

School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dos Caminos Elementary School	56-72553-6055404	December 11, 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 Dos Caminos Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Dos Caminos Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Dos Caminos School goals and actions align with Pleasant Valley School District (PVSD) Local Control Accountability Plan (LCAP) and Federal Addendum.

Educational Partner Involvement

How, when, and with whom did Dos Caminos 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

The School Site Council met on December 11, 2024 to review and approve the SPSA. The School Site Council will meet four times this year with dates to be determined by the members. The SPSA goals have been formulated with input from DCS Leadership team, PTA, and ELAC during the months of September and October.

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.

The resource inequities indicated in the plan outline three areas - instructional assistant in kindergarten, intervention teachers in first through fifth grade, and after-school tutoring in grades three, four, and five. The instructional assistant serves as a support for students in kindergarten. The rationale behind the instructional assistant assignment is to foster a strong foundation in literacy and mathematics for students entering the school. The use of certificated intervention teachers provides additional support for students as they progress through the grade levels. After-school tutoring intervention targets students in third, fourth, and fifth grades in mathematics and reading. The students are identified based on assessment data by classroom teachers and services are provided by certificated faculty.

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.

The following items on the California School Dashboard indicator note a need for improvement. In mathematics, Hispanic students are in orange. For Chronic Absenteeism, students with disabilities and Hispanic students are in orange. For suspensions, White students are in orange

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.

On the California School Dashboard for mathematics, Hispanic students scored orange which is two levels below all students which was green.

Other Needs

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

The Dos Caminos Comprehensive Needs Assessment providing parent feedback yielded that 12.2% disagreed or strongly disagreed that, the "language arts program provided to my child meets the academic challenge required for learning, meeting California State standards, and preparation for state testing. Additionally, 9.7% of the parents disagreed or strongly disagreed that the "mathematics program provided to my child meets the academic challenge required for learning, meeting California State standards and preparation for state testing."

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Dos Caminos 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%	0%	0.31%	0	0	1
African American	0.35%	0%	0.62%	1	0	2
Asian	3.82%	3.97%	4.04%	11	12	13
Filipino	3.82%	3.31%	2.48%	11	10	8
Hispanic/Latino	55.21%	56.95%	61.80%	159	172	199
Pacific Islander	0.69%	0.66%	0.31%	2	2	1
White	29.17%	29.47%	22.98%	84	89	74
Multiple	6.94%	5.63%	7.45%	20	17	24
Total Enrollment				288	302	322

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	67	67	46
Grade 1	50	57	47
Grade 2	54	49	61
Grade3	44	43	32
Grade 4	38	48	42
Grade 5	35	38	49
Total Enrollment	288	302	322

Conclusions based on this data:

1. The total enrollment for 2023-24 school year increased by twenty students. Kindergarten enrollment reflects a lower number of students in the Special Day Kindergarten Program than in previous years.
2. Dos Caminos has the physical space to continue to increase Transitional Kindergarten (TK) and Kindergarten (K) enrollment.
3. Hispanic/Latino population increased by 27 students and the White population decreased by 15 students from 2022-23 to 2023-24.

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	41	40	43	18.30%	14.2%	13.4%
Fluent English Proficient (FEP)	5	7	11	3.40%	1.7%	3.4%
Reclassified Fluent English Proficient (RFEP)	0	4	2	7.5%	0	5%

Conclusions based on this data:

1. English Learners, including FEP and RFEP, continue to make up at least 15% of our total school population.
2. Dos Caminos staff must continue to provide high quality Integrated and Designated English Language Development lessons consistently to support our ELs with language development.
3. Dos Caminos continues to see the need for translation services to help increase connectedness of our EL families.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44	41	36	44	39	33	44	39	33	100.0	95.1	91.7
Grade 4	38	47	45	37	47	43	37	47	43	97.4	100.0	95.6
Grade 5	36	40	48	35	40	48	34	40	48	97.2	100.0	100
All Grades	118	128	129	116	126	124	115	126	124	98.3	98.4	96.1

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2451.	2426.	2443.	45.45	25.64	39.39	13.64	17.95	18.18	20.45	33.33	15.15	20.45	23.08	27.27
Grade 4	2484.	2479.	2495.	27.03	27.66	32.56	35.14	17.02	25.58	18.92	31.91	20.93	18.92	23.40	20.93
Grade 5	2482.	2481.	2545.	11.76	15.00	37.50	29.41	32.50	25.00	29.41	7.50	22.92	29.41	45.00	14.58
All Grades	N/A	N/A	N/A	29.57	23.02	36.29	25.22	22.22	23.39	22.61	24.60	20.16	22.61	30.16	20.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.55	12.82	21.21	61.36	69.23	57.58	9.09	17.95	21.21
Grade 4	24.32	29.79	27.91	70.27	57.45	55.81	5.41	12.77	16.28
Grade 5	14.71	17.50	29.17	67.65	55.00	60.42	17.65	27.50	10.42
All Grades	23.48	20.63	26.61	66.09	60.32	58.06	10.43	19.05	15.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.55	25.64	27.27	50.00	53.85	51.52	20.45	20.51	21.21
Grade 4	18.92	12.77	27.91	70.27	68.09	46.51	10.81	19.15	25.58
Grade 5	11.76	10.00	39.58	52.94	57.50	54.17	35.29	32.50	6.25
All Grades	20.87	15.87	32.26	57.39	60.32	50.81	21.74	23.81	16.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.18	10.26	18.18	72.73	71.79	63.64	9.09	17.95	18.18
Grade 4	5.41	17.02	16.28	81.08	74.47	62.79	13.51	8.51	20.93
Grade 5	8.82	15.00	16.67	73.53	70.00	68.75	17.65	15.00	14.58
All Grades	11.30	14.29	16.94	75.65	72.22	65.32	13.04	13.49	17.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.45	15.38	15.15	61.36	71.79	66.67	18.18	12.82	18.18
Grade 4	18.92	23.40	18.60	72.97	63.83	67.44	8.11	12.77	13.95
Grade 5	8.82	7.50	29.17	76.47	75.00	58.33	14.71	17.50	12.50
All Grades	16.52	15.87	21.77	69.57	69.84	63.71	13.91	14.29	14.52

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding ELA standards increased from 45.22% to 59.68%. We continue the need to increase the number of students meeting and exceeding standards.
2. We must continue to provide students with support and interventions. In addition, we must track student progress throughout the various support/intervention programs to determine success and increase in student achievement.
3. The overall CAASPP Reading score in grades 3, 4, 5 increased by 3.72% above, at or near standard for a total of 84.67%. The results indicate the performance of demonstrating an understanding of literary and non-fictional texts.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44	41	36	44	39	34	44	39	34	100.0	95.1	94.4
Grade 4	38	47	45	37	47	43	37	47	43	97.4	100.0	95.6
Grade 5	36	40	48	35	40	48	34	40	48	97.2	100.0	100
All Grades	118	128	129	116	126	125	115	126	125	98.3	98.4	96.9

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2433.	2427.	2445.	20.45	23.08	26.47	25.00	23.08	29.41	27.27	25.64	17.65	27.27	28.21	26.47
Grade 4	2494.	2489.	2469.	21.62	29.79	20.93	35.14	19.15	18.60	32.43	34.04	37.21	10.81	17.02	23.26
Grade 5	2470.	2492.	2513.	11.76	25.00	27.08	11.76	12.50	14.58	35.29	22.50	39.58	41.18	40.00	18.75
All Grades	N/A	N/A	N/A	18.26	26.19	24.80	24.35	18.25	20.00	31.30	27.78	32.80	26.09	27.78	22.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.45	25.64	29.41	56.82	46.15	50.00	22.73	28.21	20.59
Grade 4	45.95	38.30	32.56	40.54	44.68	44.19	13.51	17.02	23.26
Grade 5	11.76	15.00	25.00	52.94	47.50	58.33	35.29	37.50	16.67
Grade 11									
All Grades	26.09	26.98	28.80	50.43	46.03	51.20	23.48	26.98	20.00

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.73	30.77	23.53	54.55	43.59	50.00	22.73	25.64	26.47
Grade 4	10.81	25.53	16.28	62.16	48.94	55.81	27.03	25.53	27.91
Grade 5	8.82	25.00	20.83	44.12	42.50	56.25	47.06	32.50	22.92
All Grades	14.78	26.98	20.00	53.91	45.24	54.40	31.30	27.78	25.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.82	15.38	32.35	50.00	64.10	44.12	18.18	20.51	23.53
Grade 4	29.73	19.15	16.28	59.46	68.09	53.49	10.81	12.77	30.23
Grade 5	5.88	15.00	18.75	67.65	62.50	60.42	26.47	22.50	20.83
All Grades	23.48	16.67	21.60	58.26	65.08	53.60	18.26	18.25	24.80

Conclusions based on this data:

1. 5th grade concepts and procedures moved from 37.50% below standard the year before to 16.67% last year.
2. The percentage of students scoring Not Met decreased by 5.38%.
3. DCS staff will identify practices that led to the increase and leverage these practices moving forward. We must continue to implement enrichment opportunities to push our students above grade level while implementing targeted interventions to support our students performing below grade level. We must use data from these interventions to plan the next steps for ways to increase overall achievement.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1416.2	1404.0	*	1416.8	1425.3	*	1414.8	1354.0	6	13	20
1	*	*	*	*	*	*	*	*	*	7	6	9
2	*	*	*	*	*	*	*	*	*	8	8	9
3	*	*	*	*	*	*	*	*	*	6	*	5
4	*	*	*	*	*	*	*	*	*	6	4	4
5	*	*	*	*	*	*	*	*	*	8	7	*
All Grades										41	41	49

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	15.38	15.00	*	15.38	25.00	*	61.54	40.00	*	7.69	20.00	*	13	20
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.39	17.07	16.33	39.02	41.46	26.53	24.39	26.83	30.61	12.20	14.63	26.53	41	41	49

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.69	25.00	*	23.08	35.00	*	61.54	20.00	*	7.69	20.00	*	13	20
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.02	26.83	30.61	26.83	36.59	30.61	24.39	24.39	16.33	9.76	12.20	22.45	41	41	49

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	15.38	5.00	*	0.00	20.00	*	61.54	40.00	*	23.08	35.00	*	13	20
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.20	12.20	4.08	41.46	24.39	22.45	29.27	43.90	32.65	17.07	19.51	40.82	41	41	49

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	15.38	40.00	*	76.92	40.00	*	7.69	20.00	*	13	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.71	26.83	30.61	53.66	65.85	46.94	14.63	7.32	22.45	41	41	49

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.69	20.00	*	69.23	65.00	*	23.08	15.00	*	13	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.34	34.15	26.53	39.02	46.34	55.10	14.63	19.51	18.37	41	41	49

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	15.38	0.00	*	53.85	55.00	*	30.77	45.00	*	13	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.51	12.20	2.04	53.66	58.54	44.90	26.83	29.27	53.06	41	41	49

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	23.08	25.00	*	53.85	25.00	*	23.08	50.00	*	13	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.07	24.39	16.33	68.29	58.54	40.82	14.63	17.07	42.86	41	41	49

Conclusions based on this data:

- Based on the data, our EL students perform lower in the reading and writing domains compared to speaking and listening. Although this is to be expected with many ELs learning English, it highlights the emphasis we need to place on designated ELD lessons focused on reading and writing strategies.
- The enrollment numbers for ELs have decreased each year going from 75 students (2017-2018) to 62 students (2018-2019) to 52 students (2020-2021) to 41 students (2022-2023). However, the number has increased by 8 students in 2023-2024 school year.

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3. In order to better support students with designated ELD, we will provide professional development for staff on ways to increase capacity in designated ELD during the school day.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
322	56.8%	13.4%	0.0%
Total Number of Students enrolled in Dos Caminos 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	13.4%
Foster Youth	0	0.0%
Homeless	6	1.9%
Socioeconomically Disadvantaged	183	56.8%
Students with Disabilities	76	23.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6%
American Indian	1	0.3%
Asian	13	4%
Filipino	8	2.5%
Hispanic	199	61.8%
Two or More Races	24	7.5%
Pacific Islander	1	0.3%
White	74	23%

Conclusions based on this data:

1. Analysis is based on the most current data available with the total number of students enrolled at Dos Caminos reflecting 322 students an increase of 20 students since last year.

2. Socioeconomically Disadvantaged student group increased 6.1% of total population to 56.8%.

3. The Hispanic population increased from 57% to 61.8% last year.

School and Student Performance Data

Overall Performance

The 2024 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.

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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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. The CA Dashboard from 2019 had performance indicators in Orange for every area at Dos Caminos. 2023 Dashboard marked improvement in ELA to Yellow and in Mathematics to Green. 2024 improved to Blue (ELA) and Green (Math).
2. The 2023 Dashboard for suspensions was Blue and the 2024 Dashboard has decreased two levels to yellow.

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3. We must work to improve Chronic Absenteeism where students are absent 10 percent or more of the instructional days they were enrolled. Dos Caminos has improved upon the Orange indicator moving to Yellow.

School and Student Performance Data

Academic Performance English Language Arts

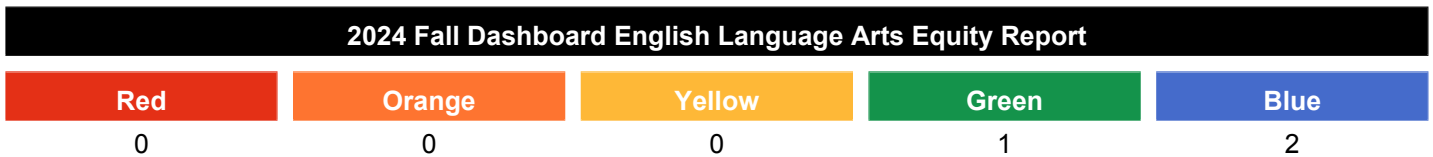
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>32.4 points above standard</p> <p>Increased 35.9 points</p> <p>118 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>12 points above standard</p> <p>Increased 49.1 points</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>12.7 points above standard</p> <p>Increased 35.4 points</p> <p>72 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>49.5 points below standard</p> <p>Increased 37.1 points</p> <p>28 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2.4 points above standard</p> <p>Increased 23.8 points</p> <p>65 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>77.3 points above standard</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>54.3 points above standard</p> <p>Increased 39.3 points</p> <p>32 Students</p>

Conclusions based on this data:

1. In English Language Arts, Dos Caminos Dashboard indicator is Blue with all student groups scoring 32.4 points above standard.
2. English Language Learner student group performed 12 points above standard.
3. Every student group increased. Additionally, the socioeconomically disadvantaged student group performed 12.7 points above standard.

School and Student Performance Data

Academic Performance Mathematics

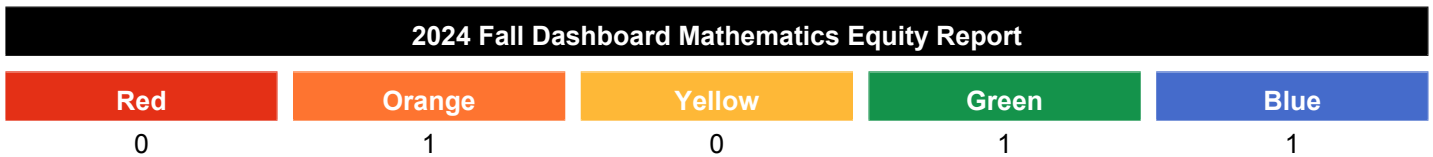
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>5.5 points below standard</p> <p>Increased 4.2 points</p> <p>119 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0.9 points above standard</p> <p>Increased 24 points</p> <p>12 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>11.5 points below standard</p> <p>Increased 9.1 points</p> <p>73 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>58.6 points below standard</p> <p>Increased 34.7 points</p> <p>28 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>32.2 points below standard</p> <p>Declined 3.1 points</p> <p>66 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>15.4 points above standard</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>26.1 points above standard</p> <p>Increased 17.2 points</p> <p>32 Students</p>

Conclusions based on this data:

1. In Mathematics, Dos Caminos Dashboard indicator is Green with all student groups together scoring 4.2 points below standard.
2. English Language Learner student group performed .9 points above standard.
3. The socioeconomically disadvantaged student group performed 11.5 points below standard.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 26.9% making progress. Number Students: 26 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 26.9%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 46.2%	Maintained ELPI Level 4 7.7%	Progressed At Least One ELPI Level 19.2%

Conclusions based on this data:

1. Though not numerically significant to receive a color on the CA Dashboard, the academic performance indicator demonstrates a decline of 10.1%.
2. The number of English Language Learners that maintained or progressed on English Language Progress Indicator (ELPI) level 1, 2L, 2H, 3L, or 3H was 46.2%.
3. The number of English Language Learners that decreased at least one English Language Progress Indicator (ELPI) level was 26.9%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow 19.9% Chronically Absent Declined 4.8 351 Students	<p>English Learners</p>  Yellow 17.9% Chronically Absent Declined 14 56 Students	<p>Long-Term English Learners</p>  No Performance Color 0 Students
<p>Foster Youth</p>  No Performance Color 0 Students	<p>Homeless</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 22.4% Chronically Absent Declined 9 219 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>30.9% Chronically Absent</p> <p>Declined 2.5</p> <p>94 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>7.7% Chronically Absent</p> <p>Declined 9</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>25.7% Chronically Absent</p> <p>Declined 2.1</p> <p>226 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>8.7% Chronically Absent</p> <p>Declined 13.5</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>9.1% Chronically Absent</p> <p>Declined 10.3</p> <p>77 Students</p>

Conclusions based on this data:

1. For Chronic Absenteeism, Dos Caminos Dashboard indicator is Yellow with all student groups complied together at 19.9% Chronically Absent.
2. The largest percentage student group of chronically absent students are Students with Disabilities at 30.9% Chronically Absent. Additional Targeted Support & Improvement strategies included in Goal 2: Provide a healthful environment where students feel welcomed, safe, and connected.
3. The number of chronically absent Hispanic students is Orange with 25.7% Chronically Absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

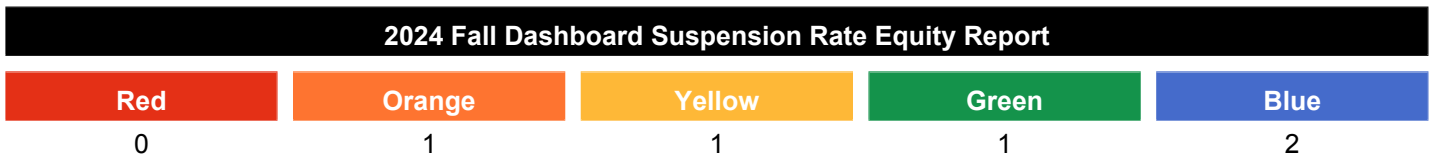
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>0.6% suspended at least one day</p> <p>Increased 0.3%</p> <p>353 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>56 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.3%</p> <p>221 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1% suspended at least one day</p> <p>Maintained 0.1%</p> <p>96 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained -0.1%</p> <p>228 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>77 Students</p>

Conclusions based on this data:

1. For suspensions, Dos Caminos Dashboard indicator is Yellow with all student groups complied together as 0.6% suspended at least one day.
2. The students with disabilities student group reflected 1% suspended at least one day.
3. The socioeconomically disadvantaged student group reflected 0.9% suspended at least one day.

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.

Student Achievement

Use multiple sources of data to improve student achievement in English language arts and mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

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.

Improve number of students meeting and exceeding the California Content Standards.

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 - English Language Arts	Overall achievement for all students meeting or exceeding the standard for 2023-2024 was 59.68%.	Improve the percent of students meeting and exceeding the standards.
CAASPP - Mathematics	Overall achievement for all students meeting or exceeding the standard for 2023-2024 was 44.80%.	Improve the percent of students meeting and exceeding the standards.
CAASPP ELA Claim: Writing	CAASPP ELA Writing: The percentage of students near or above grade level standard was 83.06%	CAASPP ELA Writing: Increase the percentage of students near or above grade level standard.
CAASPP Mathematics Claim: Concepts and Procedures	CAASPP Mathematics Concepts and Procedures: The percentage of students near or above grade level standard was 80%.	CAASPP Mathematical Practices: Increase the percentage of students near or above grade level standard.
ELPAC	Based on most updated data the overall ELPAC Summative Assessment Mean Scale Score for kindergarten is 1404.0. The other grade levels were not numerically significant to receive score.	Improve overall score in grade levels that have a numerically significant percentage of EL students.
California Science Test	CAST: The percentage of students meeting or exceeding the standard was 37.5%	CAST: Increase the percentage of students meeting or exceeding standard.

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	Provide targeted academic support for students in ELA, ELD and math through certificated hourly teachers and program resources.	School-wide and targeted student populations	59,148.00 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide certificated Title 1 teachers to assist students during and after school with individual and small group instruction with the goal of increasing student achievement in English language arts, mathematics and English language development. 5599.36 Title I/SWP 3000-3999: Employee Benefits Provide certificated Title 1 teachers to assist students during and after school with individual and small group instruction with the goal of increasing student achievement in English language arts, Mathematics and English language development. 3416.13 Title I/SWP 2000-2999: Classified Personnel Salaries Instructional assistant to support literacy centers 2228.30 Title I/SWP 3000-3999: Employee Benefits Instructional assistant to support literacy centers 27429.60 Title I/SWP 1000-1999: Certificated Personnel Salaries (Centralized Support) Teacher on Special Assignment 12819.23 Title I/SWP 3000-3999: Employee Benefits (Centralized Support) Teacher on Special Assignment

1.2	AVID program to support students with increased academic opportunity and achievement.	School-wide and targeted student populations	4375.00 Title I/SWP 5000-5999: Services And Other Operating Expenditures AVID membership and AVID weekly 8000.00 Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures (Centralized Support) AVID Professional Development 3233.21 Title I/SWP 4000-4999: Books And Supplies Provide organizational materials (3-ring binder, paper, dividers, agenda books, etc.) to improve executive functioning and student achievement in the effort to meet the AVID organizational goals. The funds will also be used for materials to support Guided Language Acquisition Design strategies.
1.3	Provide tutoring support for students in ELA, ELD and math through certificated hourly teachers.	School-wide and targeted student populations	2544 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Provide tutoring in English language arts, mathematics, and English language development to enhance academic performance for targeted student populations in grades 3, 4, and 5. 500 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Provide after school tutoring in English language arts, mathematics, English language development to enhance academic performance for targeted student populations in grades 3, 4, and 5.
1.4	Provide professional development and (coaching support) for the enhancement of Data/Achievement Teams and Professional Learning Communities.	School-wide and targeted populations	0 D108 Data Days 1000-1999: Certificated Personnel Salaries Incorporation of DCS Data Team meetings to facilitate Professional Learning

			Community reflection on a Guaranteed and Viable curriculum and increased student performance.
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Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Healthful Environment

Provide a healthful environment where students feel welcomed, safe, and connected.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

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.

Improve number of students feeling safe and connected to their school.

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
Average Daily Attendance	The Average Daily Attendance rate for 2023-2024 was 93.72% which reflected a 0.94% increase from 2022-2023.	Increase the Average Daily Attendance rate for 2024-2025 school year.
Attendance - Chronic Absenteeism	The number of chronically absent students was 63 and the Chronic Absenteeism percentage was 24% for 2023-2024.	Decrease the number of chronically absent students for the 2024-2025 school year.
California Healthy Kids Survey	School Connectedness, A4.7: 71% responded "Yes, all of the time" or "Yes, most of the time" to school connectedness questions. This data is the most updated data available to us for analysis.	Improve the percentage of students who responded "Yes, all of the time" or "Yes, most of the time" to school connectedness questions (CHKS data every two years). School survey will be used to collect student responses in non-CHKS year.
Suspension Rates	Two students were suspended last year under (48900 1. a) Caused, attempted to cause, or threatened to cause physical injury.	Decrease the suspension rate percentage in 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

<p>2.1</p>	<p>Provide a positive environment for all students and decrease the chronically absent percentage of special education students.</p>	<p>All students and targeted populations of chronically absent Special Education Students as targeted in Differentiated Assistance.</p>	<p>4561.08 D203 Belongingness Activities 4000-4999: Books And Supplies Provide materials and supplies for students to feel strong sense of belonging, clubs, incentive programs to recognize students for academic, attendance, and social-emotional growth. The themes will include college awareness materials, student of the month, academic awards, promotion, physical education, music, activities, attendance improvement, mentoring, projects, and classroom-based activities. The addition of weekly recognition of classes that improve attendance from the week before, has 97% attendance, and/or has the highest total for the week. Creation of four recognition opportunities for students that meet a 97% attendance rate 29834.60 Title I/SWP 2000-2999: Classified Personnel Salaries (Centralized Support) Family Liaison 14867.29 Title I/SWP 3000-3999: Employee Benefits (Centralized Support) Family Liaison 17317.27 Title I/SWP 2000-2999: Classified Personnel Salaries (Centralized Support) School-Based Social Worker 3843.92 Title I/SWP 3000-3999: Employee Benefits (Centralized Support) School-Based Social Worker</p>
<p>2.2</p>	<p>Provide increased connectedness activities and support to develop belonging for all students and address chronic absenteeism.</p>	<p>School-wide and targeted students.</p>	<p>4550 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide stipends to teachers to facilitate enrichment opportunities to increase</p>

			<p>student connectedness (i.e. Student Leadership, Spelling Bee, Super Quiz, Speech Tournament, etc.).</p> <p>1011.92</p> <p>D203 Belongingness Activities</p> <p>3000-3999: Employee Benefits</p> <p>Provide benefits to teachers to facilitate enrichment opportunities to increase student connectedness.</p>
2.3	Provide Arts and Music in Schools	School-wide	<p>12236</p> <p>Prop 28 Arts</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>.2 FTE Preschool-5th Grade Music Teacher</p> <p>5215</p> <p>Prop 28 Arts</p> <p>3000-3999: Employee Benefits</p> <p>.2 FTE Preschool-5th Grade Music Teacher</p> <p>13520</p> <p>Prop 28 Arts</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Visual, Media and Performing Arts Support Specialists, Preschool-5th Grade</p> <p>5572</p> <p>Prop 28 Arts</p> <p>3000-3999: Employee Benefits</p> <p>Visual, Media, and Performing Arts Support Specialists, Preschool-5th Grade</p> <p>8572</p> <p>Prop 28 Arts</p> <p>4000-4999: Books And Supplies</p> <p>Visual, Media, and Performing Arts Materials and Supplies</p>
2.4	Provide increased connectedness activities in the MakerSpace to foster creativity an belonging.	School-wide	<p>500</p> <p>D206 Makerspace</p> <p>4000-4999: Books And Supplies</p> <p>Provide materials to develop school-wide use of MakerSpace utilizing project-based learning, choice, and hands-on learning projects.</p>
2.5	Provide school-sponsored trips to integrate the curriculum and expand experiential learning.	School-wide	<p>6959</p> <p>D203 Belongingness Activities</p> <p>5000-5999: Services And Other Operating Expenditures</p>

			Provide two school-sponsored trips per class. This may include in-school and off-campus opportunities. Teachers must utilize PVSD School Sponsored Trip process.
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Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Open and Meaningful Communication
Increase communication and collaboration.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

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.

Improve vehicles for communication with educational partners.

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
PTA Membership	DCS PTA has approximately 40 Members in 2024-2025.	Increase number of members in the Dos Caminos PTA over the course of the 2024-2025 school year.
ELAC Participation	Monthly ELAC meetings averaged approximately 6-8 parents at each meeting in 2023-2024.	Increase the number of parents who attend our monthly ELAC meetings over the course of the 2024-2025 school year.
Comprehensive Needs / Parent Survey - DCS LCAP Survey	88% of parents on the survey responded strongly agree or agree with the statement, "I feel welcomed to participate in my child's education."	Increase the percentage of parents who respond strongly agree or agree to the statement, "I feel welcome when I go to my child's school."

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	Provide parent workshops and outreach opportunities to increase educational partners understanding and input of the educational program.	School-wide and targeted student populations.	11254.32 Title I/SWP 1000-1999: Certificated Personnel Salaries (Centralized Service) Parent Engagement Coordinator - Provide parent workshops that create opportunities for

			<p>family involvement aimed at increased student achievement and engagement.</p> <p>3064.55 Title I/SWP 3000-3999: Employee Benefits (Centralized Service) Parent Engagement Coordinator - Provide parent workshops that create opportunities for family involvement aimed at increased student achievement. and engagement.</p>
3.2	Improve external communication with all educational partners.	All students/families and targeted students/families.	<p>0</p> <p>Provide families with access to school information via multiple sources (i.e. Weekly email, school website, teacher websites, social media (Facebook, Instagram, Twitter), incorporate tools such as Class Dojo, Remind 101, enhance marquee messages, and send a weekly email to all Blackboard recipients.)</p> <p>(Provide increased communication with families, translation, and support to teachers to assist student achievement.)</p> <p>Title I/SWP 3000-3999: Employee Benefits (Provide increased communication with families, translation, and support to teachers to assist student achievement.)</p>

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

Use multiple sources of data to improve student achievement in English language arts and mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - English Language Arts	Improve the percent of students meeting and exceeding the standards.	DCS English Language Arts CAASPP scores increased 14.44% from 45.25% meeting or exceeding to 59.68%.
CAASPP - Mathematics	Improve the percent of students meeting and exceeding the standards.	DCS Mathematics CAASPP scores increased 0.4% from 44.44% meeting or exceeding to 44.80%.
CAASPP ELA Claim, 5th Grade, Writing	CAASPP ELA Claim: 5th Grade Writing, Target 2 – Compose Full Texts, Performance Relative to Standard – Met and Performance Relative to Entire Test.	DCS Writing claim on 5th Grade CAASPP went from 23.81% writing below standard to 16.94% representing a 6.97% improvement.
CAASPP Mathematics Claim, 5th grade: Target E	CAASPP Mathematics Claim, 5th grade: Target E - Use equivalent fractions as a strategy to add and subtract fractions – Met. Performance Relative to Entire Test – Similar or Above	DCS Mathematics claim on 5th Grade CAASPP went from 37.5% writing below standard to 16.67% representing a 20.83% improvement.
ELPAC	Improve overall score in grade levels that have a numerically significant percentage of EL students.	ELPAC Summative Assessment mean scale score for kindergarten went from 1416.20 to 1404.0. The other grade level scores were not numerically significant.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide targeted academic support for students in ELA, ELD and math through certificated hourly teachers and program resources.	Developed targeted academic support for students in ELA, ELD and math through certificated hourly teachers and program resources.	Provide certificated Title 1 teachers to assist students with individual and small group instruction with the goal of increasing student achievement in English language arts, mathematics and English language development. 1000-	Title 1 teachers to assist students with individual and small group instruction with the goal of increasing student achievement in English language arts, mathematics and English language development. 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1999: Certificated Personnel Salaries Title I/SWP 59,148.00	Personnel Salaries Title I/SWP 54,709
		Provide certificated Title 1 teachers to assist students during and after school with individual and small group instruction with the goal of increasing student achievement in English language arts, Mathematics and English language development. 3000- 3999: Employee Benefits Title I/SWP 5620.05	Title 1 teachers to assist students during and after school with individual and small group instruction with the goal of increasing student achievement in English language arts, Mathematics and English language development. 3000- 3999: Employee Benefits Title I/SWP 3318
		Provide organizational materials (3-ring binder, paper, dividers, agenda books, etc.) to improve executive functioning and student achievement in the effort to meet the AVID organizational goals. The funds will also be used for materials to support Guided Language Acquisition Design strategies. 4000- 4999: Books And Supplies Title I/SWP 5724	Organizational materials (3-ring binder, paper, dividers, agenda books, etc.) to improve executive functioning and student achievement in the effort to meet the AVID organizational goals. The funds will also be used for materials to support Guided Language Acquisition Design strategies. 4000- 4999: Books And Supplies Title I/SWP 4869
AVID program to support students with increased academic opportunity and achievement.	Implemented the AVID program to support students with increased academic opportunity and achievement.	AVID membership and AVID weekly 5000-5999: Services And Other Operating Expenditures Title I/SWP 3375	AVID membership and AVID weekly 5000-5999: Services And Other Operating Expenditures Title I/SWP 3375
		GLAD Professional development for certificated and classified staff aimed at increasing student achievement. 5000- 5999: Services And Other Operating Expenditures Title I/SWP 4132.95	GLAD Professional development for certificated and classified staff aimed at increasing student achievement. 5000- 5999: Services And Other Operating Expenditures Title I/SWP 4132.95

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide tutoring support for students in ELA, ELD and math through certificated hourly teachers.	Developed tutoring support plan for students in ELA, ELD and math through certificated hourly teachers.	Provide tutoring in English language arts, mathematics, and English language development to enhance academic performance for targeted student populations in grades 3, 4, and 5. 1000-1999: Certificated Personnel Salaries P102-Tutoring 2385	Tutoring in English language arts, mathematics, and English language development to enhance academic performance for targeted student populations in grades 3, 4, and 5. 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 1616
Provide professional development and (coaching support) for the enhancement of Data/Achievement Teams and Professional Learning Communities.	Created a professional development and coaching support model for the enhancement of Data/Achievement Teams and Professional Learning Communities.	Provide tutoring in English language arts, mathematics, English language development to enhance academic performance for targeted student populations in grades 3, 4, and 5. 3000-3999: Employee Benefits P102-Tutoring 611	Tutoring in English language arts, mathematics, English language development to enhance academic performance for targeted student populations in grades 3, 4, and 5. 3000-3999: Employee Benefits D102 Tutoring/Homework Support 359.49
Provide professional development and (coaching support) for the enhancement of Data/Achievement Teams and Professional Learning Communities.	Created a professional development and coaching support model for the enhancement of Data/Achievement Teams and Professional Learning Communities.	Incorporation of DCS Data Team meetings to facilitate Professional Learning Community reflection on a Guaranteed and Viable curriculum and increased student performance. 1000-1999: Certificated Personnel Salaries P207 Data 0	DCS Data Team meetings to facilitate Professional Learning Community reflection on a Guaranteed and Viable curriculum and increased student performance. 1000-1999: Certificated Personnel Salaries D108 Data Days 0

Analysis

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

The implementation of strategies/activities were conducted as outlined in the 2023-2024 School Plan for Student Achievement. The goal to increase student achievement continues to be an emphasis.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The budgeted expenditures were in alignment with intended strategies and activities. The continued work of reflection and data analysis will assist site teams in continuing to identify needs to increase student achievement. The intended implementation and 2023-2024 budgeted expenditures are reflected below. Evidence of this work is reflected in our increased test scores and California Dashboard performance.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Title I/SWP, 1000-1999: Certificated Personnel Salaries and Title I/SWP, 3000-3999 Employee Benefits: Total expenditure \$54,709 + 3318 benefits with a remaining balance of \$6,737.05

The budget was met providing intervention support from Title I intervention teachers to assist with student needs.

Title I/SWP, 5800, 4000-4999: Professional Service and Books and Supplies - Total Budget \$5724, Expenditure \$4869. Total remaining \$855

The remaining balance was related to needs being met within the budgeted allocation.

D102 Tutoring/Homework Support: Certificated Personnel Salaries and 3000-3999 Employee Benefits: Total expenditure \$1616 and 359.49 benefits with a remaining balance of 1020.51.

The remaining balance was related to tutoring hours budgeted and scheduled, but not fully used.

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.

We will maintain the model of three Title I classified employees to fill staffing needs for 2024-2025. This will allow for a more cohesive scheduling and intervention plan. The classified personnel positions have been reviewed and will be staffed to provide support. All after-school tutoring positions have been filled by certificated faculty. The program includes mathematics, reading and writing using technological tools for students in grades 3, 4 and 5. Students will be selected by their teachers based on academic performance and reviewed on a 6-8 week cycle.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

Provide a healthful environment where students feel welcomed, safe, and connected.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance	The number of chronically absent students was 78 and the Chronic Absenteeism percentage was 24.8% for 2022-2023.	The Average Daily Attendance rate for 2023-2024 was 93.72% which reflected a 0.94% increase from 2022-2023.
California Healthy Kids Survey	Improve the percentage of students who responded "Yes, all of the time" or "Yes, most of the time" to school connectedness questions (CHKS data every two years). School survey will be used to collect student responses in non-CHKS year.	School Connectedness, A4.7: 71% responded "Yes, all of the time" or "Yes, most of the time" to school connectedness questions. This data is the most updated data available to us for analysis.
Fastbridge MySABRS	Reduce the number of students scoring as high-risk students to 0% on social-emotional self-assessment. Monitor student engagement and initiate school counselor in interventions.	Use of Fastbridge and MySabres has no reportable data with implementation of IXL replacing.
Suspension Rates	Decrease the suspension rate percentage in 2023-2024.	Two students were suspended last year under (48900 1. a) Caused, attempted to cause, or threatened to cause physical injury.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide a positive environment for all students and decrease the chronically absent percentage of special education students.	The strategy was to provide a positive environment for all students and decrease the chronically absent percentage of special education students.	Provide materials and supplies for students to feel strong sense of belonging, clubs, incentive programs to recognize students for academic, attendance, and social-emotional growth. The themes will include college awareness materials, student of the month, academic awards,	The plan included student of the month incentives, academic awards, promotions, physical education items, music supplies, activities, attendance improvement incentives, mentoring projects, classroom-based activities, and items to support performing arts.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>promotion, physical education, music, activities, attendance improvement, mentoring, projects, and classroom-based activities. The addition of weekly recognition of classes that improve attendance from the week before, has 97% attendance, and/or has the highest total for the week. Creation of four recognition opportunities for students that meet a 97% attendance rate. 4000-4999: Books And Supplies P203 Connectedness 4800.50</p>	<p>4000-4999: Books And Supplies 8511.05</p>
<p>Provide increased connectedness activities and support to develop belonging for all students and address chronic absenteeism.</p>	<p>Increased connectedness activities and support to develop belonging for all students and address chronic absenteeism.</p>	<p>Provide stipends for teachers to facilitate enrichment opportunities to increase student connectedness (i.e. Student Leadership, Spelling Bee, Super Quiz, Speech Tournament, etc.). 1000-1999: Certificated Personnel Salaries P203 Connectedness 4298.50</p>	<p>Stipends for teachers to facilitate enrichment opportunities to increase student connectedness (i.e. Student Leadership, Spelling Bee, Super Quiz, etc.). 1000-1999: Certificated Personnel Salaries 2975</p>
		<p>Provide benefits to teachers to facilitate enrichment opportunities to increase student connectedness. 3000-3999: Employee Benefits P203 Connectedness 915</p>	<p>Benefits for teachers to facilitate enrichment opportunities to increase student connectedness. 3000-3999: Employee Benefits 661.49</p>
		<p>Provide materials to develop school-wide use of MakerSpace utilizing project-based learning, choice, and hands-on learning projects. 4000-4999: Books And Supplies P206 Makerspace Supplies 750</p>	<p>Materials to develop school-wide use of MakerSpace utilizing project-based learning, choice, and hands-on learning projects. 4000-4999: Books And Supplies 749.71</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Provide two school-sponsored trips per class. This may include in-school and off-campus opportunities. Teachers must utilize PVSD School Sponsored Trip process. 5000-5999: Services And Other Operating Expenditures P203 Connectedness 6848	Two school-sponsored trips per class. This may include in-school and off-campus opportunities. 5800: Professional/Consulting Services And Operating Expenditures 5700
		(Centralized service) Provide the addition of a Social Worker to assist students and families in need and assist in addressing chronic absenteeism.	(Centralized service) Provide the addition of a Social Worker to assist students and families in need and assist in addressing chronic absenteeism.

Analysis

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

The implementation of strategies and activities were conducted as outlined in the 2023-2024 School Plan for Student Achievement. The goal to provide a healthful environment where students feel welcomed, safe, and connected continues to be an emphasis. In 2024-2025, we will utilize student data on connectedness, and metrics in monitoring social behavior, academic behavior, and attendance. Additionally, this year marks the full implementation of our Arts and Music in Schools grant. This grant will fund weekly art lessons and biweekly music lessons. This continued emphasis will allow students to have expanded opportunities for creative expression to develop a strong sense of belonging.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The budgeted expenditures were in alignment with intended strategies and activities. The work of reflection and data analysis will assist site teams in identifying ways for students to feel welcomed safe and connected to their school. The intended implementation and 2023-2024 budgeted expenditures are reflected below. Improved attendance and chronic absenteeism improvement is a way to determine effectiveness.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Student Connectedness - Total budget \$10,013.50, Expenditure of materials, stipends, and benefits = \$12,147. Total balance exceeded by \$2134.04, but accounted for in the overall connectedness budget. Overage connected to a field trip that was canceled by the vendor and funds used from school-sponsored trip allocation supported performing arts. Steps have been made in 2023-2024 to solidify positions connected to teacher stipends. Activities maintain focus to provide additional opportunities for students to feel connected and increase attendance.

P203 Connectedness, School Sponsored trips: Funds allocated for School-sponsored trips were \$6848 and actual costs were \$5700. Remaining balance of \$1148. This balance was due to vendor canceling a spring field trip and being unable to reschedule. Funds were then relocated to support student's creativity in performing arts.

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.

One change that can be found in the 2024-2025 School Plan for Student Achievement is to increase staff-facilitated programs or activities in an effort to increase student connectedness, and positive feelings toward school and decrease

chronic absenteeism rates. An additional change would be to provide the addition of a Social Worker to assist students and families in need and assist in addressing chronic absenteeism.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Increase communication and collaboration.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PTA Membership	Increase number of members in the Dos Caminos PTA over the course of the 2023-2024 school year.	Dos Caminos PTA membership included 55 family and individual members.
ELAC Participation	Increase the number of parents who attend our monthly ELAC meetings over the course of the 2023-2024 school year.	Monthly ELAC meetings averaged approximately 6-8 parents at each meeting in 2023-2024.
Comprehensive Needs / Parent Survey - DCS LCAP Survey	Maintain or increase the percentage of parents who respond strongly agree or agree to the statement, "I feel welcomed to participate in my child's education."	88% of parents on the survey responded strongly agree or agree with the statement, "I feel welcomed to participate in my child's education."

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parent workshops and outreach opportunities to increase educational partners understanding and input of the educational program.	The parent workshops and outreach opportunities were crafted to increase family participation and inclusion in the educational program.	Provide parent workshops that create opportunities for family involvement aimed at increased student achievement. (i.e. library tools, internet safety, social-emotional, academic strategies, etc.). Title I/SWP	Provide parent workshops that create opportunities for family involvement aimed at increased student achievement. (i.e. library tools, internet safety, social-emotional, academic strategies, etc.). Title I/SWP
Improve external communication with all educational partners.	Our goal was to provide sound communication with all of our educational partners.	Provide families with access to school information via multiple sources (i.e. Weekly email, school website, teacher websites, social media (Facebook, Instagram, Twitter), incorporate tools such as Class Dojo, Remind	Provide families with access to school information via multiple sources (i.e. Weekly email, school website, teacher websites, social media (Facebook, Instagram, Twitter), incorporate tools such as Class Dojo, Remind

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		101, enhance marquee messages, and send a weekly email to all Blackboard recipients.)	101, enhance marquee messages, and send a weekly email to all Blackboard recipients.)
		(Centralized service) Provide increased communication with families, translation, and support to teachers to assist student achievement. 2000-2999: Classified Personnel Salaries Title I/SWP	(Centralized service) Provide increased communication with families, translation, and support to teachers to assist student achievement. 2000-2999: Classified Personnel Salaries Title I/SWP
		(Centralized service) Provide increased communication with families, translation, and support to teachers to assist student achievement. 3000-3999: Employee Benefits Title I/SWP	(Centralized service) Provide increased communication with families, translation, and support to teachers to assist student achievement. 3000-3999: Employee Benefits

Analysis

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

The implementation of strategies/activities were conducted as outlined in the 2023-2024 School Plan for Student Achievement. The goal to continuously engage in open and meaningful communication with all educational partners continues to be an emphasis. The Comprehensive Needs Assessment indicates 88% of participating parents in the survey responded to either agree or strongly agree that they feel welcome when at school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The proposed expenditures for this strategy remain intact with only minor changes to the selected vehicles for enhanced communication.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The proposed expenditures for this strategy remain intact with only minor changes to the selected vehicles for enhanced communication.

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.

The incorporation of enhanced communication and technology tools including Zoom options for parent meetings will be used to support families and opportunities for input. The use of Smore and Parent Connect for weekly messages will be incorporated.

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	\$98,608.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$272,171.78
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 (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
D102 Tutoring/Homework Support	\$3,044.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$17,082.00
D206 Makerspace	\$500.00
Prop 28 Arts	\$45,115.00
Title I/SWP	\$206,430.78

Subtotal of state or local funds included for this school: \$272,171.78

Total of federal, state, and/or local funds for this school: \$272,171.78

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
Title I/SWP	206,430.78	0.00
D102 Tutoring/Homework Support	3044	0.00
D203 Belongingness Activities	17,082.00	0.00
Prop 28 Arts	45,115.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
D102 Tutoring/Homework Support	3,044.00
D108 Data Days	0.00
D203 Belongingness Activities	17,082.00
D206 Makerspace	500.00
Prop 28 Arts	45,115.00
Title I/SWP	206,430.78

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	117,161.92
2000-2999: Classified Personnel Salaries	64,088.00
3000-3999: Employee Benefits	54,721.57
4000-4999: Books And Supplies	16,866.29
5000-5999: Services And Other Operating Expenditures	11,334.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	2,544.00
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	500.00
1000-1999: Certificated Personnel Salaries	D108 Data Days	0.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	4,550.00
3000-3999: Employee Benefits	D203 Belongingness Activities	1,011.92
4000-4999: Books And Supplies	D203 Belongingness Activities	4,561.08
5000-5999: Services And Other Operating Expenditures	D203 Belongingness Activities	6,959.00
4000-4999: Books And Supplies	D206 Makerspace	500.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	12,236.00
2000-2999: Classified Personnel Salaries	Prop 28 Arts	13,520.00
3000-3999: Employee Benefits	Prop 28 Arts	10,787.00
4000-4999: Books And Supplies	Prop 28 Arts	8,572.00
1000-1999: Certificated Personnel Salaries	Title I/SWP	97,831.92
2000-2999: Classified Personnel Salaries	Title I/SWP	50,568.00
3000-3999: Employee Benefits	Title I/SWP	42,422.65
4000-4999: Books And Supplies	Title I/SWP	3,233.21
5000-5999: Services And Other Operating Expenditures	Title I/SWP	4,375.00
5800: Professional/Consulting Services And Operating Expenditures	Title I/SWP	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,292.83
Goal 2	128,560.08
Goal 3	14,318.87

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
Diana Martinez	Parent or Community Member
Jennifer Diehl	Parent or Community Member
Debra Boetticher	Parent or Community Member
Robert Waggoner	Principal
Amanda Alfino	Classroom Teacher
Caterina Howard	Classroom Teacher
Jamie Brown	Parent or Community Member
Stacy Kohlbeck	Other School Staff
Skye Wojciechowski	Classroom Teacher
Jacob Cornell	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

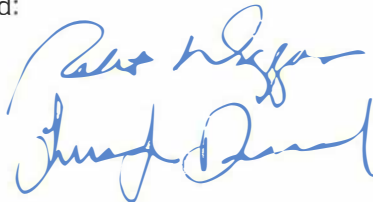
Committee or Advisory Group Name

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 12/11/2024.

Attested:



Principal, Robert Waggoner on 12/11/2024

SSC Chairperson, Jennifer Diehl on 12/11/2024