



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 10, 2025	

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 10, 2025 to review and approve the SPSA. The School Site Council will meet four to six times this year with dates to be determined by the members. The SPSA goals have been formulated with input from DCS Staff, 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 two areas - intervention teachers in first through fifth grade and after-school tutoring in grades three, four, and five. The use of certificated intervention teachers provides additional support for students as they progress through the grade levels in reading, writing and mathematics. 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 English language Arts and Mathematics, Hispanic 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 and Socioeconomically disadvantaged scored Orange which is one level below all students which is Yellow.

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 6.2% 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, 6.2% 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.31%	0.59%	0	1	2
African American	0%	0.62%	1.48%	0	2	5
Asian	3.97%	4.04%	4.45%	12	13	15
Filipino	3.31%	2.48%	1.19%	10	8	4
Hispanic/Latino	56.95%	61.80%	67.95%	172	199	229
Pacific Islander	0.66%	0.31%	0.30%	2	1	1
White	29.47%	22.98%	17.51%	89	74	59
Two or More Races	5.63%	7.45%	6.53%	17	24	22
Not Reported	0%	%	%	0		
Total Enrollment				302	322	337

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			47
Kindergarten	67	46	57
Grade 1	57	47	56
Grade 2	49	61	51
Grade3	43	32	46
Grade 4	48	42	31
Grade 5	38	49	49
Total Enrollment	302	322	337

Conclusions based on this data:

1. The total enrollment for 2024-25 school year increased by fifteen students. Kindergarten enrollment increased by eleven students.
2. Dos Caminos has the physical space to continue to increase to meet the enrollment interest in the Dual Language Immersion program.

3. Hispanic/Latino population increased by 30 students and the White population decreased by 15 students from 2023-24 to 2024-25.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	40	43	49	13.2%	13.4%	14.5%
Fluent English Proficient (FEP)	7	11	10	2.3%	3.4%	3.0%
Reclassified Fluent English Proficient (RFEP)	4			10%		

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41	36	46	39	33	46	39	33	46	95.1	91.7	100
Grade 4	47	45	32	47	43	31	47	43	31	100.0	95.6	96.9
Grade 5	40	48	51	40	48	49	40	48	49	100.0	100	96.1
All Grades	128	129	129	126	124	126	126	124	126	98.4	96.1	97.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2426.	2443.	2438.	25.64	39.39	30.43	17.95	18.18	23.91	33.33	15.15	28.26	23.08	27.27	17.39
Grade 4	2479.	2495.	2467.	27.66	32.56	25.81	17.02	25.58	19.35	31.91	20.93	19.35	23.40	20.93	35.48
Grade 5	2481.	2545.	2533.	15.00	37.50	34.69	32.50	25.00	32.65	7.50	22.92	18.37	45.00	14.58	14.29
All Grades	N/A	N/A	N/A	23.02	36.29	30.95	22.22	23.39	26.19	24.60	20.16	22.22	30.16	20.16	20.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.82	21.21	19.57	69.23	57.58	63.04	17.95	21.21	17.39
Grade 4	29.79	27.91	22.58	57.45	55.81	58.06	12.77	16.28	19.35
Grade 5	17.50	29.17	18.37	55.00	60.42	67.35	27.50	10.42	14.29
All Grades	20.63	26.61	19.84	60.32	58.06	63.49	19.05	15.32	16.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.64	27.27	17.39	53.85	51.52	65.22	20.51	21.21	17.39
Grade 4	12.77	27.91	22.58	68.09	46.51	51.61	19.15	25.58	25.81
Grade 5	10.00	39.58	26.53	57.50	54.17	63.27	32.50	6.25	10.20
All Grades	15.87	32.26	22.22	60.32	50.81	61.11	23.81	16.94	16.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.26	18.18	8.70	71.79	63.64	78.26	17.95	18.18	13.04
Grade 4	17.02	16.28	9.68	74.47	62.79	80.65	8.51	20.93	9.68
Grade 5	15.00	16.67	12.24	70.00	68.75	73.47	15.00	14.58	14.29
All Grades	14.29	16.94	10.32	72.22	65.32	76.98	13.49	17.74	12.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.38	15.15	13.04	71.79	66.67	65.22	12.82	18.18	21.74
Grade 4	23.40	18.60	16.13	63.83	67.44	67.74	12.77	13.95	16.13
Grade 5	7.50	29.17	22.45	75.00	58.33	65.31	17.50	12.50	12.24
All Grades	15.87	21.77	17.46	69.84	63.71	65.87	14.29	14.52	16.67

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding ELA standards decreased from 59.68% to 57.14%. 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 decreased by 1.34% above, at or near standard for a total of 83.33%. 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41	36	46	39	34	46	39	34	46	95.1	94.4	100
Grade 4	47	45	32	47	43	31	47	43	31	100.0	95.6	96.9
Grade 5	40	48	51	40	48	50	40	48	50	100.0	100	98
All Grades	128	129	129	126	125	127	126	125	127	98.4	96.9	98.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2427.	2445.	2436.	23.08	26.47	13.04	23.08	29.41	39.13	25.64	17.65	23.91	28.21	26.47	23.91
Grade 4	2489.	2469.	2466.	29.79	20.93	16.13	19.15	18.60	22.58	34.04	37.21	35.48	17.02	23.26	25.81
Grade 5	2492.	2513.	2489.	25.00	27.08	22.00	12.50	14.58	16.00	22.50	39.58	28.00	40.00	18.75	34.00
Grade 11															
All Grades	N/A	N/A	N/A	26.19	24.80	17.32	18.25	20.00	25.98	27.78	32.80	28.35	27.78	22.40	28.35

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.64	29.41	23.91	46.15	50.00	54.35	28.21	20.59	21.74
Grade 4	38.30	32.56	19.35	44.68	44.19	58.06	17.02	23.26	22.58
Grade 5	15.00	25.00	28.00	47.50	58.33	40.00	37.50	16.67	32.00
Grade 11									
All Grades	26.98	28.80	24.41	46.03	51.20	49.61	26.98	20.00	25.98

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.77	23.53	21.74	43.59	50.00	52.17	25.64	26.47	26.09
Grade 4	25.53	16.28	25.81	48.94	55.81	48.39	25.53	27.91	25.81
Grade 5	25.00	20.83	10.00	42.50	56.25	56.00	32.50	22.92	34.00
All Grades	26.98	20.00	18.11	45.24	54.40	52.76	27.78	25.60	29.13

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.38	32.35	15.22	64.10	44.12	67.39	20.51	23.53	17.39
Grade 4	19.15	16.28	12.90	68.09	53.49	61.29	12.77	30.23	25.81
Grade 5	15.00	18.75	18.00	62.50	60.42	48.00	22.50	20.83	34.00
All Grades	16.67	21.60	15.75	65.08	53.60	58.27	18.25	24.80	25.98

Conclusions based on this data:

- In mathematics, the percentage of students scoring Not Met increased by 5.95%.
- 5th grade concepts and procedures moved from 20% below standard in 2023-24 to 25.98% in 2024-25.
- 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/ela/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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1416.2	1404.0	1409.0	1416.8	1425.3	1424.3	1414.8	1354.0	1373.6	13	20	11
1	*	*	1426.2	*	*	1454.2	*	*	1397.7	6	9	13
2	*	*	*	*	*	*	*	*	*	8	9	10
3	*	*	*	*	*	*	*	*	*	*	5	6
4	*	*	*	*	*	*	*	*	*	4	4	*
5	*	*	*	*	*	*	*	*	*	7	*	*
All Grades										41	49	45

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	15.00	9.09	15.38	25.00	45.45	61.54	40.00	36.36	7.69	20.00	9.09	13	20	11
1	*	*	0.00	*	*	23.08	*	*	53.85	*	*	23.08	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.07	16.33	4.44	41.46	26.53	42.22	26.83	30.61	40.00	14.63	26.53	13.33	41	49	45

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	25.00	9.09	23.08	35.00	72.73	61.54	20.00	9.09	7.69	20.00	9.09	13	20	11
1	*	*	15.38	*	*	38.46	*	*	38.46	*	*	7.69	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.83	30.61	24.44	36.59	30.61	46.67	24.39	16.33	20.00	12.20	22.45	8.89	41	49	45

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	5.00	9.09	*	20.00	0.00	*	40.00	72.73	*	35.00	18.18	*	20	11
1	*	*	0.00	*	*	0.00	*	*	15.38	*	*	84.62	*	*	13
2	0.00	*	*	50.00	*	*	8.33	*	*	41.67	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.20	4.08	4.44	24.39	22.45	4.44	43.90	32.65	44.44	19.51	40.82	46.67	41	49	45

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	40.00	27.27	76.92	40.00	63.64	7.69	20.00	9.09	13	20	11
1	*	*	30.77	*	*	53.85	*	*	15.38	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.83	30.61	22.22	65.85	46.94	66.67	7.32	22.45	11.11	41	49	45

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	20.00	9.09	69.23	65.00	81.82	23.08	15.00	9.09	13	20	11
1	*	*	7.69	*	*	61.54	*	*	30.77	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.15	26.53	28.89	46.34	55.10	57.78	19.51	18.37	13.33	41	49	45

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	0.00	0.00	53.85	55.00	81.82	30.77	45.00	18.18	13	20	11
1	*	*	0.00	*	*	7.69	*	*	92.31	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.20	2.04	2.22	58.54	44.90	42.22	29.27	53.06	55.56	41	49	45

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	25.00	36.36	53.85	25.00	45.45	23.08	50.00	18.18	13	20	11
1	*	*	0.00	*	*	61.54	*	*	38.46	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.39	16.33	11.11	58.54	40.82	57.78	17.07	42.86	31.11	41	49	45

Conclusions based on this data:

1. 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.
2. The enrollment numbers for ELs decreased by four students to 45 in the 2024-2025 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 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
337	63.8%	14.5%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	14.5%
Foster Youth	0	0.0%
Homeless	6	1.8%
Socioeconomically Disadvantaged	215	63.8%
Students with Disabilities	72	21.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.5%
American Indian	2	0.6%
Asian	15	4.5%
Filipino	4	1.2%
Hispanic	229	68%
Two or More Races	22	6.5%
Pacific Islander	1	0.3%
White	59	17.5%

Conclusions based on this data:

- Analysis is based on the most current data available with the total number of students enrolled at Dos Caminos reflecting 337 students an increase of 15 students since last year.

2. Socioeconomically Disadvantaged student group increased 7% of total population to 63.8%.
3. The Hispanic population increased from 61.8% to 68% last year.

School and Student Performance Data

Overall Performance






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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Yellow		
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). 2025 reflects Green (ELA) and Yellow (Math) both decreased.
2. The 2023 Dashboard for suspensions was Blue and the 2024 Dashboard has decreased two levels to Yellow. 2025 dashboard indicator has improved to Green.

-
-
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 2023 Orange indicator moving to 2024 Yellow. 2025 reflects an improvement to Green.

School and Student Performance Data

Academic Performance English Language Arts

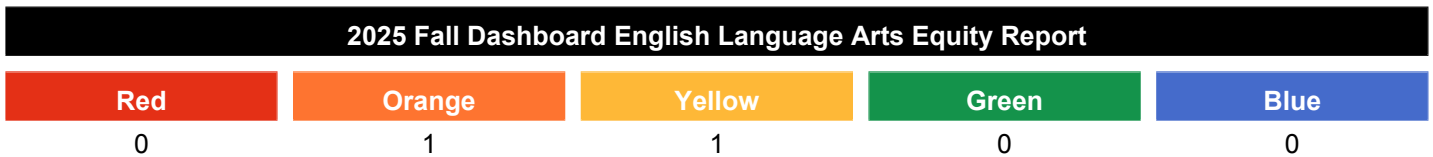
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>15.3 points above standard</p> <p>Declined 17.1 points</p> <p>122 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>8.4 points below standard</p> <p>Declined 20.4 points</p> <p>15 Students</p>	<p>Long-Term English Learners</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 - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>2.4 points below standard</p> <p>Declined 15.1 points</p> <p>81 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>50 points below standard</p> <p>Maintained -0.5 points</p> <p>24 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 - No Data for Privacy</p> <p>7 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>6.9 points below standard</p> <p>Declined 9.3 points</p> <p>73 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>84.8 points above standard</p> <p>Increased 7.5 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>15.1 points above standard</p> <p>Declined 39.1 points</p> <p>26 Students</p>

Conclusions based on this data:

1. In English Language Arts, Dos Caminos Dashboard indicator is Green with all student groups scoring 15.3 points above standard.
2. English Language Learner student group performed 8.4 points below standard.
3. Socioeconomically disadvantaged student group performed 2.4 points below standard.

School and Student Performance Data

Academic Performance Mathematics

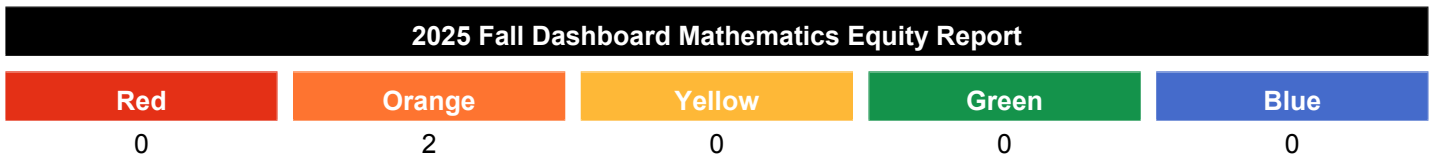
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>16.4 points below standard</p> <p>Declined 10.9 points</p> <p>122 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>15.3 points below standard</p> <p>Declined 16.2 points</p> <p>15 Students</p>	<p>Long-Term English Learners</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 - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>28.1 points below standard</p> <p>Declined 16.6 points</p> <p>81 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>110 points below standard</p> <p>Declined 51.4 points</p> <p>24 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 - No Data for Privacy</p> <p>7 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>46.3 points below standard</p> <p>Declined 14.1 points</p> <p>73 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>47.4 points above standard</p> <p>Increased 32 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>10.1 points above standard</p> <p>Declined 16 points</p> <p>26 Students</p>

Conclusions based on this data:

1. In Mathematics, Dos Caminos Dashboard indicator is Yellow with all student groups together scoring 16.4 points below standard.
2. English Language Learner student group performed 15.3 points below standard.
3. The socioeconomically disadvantaged student group performed 28.1 points below standard.

School and Student Performance Data

Academic Performance Science

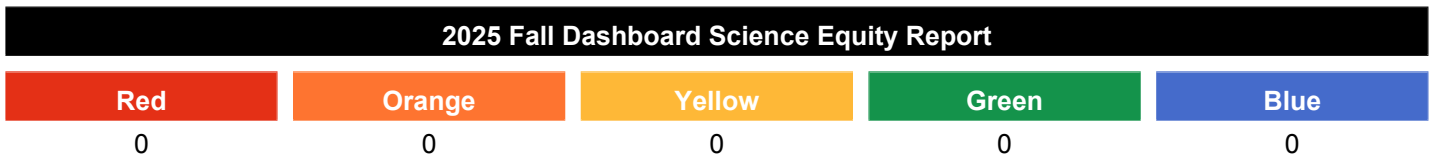
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>55 science points</p> <p>Declined 3.3 points</p> <p>47 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 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 - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>52.6 science points</p> <p>Maintained -1.8 points</p> <p>31 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>36.7 science points</p> <p>Declined 9.7 points</p> <p>13 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 - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>49.8 science points</p> <p>Maintained 0.8 points</p> <p>31 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>

Conclusions based on this data:

1. In Science, Dos Caminos Dashboard indicator is Green with all student groups together scoring 55 points.
2. Students with Disabilities student group performed 36.7 points.
3. The socioeconomically disadvantaged student group performed 52.6 points.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 33.3 making progress. Number Students: 33 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 36.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 30.3%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 33.3%

Conclusions based on this data:

- Though not numerically significant to receive a color on the CA Dashboard, the academic performance indicator demonstrates an increase of 6.4% making progress to 33.3%.
- The number of English Language Learners that maintained or progressed on English Language Progress Indicator (ELPI) level 1, 2L, 2H, 3L, or 3H was 63.6%.
- The number of English Language Learners that decreased at least one English Language Progress Indicator (ELPI) level was 36.4%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> <tr> <td style="text-align: center;">  Green </td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">10% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 10</td> </tr> <tr> <td style="text-align: center;">351 Students</td> </tr> </table>	All Students	 Green	10% Chronically Absent	Declined 10	351 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">13.5% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 4.4</td> </tr> <tr> <td style="text-align: center;">52 Students</td> </tr> </table>	English Learners	 Yellow	13.5% Chronically Absent	Declined 4.4	52 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">Long-Term English Learners</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">0 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	0 Students
All Students															
 Green															
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">0 Students</td> </tr> </table>	Foster Youth	 No Performance Color	0 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td style="text-align: center;">7 Students</td> </tr> </table>	Homeless	 No Performance Color	Fewer than 11 students - No Data for Privacy	7 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">14.1% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 8.3</td> </tr> <tr> <td style="text-align: center;">234 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Yellow	14.1% Chronically Absent	Declined 8.3	234 Students	
Foster Youth															
 No Performance Color															
0 Students															
Homeless															
 No Performance Color															
Fewer than 11 students - No Data for Privacy															
7 Students															
Socioeconomically Disadvantaged															
 Yellow															
14.1% Chronically Absent															
Declined 8.3															
234 Students															

<p>Students with Disabilities</p>  <p>Yellow</p> <p>17.1% Chronically Absent</p> <p>Declined 13.8</p> <p>82 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>6.7% Chronically Absent</p> <p>Declined 1</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>12.1% Chronically Absent</p> <p>Declined 13.5</p> <p>239 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>4.5% Chronically Absent</p> <p>Declined 4.2</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>6.3% Chronically Absent</p> <p>Declined 2.8</p> <p>64 Students</p>

Conclusions based on this data:

1. For Chronic Absenteeism, Dos Caminos Dashboard indicator is Green with all student groups complied together at 10% Chronically Absent.
2. The largest percentage student group of chronically absent students are Students with Disabilities at 17.1% 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 Yellow with 12.1% Chronically Absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

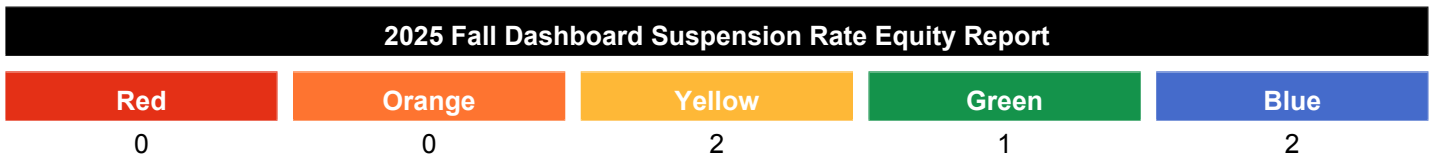
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.6% suspended at least one day</p> <p>Maintained 0%</p> <p>359 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>55 Students</p>	<p>Long-Term English Learners</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 - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained -0.1%</p> <p>238 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>82 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data 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>16 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>243 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>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.3%</p> <p>67 Students</p>

Conclusions based on this data:

1. For suspensions, Dos Caminos Dashboard indicator is Green with all student groups complied together as 0.6% suspended at least one day.
2. The students with disabilities student group reflected 1.2% suspended at least one day.
3. The socioeconomically disadvantaged student group reflected 0.8% 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 2024-2025 was 57.14%.	Improve the percent of students meeting and exceeding the standards.
CAASPP - Mathematics	Overall achievement for all students meeting or exceeding the standard for 2024-2025 was 43.3%.	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 for 2024-2025 was 83.33%.	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 for 2024-2025 was 74%.	CAASPP Mathematical Practices: Increase the percentage of students near or above grade level standard.
ELPAC	ELPAC Summative Assessment Mean Scale Score in the four domains: listening, speaking, reading, and writing for Kindergarten was 1409.0 and First grade was 1426.2. The other grade levels were not numerically significant to receive a 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 for 2024-2025 was 26% with 66% nearly met.	CAST: Increase the percentage of students meeting or exceeding standard.
IXL English Language Arts Benchmark 1	IXL English Language Arts Benchmark 1: Average score - 3rd Grade 49%, 4th Grade 53% and 5th Grade 62%	IXL English Language Arts and Mathematics Benchmark: Increase

	IXL Mathematics Benchmark 1: Average score - 3rd Grade 47%, 4th Grade 44%, and 5th Grade 52%	student performance as measured by average student percentage
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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	61380 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. 5810.64 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. 23306.10 Title I/SWP 1000-1999: Certificated Personnel Salaries (Centralized Support) Teacher on Special Assignment 5173.26 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	4475 Title I/SWP 5000-5999: Services And Other Operating Expenditures AVID membership and AVID weekly

			<p>5709.36 Title I/SWP 4000-4999: Books And Supplies Provide organizational materials (3-ring binder, folders, 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.</p>
1.3	Provide tutoring support for students in ELA, ELD and math through certificated hourly teachers.	School-wide and targeted student populations	<p>2703 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. 625 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.</p>
1.4	Provide professional development and (coaching support) for the enhancement of Data/Achievement Teams and Professional Learning Communities.	School-wide and targeted populations	<p>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.</p>

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 2024-2025 was 95.4%.	Increase the Average Daily Attendance rate for 2025-2026 school year.
Attendance - Chronic Absenteeism	The Chronic Absenteeism percentage for 2024-2025 was 10%.	Decrease the number of chronically absent students for the 2025-2026 school year.
California Healthy Kids Survey	School Connectedness, A6.7: 59% 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.
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 2025-2026.

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	Provide a positive environment for all students and decrease the chronically absent percentage of special education students.	All students and targeted populations of chronically absent Special Education	7989 D203 Belongingness Activities

		Students as targeted in Differentiated Assistance.	<p>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</p> <p>10,812.03 Title I/SWP 2000-2999: Classified Personnel Salaries (Centralized Support) Family Liaison 3904.22 Title I/SWP 3000-3999: Employee Benefits (Centralized Support) Family Liaison 18616.99 Title I/SWP 2000-2999: Classified Personnel Salaries (Centralized Support) School-Based Social Worker 4132.41 Title I/SWP 3000-3999: Employee Benefits (Centralized Support) School-Based Social Worker</p>
2.2	Provide increased connectedness activities and support to develop belonging for all students and address chronic absenteeism.	School-wide and targeted students.	<p>4550 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide stipends to teachers to facilitate enrichment opportunities to increase student connectedness (i.e. Student Leadership, Spelling Bee, Super Quiz, Rotary</p>

			Track Meet/Team, DCS STEAM Sessions, etc.). 1012 D203 Belongingness Activities 3000-3999: Employee Benefits Provide benefits to teachers to facilitate enrichment opportunities to increase student connectedness.
2.3	Provide Arts and Music in Schools	School-wide	12750 Prop 28 Arts 1000-1999: Certificated Personnel Salaries .2 FTE TK-5th Grade Music Teacher 5500 Prop 28 Arts 3000-3999: Employee Benefits .2 FTE TK-5th Grade Music Teacher 14000 Prop 28 Arts 2000-2999: Classified Personnel Salaries Visual, Media and Performing Arts Support Specialists, TK-5th Grade 4865 Prop 28 Arts 3000-3999: Employee Benefits Visual, Media, and Performing Arts Support Specialists, TK-5th Grade 8000 Prop 28 Arts 4000-4999: Books And Supplies Visual, Media, and Performing Arts Materials and Supplies
2.4	Provide increased connectedness activities in the MakerSpace to foster creativity an belonging.	School-wide	500 D206 Makerspace 4000-4999: Books And Supplies Provide materials to develop school-wide use of MakerSpace utilizing project-based learning, choice, and hands-on learning projects.
2.5	Provide school-sponsored trips to integrate the curriculum and expand experiential learning.	School-wide	9509 D203 Belongingness Activities 5000-5999: Services And Other Operating 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.
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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 promote meaningful collaboration through clear and ongoing communication with opportunities for input and feedback.

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 2-4 parents at each meeting in 2024-2025.	Increase the number of parents who attend our monthly ELAC meetings over the course of the 2025-2026 school year.
Comprehensive Needs / Parent Survey - DCS LCAP Survey	87.5% 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 welcomed to participate in my child's education."

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.	8944.11 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>1985.33 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>0</p> <p>Provide increased communication with families, translation, and support to teachers to assist student achievement.</p>

Annual Review and Update

SPSA Year Reviewed: 2024-25

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.	Overall achievement for all students meeting or exceeding the standard for 2024-2025 decreased 2.54%.
CAASPP - Mathematics	Improve the percent of students meeting and exceeding the standards.	Overall achievement for all students meeting or exceeding the standard for 2024-2025 decreased 1.5%.
CAASPP ELA Claim: Writing	CAASPP ELA Writing: Increase the percentage of students near or above grade level standard.	CAASPP ELA Writing: The percentage of students near or above grade level standard for 2024-2025 increased 0.27%
CAASPP Mathematics Claim: Concepts and Procedures	CAASPP Mathematical Practices: Increase the percentage of students near or above grade level standard.	CAASPP Mathematics Concepts and Procedures: The percentage of students near or above grade level standard for 2024-2025 decreased 6%.
ELPAC	Improve overall score in grade levels that have a numerically significant percentage of EL students.	ELPAC Summative Assessment Mean Scale Score in the four domains: listening, speaking, reading, and writing for Kindergarten increased 5.0 points.
California Science Test	CAST: Increase the percentage of students meeting or exceeding standard.	CAST: The percentage of students meeting or exceeding the standard for 2024-2025 decreased 11.5%.

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 during and after school with individual and small group instruction with the goal of increasing student achievement in English language arts, mathematics and	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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		English language development. 1000-1999: Certificated Personnel Salaries Title I/SWP 59,148.00	English language development. 1000-1999: Certificated Personnel Salaries Title I/SWP 59148.00
		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 5599.36	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 5599.36
		Instructional assistant to support literacy centers 2000-2999: Classified Personnel Salaries Title I/SWP 3416.13	Instructional assistant to support literacy centers 2000-2999: Classified Personnel Salaries Title I/SWP 0
		Instructional assistant to support literacy centers 3000-3999: Employee Benefits Title I/SWP 2228.30	Instructional assistant to support literacy centers 3000-3999: Employee Benefits Title I/SWP 0
		(Centralized Support) Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Title I/SWP 27429.60	(Centralized Support) Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Title I/SWP 20,358
		(Centralized Support) Teacher on Special Assignment 3000-3999: Employee Benefits Title I/SWP 12819.23	(Centralized Support) Teacher on Special Assignment 3000-3999: Employee Benefits Title I/SWP 9488.10
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 4375.00	AVID membership and AVID weekly 5000-5999: Services And Other Operating Expenditures Title I/SWP 4375.00
		(Centralized Support) AVID Professional Development 5800:	(Centralized Support) AVID Professional Development 5800:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Professional/Consulting Services And Operating Expenditures Title I/SWP 8000.00	Professional/Consulting Services And Operating Expenditures Title I/SWP 8000.00
		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 3233.21	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 3233.21
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 D102 Tutoring/Homework Support 2544	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 D102 Tutoring/Homework Support 1007
		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. 3000-3999: Employee Benefits D102 Tutoring/Homework Support 500	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. 3000-3999: Employee Benefits D102 Tutoring/Homework Support 224
Provide professional development and (coaching support) for the	Created a professional development and coaching support model	Incorporation of DCS Data Team meetings to facilitate Professional	Incorporation of DCS Data Team meetings to facilitate Professional

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
enhancement of Data/Achievement Teams and Professional Learning Communities.	for the enhancement of Data/Achievement Teams and Professional Learning Communities.	Learning Community reflection on a Guaranteed and Viable curriculum and increased student performance. 1000-1999: Certificated Personnel Salaries D108 Data Days 0	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 2024-2025 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 2024-2025 budgeted expenditures are reflected below. Evidence of this work is reflected in the program offered and California Dashboard performance.

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

Title I/SWP, 1000-1999: Classified Personnel Salaries and Title I/SWP, 3000-3999 Employee Benefits: Total expenditure 0 with \$3416.13 + 2228.30 benefits with a remaining balance of \$5644.43. The budget was allocated to hire an Instructional assistant to support literacy centers to provide intervention support. This position was unable to be filled and remained vacant.

D102 Tutoring/Homework Support: Certificated Personnel Salaries and 3000-3999 Employee Benefits: Total expenditure \$1007 and 276 benefits with a remaining balance of \$1813. 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 certificated employees to fill staffing needs for 2025-2026. This will allow for a more cohesive scheduling and intervention plan. The classified instructional aide position has not been included in the updated plan. 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: 2024-25

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Average Daily Attendance	Increase the Average Daily Attendance rate for 2024-2025 school year.	The Average Daily Attendance rate for 2024-2025 was 95.4% which reflected a 1.68% increase.
Attendance - Chronic Absenteeism	Decrease the number of chronically absent students for the 2024-2025 school year.	The Chronic Absenteeism percentage for 2024-2025 was 10% which reflected a 14.8% decrease.
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 on the California Healthy Kids Survey decreased 12% in students responding "Yes, all of the time" or "Yes, most of the time" to school connectedness questions.
Suspension Rates	Decrease the suspension rate percentage in 2024-2025.	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 provided a positive environment for all students and decreased 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, promotion, physical education, music, activities, attendance improvement, mentoring,	The plan included academic awards, student of the month incentives, promotions, physical education items, music supplies, activities, attendance improvement incentives, mentoring projects, classroom-based activities, and items to support performing arts. 4000-4999: Books And Supplies D203 Belongingness Activities 4161.77

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>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.</p> <p>Creation of four recognition opportunities for students that meet a 97% attendance rate</p> <p>4000-4999: Books And Supplies D203 Belongingness Activities 4561.08</p>	
		<p>(Centralized Support) Family Liaison 2000-2999: Classified Personnel Salaries Title I/SWP 29834.60</p>	<p>(Centralized Support) Family Liaison 2000-2999: Classified Personnel Salaries Title I/SWP 4,347.42</p>
		<p>(Centralized Support) Family Liaison 3000-3999: Employee Benefits Title I/SWP 14867.29</p>	<p>(Centralized Support) Family Liaison 3000-3999: Employee Benefits Title I/SWP 2363.97</p>
		<p>(Centralized Support) School-Based Social Worker 2000-2999: Classified Personnel Salaries Title I/SWP 17317.27</p>	<p>(Centralized Support) School-Based Social Worker 2000-2999: Classified Personnel Salaries Title I/SWP 17577.82</p>
		<p>(Centralized Support) School-Based Social Worker 3000-3999: Employee Benefits Title I/SWP 3843.92</p>	<p>(Centralized Support) School-Based Social Worker 3000-3999: Employee Benefits Title I/SWP 3901.74</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 to 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 D203</p>	<p>Provide stipends to 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 D203</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Belongingness Activities 4550	Belongingness Activities 4300
Provide Arts and Music in Schools	Increased access to music, artistic expression and performances develop belonging for all students.	Provide benefits to teachers to facilitate enrichment opportunities to increase student connectedness. 3000- 3999: Employee Benefits D203 Belongingness Activities 1011.92	Provide benefits to teachers to facilitate enrichment opportunities to increase student connectedness. 3000- 3999: Employee Benefits D203 Belongingness Activities 881.89
		.2 FTE Preschool-5th Grade Music Teacher 1000-1999: Certificated Personnel Salaries Prop 28 Arts 12236	.2 FTE Preschool-5th Grade Music Teacher 1000-1999: Certificated Personnel Salaries Prop 28 Arts 8631.24
		.2 FTE Preschool-5th Grade Music Teacher 3000-3999: Employee Benefits Prop 28 Arts 5215	.2 FTE Preschool-5th Grade Music Teacher 3000-3999: Employee Benefits Prop 28 Arts 2458.76
		Visual, Media and Performing Arts Support Specialists, Preschool- 5th Grade 2000-2999: Classified Personnel Salaries Prop 28 Arts 13520	Visual, Media and Performing Arts Support Specialists, Preschool- 5th Grade 2000-2999: Classified Personnel Salaries Prop 28 Arts 17647.42
		Visual, Media, and Performing Arts Support Specialists, Preschool- 5th Grade 3000-3999: Employee Benefits Prop 28 Arts 5572	Visual, Media, and Performing Arts Support Specialists, Preschool- 5th Grade 3000-3999: Employee Benefits Prop 28 Arts 4927.58
		Visual, Media, and Performing Arts Materials and Supplies 4000-4999: Books And Supplies Prop 28 Arts 8572	Visual, Media, and Performing Arts Materials and Supplies 4000-4999: Books And Supplies Prop 28 Arts 2737.99
Provide increased connectedness activities in the MakerSpace to foster creativity an belonging.	Increased connectedness activities in the MakerSpace to foster creativity an belonging.	Provide materials to develop school-wide use of MakerSpace utilizing project-based learning, choice, and hands-on learning projects. 4000- 4999: Books And	Provide materials to develop school-wide use of MakerSpace utilizing project-based learning, choice, and hands-on learning projects. 4000- 4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies D206 Makerspace 500	Supplies D206 Makerspace 493.17
Provide school-sponsored trips to integrate the curriculum and expand experiential learning.	Increased access to school Sponsored Trips and experiential learning to foster belonging and engagement.	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 D203 Belongingness Activities 6959	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 D203 Belongingness Activities 5318.25

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 2024-2025 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 2025-2026, we will utilize student data on connectedness, and metrics in monitoring social behavior, academic behavior, and attendance. Additionally, this marks the second year of full implementation of our Arts and Music in Schools grant. This grant will fund biweekly 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 2024-2025 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 \$10,123, Expenditure of materials, stipends, and benefits = \$9343.66. Total balance of \$779.34 in connectedness budget. Steps have been made in 2024-2025 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 \$6959 and actual costs were \$5318.25. Remaining balance of \$1640.75.

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.

A continued effort that can be found in the 2025-2026 School Plan for Student Achievement is to increase staff-facilitated programs or activities to increase student connectedness, and positive feelings toward school and decrease chronic absenteeism rates. A continued addition is the support of a Social Worker to assist students and families in need and assist in addressing chronic absenteeism.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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 2024-2025 school year.	DCS PTA had approximately 40 Members in 2024-2025.
ELAC Participation	Increase the number of parents who attend our monthly ELAC meetings over the course of the 2024-2025 school year.	Monthly ELAC meetings averaged approximately 2-4 parents at each meeting in 2024-2025.
Comprehensive Needs / Parent Survey - DCS LCAP Survey	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."	87.5% 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.	(Centralized Service) Parent Engagement Coordinator - Provide parent workshops that create opportunities for family involvement aimed at increased student achievement and engagement. 1000-1999: Certificated Personnel Salaries Title I/SWP 11254.32	(Centralized Service) Parent Engagement Coordinator - Provide parent workshops that create opportunities for family involvement aimed at increased student achievement and engagement. 1000-1999: Certificated Personnel Salaries Title I/SWP 11371.84
		(Centralized Service) Parent Engagement Coordinator - Provide parent workshops that create opportunities for family involvement aimed at increased student achievement and engagement. 3000-3999: Employee	(Centralized Service) Parent Engagement Coordinator - Provide parent workshops that create opportunities for family involvement aimed at increased student achievement and engagement. 3000-3999: Employee

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits Title I/SWP 3064.55	Benefits Title I/SWP 3099.03
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 101, enhance marquee messages, and send a weekly email to all Blackboard recipients.) 0 (Provide increased communication with families, translation, and support to teachers to assist student achievement.) 0	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.) 0 (Provide increased communication with families, translation, and support to teachers to assist student achievement.) 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 2024-2025 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 87.5% 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.

(Centralized Service) Parent Engagement Coordinator - Provide parent workshops that create opportunities for family involvement aimed at increased student achievement and engagement - Total budget \$14,318.87. The actual expense was \$14,470.87 exceeding the budget by \$152. Steps have been made account for the discrepancy in the allocation this year.

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 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 continue to 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	\$226,252.45
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	\$3,328.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$23,060.00
D206 Makerspace	\$500.00
Prop 28 Arts	\$45,115.00
Title I/SWP	\$154,249.45

Subtotal of state or local funds included for this school: \$226,252.45

Total of federal, state, and/or local funds for this school: \$226,252.45

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	154249.45	0.00
D102 Tutoring/Homework Support	3328	0.00
D203 Belongingness Activities	23060	0.00
Prop 28 Arts	45,115.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
D102 Tutoring/Homework Support	3,328.00
D108 Data Days	0.00
D203 Belongingness Activities	23,060.00
D206 Makerspace	500.00
Prop 28 Arts	45,115.00
Title I/SWP	154,249.45

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	113,633.21
2000-2999: Classified Personnel Salaries	43,429.02
3000-3999: Employee Benefits	33,007.86
4000-4999: Books And Supplies	22,198.36
5000-5999: Services And Other Operating Expenditures	13,984.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	2,703.00

3000-3999: Employee Benefits	D102 Tutoring/Homework Support	625.00
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	1,012.00
4000-4999: Books And Supplies	D203 Belongingness Activities	7,989.00
5000-5999: Services And Other Operating Expenditures	D203 Belongingness Activities	9,509.00
4000-4999: Books And Supplies	D206 Makerspace	500.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	12,750.00
2000-2999: Classified Personnel Salaries	Prop 28 Arts	14,000.00
3000-3999: Employee Benefits	Prop 28 Arts	10,365.00
4000-4999: Books And Supplies	Prop 28 Arts	8,000.00
1000-1999: Certificated Personnel Salaries	Title I/SWP	93,630.21
2000-2999: Classified Personnel Salaries	Title I/SWP	29,429.02
3000-3999: Employee Benefits	Title I/SWP	21,005.86
4000-4999: Books And Supplies	Title I/SWP	5,709.36
5000-5999: Services And Other Operating Expenditures	Title I/SWP	4,475.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,182.36
Goal 2	106,140.65
Goal 3	10,929.44

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
AJ Ahern	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 12/10/2025.

Attested:



Principal, Robert Waggoner on 12/10/2025

SSC Chairperson, Debra Boetticher on 12/10/2025

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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