-4999: Books And Supplies Extend First Grade Paraeducator to full time
1.8	During the 2024, 2025 school year, we will provide a reading intervention program to support students in our ELA intervention class in an effort to get students to read at grade level.	Students in First, Second, Third, and Fourth Grade	5974 Site LCAP 4000-4999: Books And Supplies

	Responsible Persons: Reading Intervention Teacher		Supplemental reading program
1.9	During the 2024-2025 school year, Cameron Elementary will provide a half time art teacher (to be split with an additional elementary school) that will focus on fine arts, drama, and dance to further help engage students our school and to achieve new skills to help them further their educational development. Responsible Persons: Art Teacher	Students in TK, and Kinder through Fourth Grade	75000 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Art Teacher (split with an additional elementary school)
1.10	During the 2024-2025 school year, Cameron Elementary will provide resources, materials, and equipment to support our Art program and new art position. Responsible Persons: Admin, Art teacher	Students in TK, and Kinder through Fourth Grade	28168 Prop 28 AMS 4000-4999: Books And Supplies Materials and items to be used for our art program
1.11	During the 2024-2025 school year, Cameron Elementary will provide an after school intervention program for students in order to get students working at grade level and to offer enrichment opportunities for students all in the areas of ELA and Mathematics.	Students in Kinder through Fourth Grade	District-Level Grant/Funding 1000-1999: Certificated Personnel Salaries Certificated teachers for our after school intervention program.

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Engagement

Throughout the 2024-2025 school year, Cameron Elementary will work with stakeholders to ensure equity and necessary resources by offering opportunities to participate in ELAC, School Site Council, Family Night Activities, Title 1 Parent Meetings, School Trainings, and ASB activities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Provide surveys to staff, parents, and students throughout the school year to get input from stakeholders in the areas of academic support, student engagement, family engagement
2. Be transparent with school data and include necessary information in newsletters, school home communication, and school website
3. Provide all stakeholders with parent/student handbook, monthly newsletters, and calendars
4. Properly promote all school functions/activities so all stakeholders are aware
5. Offer parent training opportunities in areas of ELA, Math, and PBIS.
6. Provide English/Spanish flyers to all homes to ensure communication is transparent.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Stakeholder Surveys SSC elections/meetings ELAC Elections/meetings Family Night Activities Title 1 Parent Meeting Flyers Title 1 Parent Survey Youth Truth Survey for students	For the 2023-2024 school year Cameron Elementary held 5 School Site Council Meetings For the 2023-2024 school year, Cameron held 5 ELAC Meetings For the 2023-2024 school year, Cameron had 5 Family Nights For the 2023-2024 school year, Cameron held two Title 1 Parent Meetings (AM and PM) For the 2023-2024 school year, Cameron held one parent training night (with our Literacy Night)	School will hold 5 School Site Council Meetings School will hold 5 ELAC Meetings School will hold 5 Family Nights School will hold 2 Title 1 Parent Nights (AM and PM) School will hold a minimum of 3 Training events for parents coinciding with family nights Parents will have an opportunity to complete a Title 1 survey. Students will have an opportunity to take the Youth Truth survey.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	For the 24-25 school year, Cameron will hold elections and send out necessary information concerning our School Site Council and hold a minimum of 5 School Site Council meetings during the school year to go over achievement, behavior, and attendance data, to discuss and approve different items such as the school budget, Home School Compact, Safety Plan, Parent Involvement Policy, and to help in the forming of our school SPSA Persons Responsible: Admin, School Site Council Members	All Cameron students 4K, TK and Kinder through 4th grade	None Specified School will provide information to parents to allow them to take part in the election process for our School Site Council for the 2024-2025 school year, including sharing the results with all stakeholders via our school website and Cameron newsletter. None Specified Hold 5 School Site Council meetings per year to get stakeholder input, share data, discuss activities, and approve important items such as the safety plan and school SPSA; members will include school admin, 3 certificated teachers, 1 classified employee, and 5 parents
2.3	Hold elections and send out necessary information concerning our school's ELAC and hold a minimum of 4 ELAC meetings during the 2024-2025 school year to go over achievement, behavior, and attendance data, to discuss and approve different items such as the school budget, Home School	All English Learners	None Specified School will provide information to parents to allow them to take part in the ELAC election process for the 203-

	<p>Compact, Safety Plan, Parent Involvement Policy, and to help in the forming of our school SPSA.</p> <p>Responsible Persons: Admin, EL Coordinator, EL Para</p>		<p>2023 school year, including sharing the results with all stakeholders via our school website and Cameron newsletter.</p> <p>Site EL LCAP None Specified Hold a minimum of 5 ELAC meetings per year to get stake holder input, share data, discuss activities, and approve important items such as the safety plan and school SPSA; members will include school admin, the EL coordinator, the EL para, and parents.</p>
<p>2.4</p>	<p>During the 2024-2025 school year, Cameron Elementary will offer Family Nights, including a minimum of 1 parent training night to offer our families/stakeholders, opportunities for fun interactions with their students and to give students an opportunity to have social interactions with their peers.</p> <p>Responsible Persons: Admin and Family Involvement Coordinator</p>	<p>All Cameron students 4K, TK and Kinder through 4th grade</p>	<p>Title I Part A: Parent Involvement None Specified During the 2024-2025 school year, Cameron Elementary will provide 5 opportunities for stakeholders to participate and family night activities at Cameron. 1 Event will be a training. We will offer activities such as an art night, a technology night, Literacy Night, and Game Night. 500.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Provide refreshments for Family Night Activities 634.22 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Cameron Literacy Night will involve learning opportunities for students and at the end of the event will receive a free book. This will also include our training night, with a focus on literature. 700.00 Title I Part A: Parent Involvement None Specified Cameron Art Night will offer students and their families opportunities to be creative. We will provide all necessary supplies. 1000.00</p>

			<p>Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Cameron Technology Night will provide students and their families opportunities to be creative and learn and use technology in a different way.</p> <p>Title I Part A: Parent Involvement None Specified Cameron Movie Night will provide an opportunity for families to relax, socialize, and enjoy a movie on the big screen at Cameron.</p> <p>Title I Part A: Parent Involvement None Specified Cameron Game Night will offer many different opportunities for our families to play games and compete with each other.</p>
2.5	<p>During the 2024-2025 school year, Cameron Elementary will provide opportunities for students in grades 3rd through 4th to be elected to our ASB, which will meet monthly to create activities, support school initiatives, and to learn to be in leadership roles to support the school, and support our family nights.</p> <p>Responsible Persons: Admin, ASB Coordinator</p>	<p>Students in grades 3rd through 4th are eligible to be a part of ASB/Yearbook, and activities are for all Cameron students.</p>	<p>ASB coordinator will hold elections, and hold monthly meetings to plan and teach students responsibilities. Activities will include monthly lunchtime games, field day, water day, art activities, support Dr. Seuss Day, and more. 1500.00 Site LCAP 1000-1999: Certificated Personnel Salaries ASB Coordinator: Amanda Sabblut</p>
2.6	<p>For the 2024-2025 school year, Cameron Elementary will provide two Title 1 parent meetings (AM and PM) to go over Title 1 rules and procedures for the school year.</p> <p>Responsible Persons: Admin</p>	<p>All Cameron students in 4K, TK, and Kinder through 4th grade</p>	<p>None Specified Admin will provide flyer and slideshow to parents for an AM and PM meeting.</p>
2.7	<p>For the 2024-2025 school year, Cameron Elementary will provide resources and information to all stakeholders using a variety of platforms to ensure all members of the community are aware of actives that are taking place at Cameron and all necessary information that is required: calendards, newsletters, Parent Square communication, school websites, surveys, and flyers. All flyers and documents will be in both English and Spanish.</p>	<p>All Cameron students in 4K, TK, and Kinder through 4th grade</p>	<p>None Specified Monthly newsletters/calendars will be provided with upcoming activities and tips for parents.</p>

	<p>Parents will receive a CRPBIS survey and a Title 1 Parent survey and students will take a Youth Truth survey and a PBIS survey.</p> <p>Responsible Persons: Admin, CRPBIS Team</p>		<p>None Specified School website/CRPBIS website will be updated weekly and include necessary notes/videos to ensure all stakeholders are aware of activities taking place at the school.</p> <p>None Specified All flyers/surveys that are sent out concerning activities/holidays or upcoming meetings will be in English and Spanish. School also provided parents with the annual Title 1 survey.</p>
2.9			

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions and Climate

By June 2025, Cameron Elementary will increase the overall attendance of students by 2% and decrease chronic absenteeism by 5% from the 2023-2024 school year and to decrease the rate of referrals and by 10% in comparison to the 2023-20224 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

Goal 6: Over the course of the next three years, Barstow Unified School District will work to reduce the chronic absenteeism rate at Barstow Junior High School, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, and Montara Elementary. In addition, actions will be focused on increasing the graduation rate at Barstow High School and Central High School. The target groups will be all students and in particular, English Learners, Foster Youth, Socioeconomically Disadvantaged, Student with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Attendance, Cameron had a 90.31% overall attendance through March of 2024; for suspensions, Cameron Elementary had 7 students that were suspended for a total of 13 days, and 146 total minor and major office referrals. Our school identified the need to create an Attendance Team which will identify those students that are having poor attendance to help support them through, incentives, check in/ check out, and in communication with the parent.

We believe the drivers for this are:

1. Difficulty getting a hold of parents in regards to attendance and parents not showing up for A2A attendance meetings.
2. We have a need for an Attendance Liaison that can conference with parents, do home visits. support our MTSS team, and work with teachers and parents to ensure students are in school. This is due to parents keeping their students at home for longer periods of time and not communicating with the school.
3. Improve our school Attendance Team to have a better focus and to work with students and families to offer support, through the MTSS process.
4. Increased behaviors at lunchtime and after school for students struggling to have self control and knowing how to respond appropriately.
5. Design a school Wellness Room with a certificated teacher to help teach behavior expectations, coping strategies, support our CRPBIS team, our MTSS team, and offer in classroom lessons and strategies for teachers in the area of classroom management.
5. Teachers needing to work on classroom SEL strategies prior to lunchtime and students going home.
6. Needing to add structured PBIS assemblies to address behaviors and be proactive with dealing with students.
7. Provide more guidance to our staff in dealing with behaviors and having staff talk to students professionally at all time.
8. Improved monitoring of all students.
9. SEL time provided to classes by our school counselor.
10. Need for additional Tier 3 strategies to support the needs of our students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A Attendance Infinite Campus and SWISS ODR, Suspension Reports, Equity Reports CRPBIS/MTSS Meetings Attendance Team Data 2024-2025 staff surveys 2024-2025 Parent Attendance survey 2024-2025 Youth Truth Surveys	2023-2024 school year- 182 referrals (minor and major) 7 students suspended for 13 total days 2023-2024 attendance: 90.31% Over 50% of students are classified as Chronically Absent Based on the 2023 Dashboard, African Americans, EL students, Homeless, and Socioeconomically Disadvantaged students, students identified as two or more races, all scored very High as being Chronically Absent.	Improve overall attendance by 2% and decrease chronic absenteeism by 5%; Decrease referrals and suspensions by 10% Attendance Expected Outcome: 92% Send parents an attendance survey Have students in 3rd-4th grade complete Youth Truth surveys

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>During the entire 2024-2025 school year, Cameron Elementary will support student attendance by analyzing data collected from our MTSS team to monitor student attendance, create incentives, have attendance contracts, and communicate with parents to promote positive attendance. Attendance team will meet monthly. Cameron Elementary will provide a full time Attendance Liaison to analyze the data, support our MTSS team, work with parents to offer resources, and to make conferences with parents.</p> <p>Responsible Persons: Admin and Attendance Team Members (certificated and classified), Attendance Liaison</p>	All Cameron students in 4K, TK, and Kinder through Fourth Grade	<p>Site LCAP 1000-1999: Certificated Personnel Salaries MTSS team will consist of Principal, Attendance Liaison, teachers, and a classified employee; team will research students will high absences to create a history form to share ideas on how to support student. Agenda and minutes will be taken and used to create a monthly meeting for the team. Funds will be used for monthly meetings and to give team members 2 hours per month to research student attendance.</p> <p>None Specified Have monthly CRPBIS/MTSS meetings to cover attendance data to find ways to support students and classes with low attendance. 500 Site LCAP 4000-4999: Books And Supplies Provide attendance incentives for students on attendance contracts that meet monthly incentive goals and to provide</p>

			<p>grade level incentives for monthly grade level attendance competitions.</p> <p>None Specified Share attendance data weekly with staff through admin's weekly Charger Talk newsletter, share attendance with parents on monthly newsletters, review attendance at ELAC and SSC meetings to ensure all stakeholders are aware of our attendance throughout the entire school year. 70000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Attendance Liaison to analyze data, meet with parents, be a part of our MTSS team, and create attendance contracts for students</p>
3.2	<p>Throughout the 2024-2025 school year, one 6.5 hour Campus Safety Assistant will be used on campus to monitor hallways, restrooms, and support student behaviors in an effort to secure a safe and friendly environment. Support will be provided daily.</p> <p>Responsible Persons: Safety Monitors and Admin</p>	All Cameron students in 4K, TK, and Kinder through Fourth Grade	<p>59286.81 Title I 2000-2999: Classified Personnel Salaries Quin Batol- Safety Monitor</p>
3.3	<p>Throughout the 2024-2025 school year, our CRPBIS and MTSS team will analyze data monthly to look at ways to support student engagement, attendance, and behaviors by designing assemblies with a focus on our school behavior expectations, by using SEL strategies in small and large groups, finding ways to offer incentives with our school's breakthrough cards, and through research based strategies to support the needs of all students in an effort to promote a positive school culture and to create an environment where students feel safe and want to attend school.</p> <p>Responsible Persons: All Cameron Staff</p>	All Cameron Elementary students in TK, and Kinder through Fourth Grade	<p>7000 Site LCAP 4000-4999: Books And Supplies Incentives will be used for Break Through Cards, Principal's Prize, and to promote positive student attendance. 3500 Site LCAP 5000-5999: Services And Other Operating Expenditures Outside service providers will be used for CRPBIS type assemblies with an emphasis on bullying, student engagement, kindness to others</p> <p>None Specified Grade level CRPBIS assemblies will be provided by our CRPBIS team each</p>

			trimester with a focus on our KIDS behavior expectations.
3.4	<p>During the entire 2024-2025 school year, Cameron's school Counselor will provide Social Emotional Learning opportunities in whole group, small group, and providing one-on-one services by using the SEL programs Peekapak (TK-4th grade). Support will be provided daily with the use of SEL material.</p> <p>Responsible Persons: Counselor, Administrator</p>	All Cameron students in 4K, TK, and Kinder through Fourth Grade	<p>District LCAP 1000-1999: Certificated Personnel Salaries Mrs. Wright- School Counselor</p> <p>4000-4999: Books And Supplies Supplies to support our school counselor in her small group instruction</p> <p>District-Level Grant/Funding 4000-4999: Books And Supplies District will purchase the following Social Emotional Learning Programs for our school: Peekapak for teachers to use in K-6 and Second Step for our school counselors to use for small group and one-on-one instruction.</p> <p>District-Level Grant/Funding 1000-1999: Certificated Personnel Salaries School counselors will have district provided trainings to work on strategies to support our SEL programs at each school site.</p>
3.5	<p>Cameron will provide necessary data/information to our school stakeholders in an effort to get support from everyone to create a safe, positive school climate with a focus on increased student engagement, decreasing behaviors, higher attendance, and academic success, which will be provided through surveys, a CRPBIS newsletters, monthly calendars which include all activities, meetings and messages from the school.</p> <p>Responsible Persons: Admin, CRPBIS Team</p>	All Cameron students in 4K, TK, and Kinder through Fourth Grade	<p>None Specified CRPBIS team will provide a survey to parents/students once a trimester to gain valuable data on behavior expectations and possible incentives</p> <p>None Specified School will provide monthly newsletters/calendars with a behavior focus and monthly CRPBIS tip for families to discuss with their students.</p> <p>None Specified School will provide a CRPBIS website with school's behavior expectations, important school documents,</p>

			<p>and information about the school for all stakeholders.</p> <p>None Specified CRPBIS team will provide weekly videos for all Cameron students with each week a new focus area, such as safety, using good language, sidewalk expectations, and each classroom teacher will be expected to show the video and go over the discussion points. The video will also be provided on the school website for stakeholders to view.</p> <p>None Specified Copy machine ink/maintenance for copies/flyers/calendars</p>
3.6	<p>During the 2024-2025 school year, Cameron Elementary will send parents a CRPBIS survey to get input from parents on Cameron's behavior expectations, and will have students and staff complete an alternate version. Data will be collected and shared with staff.</p> <p>Responsible Persons: CRPBIS Team</p>	All Cameron students in 4K, TK, and Kinder through Fourth Grade	<p>None Specified Survey will be created by school and sent home</p>
3.7	<p>During the 2024-2025 school year, our school counselor will provide Social Emotional Learning opportunities to work on coping strategies, physical aggression, language, and on defiance to support the needs of our students, based on the main behavior areas.</p> <p>Responsible Persons: School Counselor, Admin</p>	All Cameron students in 4K, TK, and Kinder through Fourth Grade; students with two or more races and EL students	<p>None Specified School counselor will provide specific lessons to students to focus on areas of coping, physical aggression, language, and defiance. Focus is to provide strategies to support students.</p>
3.8	<p>During the 2024-2025 school year, in an effort to provide additional resources to our students, Cameron Elementary will provide a Wellness Center and a certificated teacher will provide lessons on behavior expectations, observe student behaviors, support student behaviors in the classroom, and provide strategies to teachers concerning classroom management.</p> <p>Responsible Persons: Wellness Teacher, Admin</p>	All Cameron students in 4K, TK, and Kinder through Fourth Grade	<p>142986 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Wellness Teacher for Cameron Elementary</p>
3.9	<p>During the 2024-2025 school year, Cameron Elementary will provide copy machines for use by staff to print components of the curriculum, for printing flyers, newsletters, surveys.</p> <p>Responsible Persons: Admin</p>		<p>8000 Site LCAP 5800: Professional/Consulting Services And Operating Expenditures</p>

			Costs related to copy machines for use by staff
3.10	To support our Tier 3 students in CRPBIS, we will offer Navigate 360 to help students focus on areas of improvement for their behaviors. Our school counselor and admin will monitor the program and assign as needed. Responsible Persons: School Counselor, Admin.		

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learner Progress	Progreso del estudiante de inglés
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By June 2025, Cameron's English Learner students will improve by 5% their English Learner Progress Indicator (ELPI) as measured by the 2023-2024 California School Dashboard. Para junio de 2025, los estudiantes aprendices de inglés de Cameron mejorarán en un 5% su Indicador de Progreso de Aprendices de Inglés (ELPI, por sus siglas en inglés) medido por el Tablero Escolar de California 2023-2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two or More Races.

Meta 1: Para aumentar el rendimiento general de los estudiantes de acuerdo con los Estándares Estatales Básicos Comunes, los Estándares de California para la Profesión Docente y los Estándares de Desarrollo del Idioma Inglés de California, aumentaremos el porcentaje de estudiantes que leen al nivel de grado para el 3er grado, aumentaremos el número de estudiantes en inglés. estudiantes que son competentes y reclasificados, aumentar la cantidad de estudiantes con certificación A-G y garantizar que los estudiantes estén preparados para graduarse listos para la universidad o una carrera.

Meta 2: Aumentar la participación familiar y comunitaria a nivel del distrito y del sitio escolar.

Meta 4: En el transcurso de los próximos tres años, el Distrito Escolar Unificado de Barstow trabajará para aumentar el rendimiento estudiantil en los puntajes de ELA y matemáticas de CAASPP, así como los puntajes de los indicadores de progreso de los estudiantes de inglés en Barstow High School, Barstow Junior High School, Cameron Elementary, Primaria Henderson, Primaria Lenwood, Primaria Montara y Primaria Skyline North. Los grupos objetivo serán todos los estudiantes y en particular los estudiantes de inglés, los jóvenes de crianza, las personas sin hogar, los estudiantes con discapacidades, los afroamericanos, los desfavorecidos socioeconómicamente, los hispanos, los blancos y los estudiantes de dos o más razas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Consistent opportunities for EL students to have extra practice/support in areas they are having difficulty: reading, decoding, vocabulary development, listening skills, written and oral language. 1. Oportunidades constantes para que los alumnos EL tengan práctica/apoyo extra en áreas en las que están teniendo dificultades: lectura, decodificación, desarrollo de vocabulario, habilidades auditivas, lenguaje escrito y oral.
2. Consistent access for our EL students Learning A to Z EL program to help give additional practice. 2. Acceso consistente para nuestros estudiantes EL Aprendizaje de la A a la Z Programa EL para ayudar a dar práctica adicional.
3. Work at ensuring our Universal Access Time includes opportunities for EL students to receive extra support. 3. Trabajar para garantizar que nuestro Tiempo de Acceso Universal incluya oportunidades para que los estudiantes EL reciban apoyo adicional.
4. More opportunities to analyze data for our EL students. 4. Más oportunidades para analizar los datos de nuestros alumnos EL.
5. Additional professional development Opportunities for our staff to work with EL students. 5. Desarrollo profesional adicional Oportunidades para que nuestro personal trabaje con alumnos EL.
6. Our teachers need to build up stronger guided instruction and teach research based learning strategies to support the needs of our students at all levels. 6. Nuestros profesores deben reforzar la instrucción guiada y enseñar estrategias de aprendizaje basadas en la investigación para apoyar las necesidades de nuestros alumnos en todos los niveles.
7. We need to get more students engaged in lessons and have more peer to peer talking versus having just the teacher do the majority of the talking. 7. Tenemos que conseguir que los alumnos participen más en las clases y que hablen más entre ellos, en lugar de que sea el profesor quien hable la mayor parte del tiempo.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 ELPAC assessment 2023-2024 Evaluación ELPAC	Based on the 2023 Dashboard, 35.5% of all English Learners are making progress towards English proficiency. Basado en el Tablero 2023, 35.5% de todos los Aprendices de Inglés están progresando hacia el dominio del Inglés.	Students will move up 1 level on their ELPAC assessment for the 2024-2025 school year Los estudiantes subirán 1 nivel en su evaluación ELPAC para el año escolar 2024-2025

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Throughout the 2024-2025 school year, Cameron Elementary will provide ELD support, including research based strategies to help push student engagement through strategies such as think-pair-share, white boards or whiteboard desks for checking for understanding, thumbs up/down to vote, and quick writes, to EL students during our Designated ELD Time, and through our EL para support program which has students work in small group to improve on areas of reading such as decoding, vocabulary, listening skills, and written expression. Persons Responsible: Teacher, EL Coordinator, EL Para A lo largo del año escolar 2024-2025, Cameron Elementary proporcionará apoyo ELD, incluyendo	All English Learners. Todos los alumnos de inglés	3750 Site EL LCAP 4000-4999: Books And Supplies Provide resources, including EL books with a focus on reading/writing skills for our EL para program to offer support to our Level 1, 2, and 3 students Site EL LCAP 5000-5999: Services And Other Operating Expenditures Learning A-Z EL; EL program is a part of the full program purchased by the school which includes an EL portion

	<p>estrategias basadas en la investigación para ayudar a impulsar la participación de los estudiantes a través de estrategias tales como pensar-parejas-compartir, pizarras blancas o escritorios de pizarra para comprobar la comprensión, pulgares arriba / abajo para votar, y escribe rápido, a los estudiantes EL durante nuestro tiempo designado ELD, y a través de nuestro programa de apoyo EL para que los estudiantes trabajen en pequeños grupos para mejorar en áreas de lectura como la decodificación, vocabulario, habilidades de escucha, y la expresión escrita.</p> <p>Personas Responsables: Profesor, Coordinador EL, Para EL</p>		<p>that can be used during Universal Access Time or in the EL para pull-out program which focuses on vocabulary development and reading skills such as decoding and comprehension.</p>
4.2	<p>Cameron will hold 4 ELAC meetings during the 2024-2025 school year to offer parents opportunities to share ideas, become familiar with the school, and to ask questions in an effort to help promote a positive school climate, improve student engagement, and to improve our English Learner scores on the ELPAC.</p> <p>Responsible Persons: Admin, EL Coordinator, EL Para</p> <p>Cameron celebrará 4 reuniones ELAC durante el año escolar 2024-2025 para ofrecer a los padres la oportunidad de compartir ideas, familiarizarse con la escuela, y hacer preguntas en un esfuerzo por ayudar a promover un clima escolar positivo, mejorar el compromiso de los estudiantes, y para mejorar nuestros resultados de Aprendices de Inglés en el ELPAC.</p> <p>Personas Responsables: Admin, EL Coordinador, EL Para</p>	<p>All English Learners. Todos los alumnos de inglés</p>	<p>200.00 Site EL LCAP 4000-4999: Books And Supplies 5 ELAC meetings will be held. Refreshments will be provided.</p>
4.3	<p>For the 2024-2025 school year, provide professional development for certificated and classified staff to learn research based strategies to build up stronger guided instruction and to help to support the academic progress of our English Learners in areas they are having difficulty.</p> <p>Responsible Persons: Admin, EL Coordinator, District EL Coach</p> <p>For the 2024-2025 school year, provide professional development for certificated and classified staff to learn research based strategies to build up stronger guided instruction and to help to support the academic progress of our English Learners in areas they are having difficulty.</p> <p>Responsible Persons: Admin, EL Coordinator, District EL Coach</p>	<p>All English Learners. Todos los alumnos de inglés</p>	<p>District-Level Grant/Funding None Specified District EL coach and County training/coaching will be requested to give professional development for our staff to strengthen ELD strategies and to learn about new resources to support our students.</p>

<p>4.4</p>	<p>For the 2024-2025 school year, Cameron Elementary will provide an ELA Intervention teacher that will work with EL students in small groups to work on strategies to support them with oral and written language, fluency, vocabulary development, and comprehension. An EL paraeducator will support the intervention teacher in working with our EL students.</p> <p>Responsible Persons: Reading Intervention Teacher, Admin, EL paraeducator</p> <p>Para el año escolar 2024-2025, Cameron Elementary proporcionará un maestro de intervención ELA que trabajará con los estudiantes EL en grupos pequeños para trabajar en estrategias para apoyarlos con el lenguaje oral y escrito, fluidez, desarrollo de vocabulario y comprensión. Un paraeducador EL apoyará al maestro de intervención en el trabajo con nuestros estudiantes EL.</p> <p>Responsables: Maestro de Intervención de Lectura, Admin, paraeducador EL</p>	<p>All English Learners. Todos los alumnos de inglés</p>	<p>LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries ELA Intervention Teacher</p>
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$72,121.03
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$938,699.03
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$69,286.81
Title I Part A: Parent Involvement	\$2,834.22

Subtotal of additional federal funds included for this school: \$72,121.03

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 Equity Multiplier	\$719,986.00
Prop 28 AMS	\$103,168.00
Site EL LCAP	\$3,950.00
Site LCAP	\$39,474.00

Subtotal of state or local funds included for this school: \$866,578.00

Total of federal, state, and/or local funds for this school: \$938,699.03

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF Equity Multiplier	719,986.00
Prop 28 AMS	103,168.00
Site EL LCAP	3,950.00
Site LCAP	39,474.00
Title I	69,286.81
Title I Part A: Parent Involvement	2,834.22

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	481,486.00
2000-2999: Classified Personnel Salaries	306,786.81
4000-4999: Books And Supplies	67,726.22
5000-5999: Services And Other Operating Expenditures	59,000.00
5800: Professional/Consulting Services And Operating Expenditures	23,000.00
None Specified	700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	404,986.00
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	247,000.00
4000-4999: Books And Supplies	LCFF Equity Multiplier	18,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Equity Multiplier	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Equity Multiplier	10,000.00

1000-1999: Certificated Personnel Salaries	Prop 28 AMS	75,000.00
4000-4999: Books And Supplies	Prop 28 AMS	28,168.00
4000-4999: Books And Supplies	Site EL LCAP	3,950.00
1000-1999: Certificated Personnel Salaries	Site LCAP	1,500.00
2000-2999: Classified Personnel Salaries	Site LCAP	500.00
4000-4999: Books And Supplies	Site LCAP	16,474.00
5000-5999: Services And Other Operating Expenditures	Site LCAP	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site LCAP	13,000.00
2000-2999: Classified Personnel Salaries	Title I	59,286.81
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,134.22
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,000.00
None Specified	Title I Part A: Parent Involvement	700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	639,142.00
Goal 2	4,334.22
Goal 3	291,272.81
Goal 4	3,950.00

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
Brent Leslie	Principal
Rosa Martinez	Classroom Teacher
Jenilee Sparrow	Classroom Teacher
Jennifer Ramirez	Classroom Teacher
Jessica Garibay	Other School Staff
Sara Coleman	Parent or Community Member
Jo Ann Guzman	Parent or Community Member
Keneshia Roberson	Parent or Community Member
Ashley Sanchez	Parent or Community Member
Stephanie Jackson	Parent or Community Member

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

X *Martin Cadan R.*

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 .

Attested:

X *Brent Leslie*

Principal, Brent Leslie on 5/13/24

X *Rosa Martinez*

SSC Chairperson, Rosa Martinez on 5/13/24