School Year: **2026-27**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Cameron Ranch Elementary School | 34-67447-6034383 | May 19, 2026 | June 23, 2026 |

## Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

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

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

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

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

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

# Table of Contents

# Comprehensive Needs Assessment Components

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

## Data Analysis

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

## Root Cause Analysis

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

## Resource Inequities

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

# Input from Educational Partners

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

### Involvement Process for the SPSA and Annual Review and Update

The development of the School Plan began in the fall of the 2025–2026 school year. The Site Leadership Team (SLT), School Site Council (SSC), school staff, and the English Learner Advisory Committee (ELAC) worked together to review the current SPSA and reflect on what has been working well and where we still need to grow. Across all groups, there was a shared understanding that we should continue strong site practices while building more consistency around grade-level essential standards and effective teaching strategies. Strengthening social-emotional supports, expanding academic intervention and enrichment, and continuing to build strong family connections were clear priorities.

The School Site Council met five times during the year to review student data, budgets, and survey feedback. Council members consistently supported maintaining funding for intervention teachers and an 8-hour School Community Intervention Assistant to help students with self-regulation and social-emotional needs. There were also ongoing conversations about improving attendance and reducing chronic absenteeism, along with the importance of structured intervention cycles to better support students academically.

One major area of focus this year was writing instruction. After piloting the Simplify Writing program in 2024–2025 and seeing positive results, the school moved forward with full implementation across all grade levels to build stronger alignment. At the same time, SSC members were mindful of upcoming budget constraints and expressed interest in preserving meaningful experiences for students, such as field trips, if funding allows. They also emphasized the importance of expanding volunteer opportunities to keep families connected and involved on campus.

Families shared that they continue to be concerned about students' social-emotional needs and want to better understand how to support both low-income and English Learner students at home. Data discussions also highlighted the need to focus on students who are close to meeting standards and provide the right supports to help them reach proficiency. Both SSC and ELAC members recognized the school's efforts in responding to the growing number of English Learners and appreciated the regular updates and opportunities to give input. There was also a lot of positive feedback about the free enrichment opportunities offered before and after school, including art, music, dance, ceramics, and sports. Families were especially encouraged by the growth in English Language Arts, with the school moving from Red to Yellow on the 2025 Dashboard.

ELAC met four times during the school year and focused on reviewing English Learner data, program supports, and budget decisions. Families were very positive about the increase in ELD staffing, growing from one to two full-time teachers, as well as the continued support from a full-time bilingual instructional assistant. As the number of newcomer and refugee students has increased, families asked thoughtful questions about how ELD instruction works and what support is available at home. Teachers provided clarity around designated and integrated ELD, along with resources like Lexia English and i-Ready. ELAC meetings also included practical literacy strategies for families and information about community resources. Based on this input, the school plans to continue investing in EL Achieve and additional materials to better support multilingual learners.

The Site Leadership Team met weekly to review data, plan professional development, and bring together input from all educational partner groups. Through these conversations, the team identified a continued need to focus on attendance, targeted academic support, and campus safety. They also worked to strengthen alignment in both math and literacy, while making sure English Learners are supported across all classrooms. In addition, SLT supported updates to PBIS practices and worked to better connect Tier 2 supports through the COST process. The team has played an active role in guiding both the math pacing work and the writing rollout, while also keeping staff involved through surveys and ongoing collaboration.

In spring 2025, the school received Equity Multiplier funds to better support student groups identified on the California Dashboard. Input was gathered from staff, families, students, SSC, and ELAC through surveys, listening sessions, and discussions. Common themes included the need for more academic intervention, tutoring opportunities, classroom materials, time for teacher collaboration, and access to field trips. There was also strong interest in expanding multilingual resources, including books and at-home supports, and continuing professional learning in strategies that support English Learners. Based on this feedback, the plan includes funding an 80% intervention teacher focused on math and continuing support for a School Community Intervention Assistant.

Overall, the 2025 Dashboard shows that Cameron Ranch Elementary is moving in a positive direction. The school saw growth in English Language Arts, moving from Red to Yellow, and progress in Math within the Orange range. While there is still work to do, these improvements show that current strategies are making a difference and should continue.

Staff also played an important role in shaping the plan through surveys, meetings, and discussions. They highlighted the need to continue funding for intervention, increase supervision during less structured times, and provide additional support for attendance outreach. Staff also emphasized the importance of keeping both academic tutoring and enrichment opportunities in place to support the whole child.

Family engagement remained a strong focus throughout the year. Monthly “Families First Friday” events gave families the chance to spend time on campus, visit classrooms, and learn simple strategies to support their children at home. These gatherings also provided space to share school updates, highlight programs, and connect families with community resources. Feedback from families has been very positive, with many sharing that these events help them feel more connected and confident in supporting their child’s learning.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| **American Indian** | 0.25% | 0.25% | 0.52% | 1 | 1 | 2 |
| **African American** | 10.83% | 8.13% | 9.30% | 43 | 33 | 36 |
| **Asian** | 11.84% | 15.52% | 19.38% | 47 | 63 | 75 |
| **Filipino** | 0.76% | 0.99% | 0.26% | 3 | 4 | 1 |
| **Hispanic/Latino** | 32.24% | 31.03% | 30.23% | 128 | 126 | 117 |
| **Pacific Islander** | 1.26% | 1.23% | 1.81% | 5 | 5 | 7 |
| **White** | 32.49% | 33.00% | 28.42% | 129 | 134 | 110 |
| **Multiple/No Response** | 10.33% | 9.85% | 10.08% | 41 | 40 | 39 |
| | | | **Total Enrollment** | 397 | 406 | 387 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| **Transitional Kindergarten** | | 19 | 17 |
| **Kindergarten** | 57 | | 57 |
| **Grade 1** | 67 | | 53 |
| **Grade 2** | 67 | | 60 |
| **Grade3** | 57 | | 71 |
| **Grade 4** | 74 | | 67 |
| **Grade 5** | 61 | | 62 |
| **Total Enrollment** | 397 | | 387 |

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **23-24** | **24-25** | **25-26** | **23-24** | **24-25** | **25-26** |
| **English Learners** | 120 | 141 | 158 | 27.8% | 30.2% | 40.8% |
| **Fluent English Proficient (FEP)** | 13 | 17 | 18 | 3.5% | 3.3% | 4.7% |
| **Reclassified Fluent English Proficient (RFEP)** | 5 | | | | 2.86% | |

# 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** |
| **406** | **80.8%** | **34.7%** | **0.2%** |
| Total Number of Students enrolled in Cameron Ranch Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 141 | 34.7% |
| **Foster Youth** | 1 | 0.2% |
| **Homeless** | 28 | 6.9% |
| **Socioeconomically Disadvantaged** | 328 | 80.8% |
| **Students with Disabilities** | 66 | 16.3% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 33 | 8.1% |
| **American Indian** | 1 | 0.2% |
| **Asian** | 63 | 15.5% |
| **Filipino** | 4 | 1% |
| **Hispanic** | 126 | 31% |
| **Two or More Races** | 40 | 9.9% |
| **Pacific Islander** | 5 | 1.2% |
| **White** | 134 | 33% |

# School and Student Performance Data

## Overall Performance

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.

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Orange | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Orange | | |
| **English Learner Progress**<br>Orange | | |

# School and Student Performance Data

## Academic Performance
## English Language Arts

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.

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 3 | 2 | 0 | 0 |

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

**2025 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Yellow | Orange | |
| 64.6 points below standard | 98.3 points below standard | |
| Increased 9.1 points | Increased 9.6 points | |
| 178 Students | 73 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| 0 Students | 65.6 points below standard | 66 points below standard |
| | Increased 11.1 points | Increased 15.4 points |
| | 15 Students | 151 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Orange<br>92.2 points below standard<br>Increased 3.2 points<br>38 Students | No Performance Color<br>31 points below standard<br>Increased 35.8 points<br>21 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color<br>75 points below standard<br>Increased 9.7 points<br>25 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | Yellow<br>48.8 points below standard<br>Increased 9.3 points<br>55 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color<br>41.1 points below standard<br>Declined 33.8 points<br>13 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | Orange<br>88.4 points below standard<br>Increased 15.9 points<br>59 Students |

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

Overall, 178 students are below standard in English Language Arts performance which was similar to the previous year. Aggregated data scores demonstrate accelerated growth school-wide, with exceptional performance gains among African American and Asian students.
The lowest performing student groups were English Learners, Socioeconomically Disadvantaged, and White students, falling into the orange indicator on the California Dashboard
English learners (sample size = 73) scored 98.3 points below standard, which was an increase of 9.6 points from the previous year.
Students with Disabilities (sample size = 38) scored 92.2 points below standard which, was an increase of 3.2 points from the previous year.
White students (sample size = 59) scored 88.4 points below standard which, was an increase of 15.9 points from the previous year.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The downward trend for ELD students was largely attributed to a critical shortage of specialized staff to provide consistent Designated English Language Development (ELD) instruction. However, with the strategic addition of a second ELD teacher during the 25/26 school year, the school has increased its capacity for targeted intervention, which is expected to provide the necessary scaffolding to reverse this trend and significantly narrow the achievement gap in the coming assessment cycle.

The decline for Students with Disabilities (SWD) was primarily driven by a sharp increase in extreme behavioral incidents and a site-wide mobility rate exceeding 20%, both of which disrupted the consistency of the learning environment. These issues were compounded by high rates of chronic absenteeism, as missed instructional time directly hindered progress toward grade-level standards. Similarly, students experiencing homelessness faced significant barriers due to frequent relocation and unreliable transportation. For these families, the struggle to meet basic survival needs often made consistent attendance impossible, rendering standard academic interventions less effective during periods of housing crisis.

For the White Student group, the drop was largely attributed to an overlap with our socioeconomically disadvantaged population, where high non-stability and chronic absenteeism have created gaps in instructional consistency. For many of these students, these external factors have hindered their ability to maintain the year-over-year growth necessary to reach grade-level proficiency.

- Although a decrease of 2.9% is a positive trend, students are still chronically tardy and show inconsistent attendance, disrupting instructional continuity and skill-building.
- Student mobility rates due to housing instability and family circumstances created gaps in instruction and relationship-building with teachers.
- Increase of extreme behaviors with limited staff to address diverted instructional time and teacher capacity away from core ELA instruction.
- Limited at-home resources constrained students' ability to practice skills, access materials, and receive family support for learning.
- Limited staff release time for data analysis and collaboration reduced opportunities to examine student work, identify patterns, and adjust instruction collectively

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

- Continue to design, expand and implement common agreements per grade level on curriculum for pacing and alignment.
- Provide resources to families to support learning at home, including support for parents to learn how to use resources and supplemental materials
- Investment in EL curriculum (including GLAD) with accompanying resources and professional development
- Continue to provide family engagement opportunities for home-school connection
- Continue to fund academic enrichment field trips
- Increase site-based academic tutoring (before/after school)
- Fund additional intervention teachers for targeted academic support
- Continue partnership with American River College college interns, including professional learning on implementation strategies
- Align site-wide schedule to maximize instructional blocks

# School and Student Performance Data

## Academic Performance
## Mathematics

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.

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Mathematics Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 1 | 2 | 2 | 0 | 0 |

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

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Orange | Yellow | |
| 77.5 points below standard | 92.8 points below standard | |
| Maintained 1.1 points | Increased 4.2 points | |
| 188 Students | 82 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| 0 Students | 72.1 points below standard | 78.5 points below standard |
| | Increased 26.9 points | Increased 3.8 points |
| | 16 Students | 161 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Red | No Performance Color | No Performance Color |
| 113.8 points below standard | 63 points below standard | Fewer than 11 students - No Data for Privacy |
| Declined 6.7 points | Increased 11.5 points | 1 Student |
| 39 Students | 21 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| 87.3 points below standard | Fewer than 11 students - No Data for Privacy | 72.8 points below standard |
| Increased 12 points | 1 Student | Maintained -2 points |
| 28 Students | | 55 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| 48.4 points below standard | Fewer than 11 students - No Data for Privacy | 85.6 points below standard |
| Increased 14.8 points | 3 Students | Declined 5.8 points |
| 14 Students | | 65 Students |

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

Overall, 188 students are below standard in Mathematics performance which was similar to the previous year. Aggregated data scores demonstrate accelerated growth school-wide.
The lowest performing student groups were Students with Disabilities, falling into the red indicator on the California Dashboard and Hispanic and White students, falling into the orange indicator on the California Dashboard.
Students with Disabilities (sample size = 39) scored 113.8 points below standard which, was a decline of 6.7 points from the previous year.
Hispanic students (sample size = 55) scored 72.8 points below standard, maintaining results from previous year
White students (sample size = 65) scored 85.6 points below standard which, was a decline of 5.8 points from the previous year.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The Hispanic student group remained steady, showing effectively no change from the previous year. While this stability is a positive contrast to the declines seen in other demographics, it also suggests that current Tier 1 interventions are sufficient to prevent learning loss but are not yet targeted enough to accelerate these students toward proficiency. With the newly adopted district math curriculum to roll out in the 2026/2027 school year, student skill deficiencies should be more effectively mitigated through a more structured and consistent approach to core instruction site-wide.

The decline for Students with Disabilities (SWD) was primarily driven by a site increase in extreme behavioral incidents and a site-wide mobility rate exceeding 20%, both of which disrupted the consistency of the learning environment. These issues were compounded by high rates of chronic absenteeism, as missed instructional time directly hindered progress toward grade-level standards. Similarly, students experiencing homelessness faced significant barriers due to frequent relocation and unreliable transportation. For these families, the struggle to meet basic survival needs often made consistent attendance impossible, rendering standard academic interventions less effective during periods of housing crisis.

For the White Student group, the drop was largely attributed to an overlap with our socioeconomically disadvantaged population, where high non-stability and chronic absenteeism have created gaps in instructional consistency. For many of these students, these external factors have hindered their ability to maintain the year-over-year growth necessary to reach grade-level proficiency.

- Although a decrease of 2.9% is a positive trend, students are still chronically tardy and show inconsistent attendance, disrupting instructional continuity and skill-building.
- Absence of a comprehensive, research-based mathematics curriculum limited instructional consistency, scope and sequence alignment across grade levels, and access to evidence-based practices essential for supporting students with disabilities and other struggling learners.
- Student mobility rates due to housing instability and family circumstances created gaps in instruction and relationship-building with teachers.
- Increase of extreme behaviors with limited staff to address diverted instructional time and teacher capacity away from core ELA instruction.
- Limited at-home resources constrained students' ability to practice skills, access materials, and receive family support for learning.
- Limited staff release time for data analysis and collaboration reduced opportunities to examine student work, identify patterns, and adjust instruction collectively

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

- Fund and train additional recreation aides to support supervision and SEL development
- Continue to design, expand and implement common agreements per grade level on curriculum for pacing and alignment.
- Provide resources to families to support learning at home, including support for parents to learn how to use resources and supplemental materials
- Investment in EL curriculum (including GLAD) with accompanying resources and professional development
- Continue to provide family engagement opportunities for home-school connection
- Continue to fund academic enrichment field trips
- Increase site-based academic tutoring (before/after school)
- Fund additional intervention teachers for targeted academic support.
- Continue partnership with American River College college interns, including professional learning on implementation strategies
- Continue to prioritize the alignment of teacher preparation periods to provide planning time for staff.
- Continue to maximize support staff to target

# School and Student Performance Data

## Academic Performance
## Science

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.

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Science Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 0 |

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**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Green | No Performance Color | No Performance Color |
| 49.2 science points | 38 science points | 0 Students |
| Increased 4.7 points | Increased 3 points | |
| 72 Students | 27 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Green |
| 0 Students | Fewer than 11 students - No Data for Privacy | 48.3 science points |
| | 5 Students | Increased 7 points |
| | | 61 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| No Performance Color<br>36.5 science points<br>Declined 4.5 points<br>17 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students | No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color<br>45.2 science points<br>11 Students | No Performance Color<br>0 Students | No Performance Color<br>52.6 science points<br>Maintained 1.5 points<br>22 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | No Performance Color<br>41.2 science points<br>Increased 3 points<br>24 Students |

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

Grade 5 students demonstrated strong performance on the California Science Test (CAST), achieving green status on the California Dashboard with no identified low-performing student groups.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

- Well-implemented, inquiry-based curriculum committed to covering content with the use of year-long open-ended analysis, building to testing success
- Strategic language support by pre-teaching key vocabulary with visuals, including GLAD strategies, to provide processing time in support of comprehension, scientific concepts and academic language.
- Teacher commitment to NGSS standards instruction with aligned, strong pedagogical practices implemented consistently across all classrooms.
- Sufficient science materials, manipulatives, labs, technology, and academic support systems ensuring all student groups receive necessary scaffolding and inclusive practices.
- Inquiry-based instruction for multilingual learners by prioritize hands-on labs, demonstrations, with visual models and diagrams to make scientific concepts concrete and accessible beyond language.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

- Continue to prioritize the alignment of teacher preparation periods to provide planning time for grade level teams to coordinate curriculum span.

- Strengthen school-wide effort to prioritize measurement and data standards in math, including graphs and interpretation of data.

# 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 | Long-Term English Learner Progress |
|---|---|
| Orange | No Performance Color |
| 38.9 making progress. | making progress. |
| Number Students: 108 Students | 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 | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|---|---|---|---|
| 7.1% | 53.1% | 0% | 39.8% |

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

English Language Learners moved from "Red" on the California Dashboard to "Orange". Within this metric (sample size 108 students), 7 students decreased one ELPI Level, 57 students maintained ELPI Levels 1, 2L, 2H, 3L, or 3H, and 43 students progressed at least one ELPI Level. This represents meaningful progress for our Multilingual population, with 40% of students advancing at least one proficiency level and 53% maintaining or progressing in their English language development. This upward movement on the California Dashboard reflects the effectiveness of our targeted ML support initiatives.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our school has experienced an increase in newcomer and Level 1 English Learners over the past two years. To meet this growing need, we have implemented the following comprehensive support systems:

- Funded Designated ELD resources
- Funded GLAD materials and supplies for staff
- Provided site-based GLAD workshops and collaboration time
- Invested in Integrated ELD materials and supplies

- Prioritized Integrated ELD learning throughout the day
- Aligned ELD schedule with school-wide schedule to maximize learning blocks
- Provided Inclusive ELAC meetings throughout the year
- Prioritized translatable communication from the school site
- Funded and expanded bilingual book collection in school library
- Aligned newly hired bilingual instructional assistant school to optimized student support in grade TK-5 throughout the day

These coordinated, strategic investments ensure that our newcomer and beginning English Learners receive consistent, high-quality language development support across all instructional settings while strengthening family engagement and equitable access to school information.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Continue to strengthen site-wide initiatives to build consistency for Multilingual Learners. It is worth noting that a second full-time ELD teacher was added to our campus for the 25/26 school year to support the increase of English Learners.

- Continue to prioritized and guide staff on GLAD strategies
- Continue BIA support
- Provide supplemental resources and materials for newcomers
- Continue opportunities for family engagement
- Continue to provide attendance outreach and support
- Provide strategies, materials and supplies to support classroom designated and integrated ML instruction
- Expand the ELAC meeting structure to increase parent participation
- Utilize ML community resource support staff for translation services, community outreach and student engagement opportunities.
- Collaborate with site-based counselor to support ML needs

# School and Student Performance Data

## Academic Performance
## College/Career Report

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.

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

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

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

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

# 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.

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Chronic Absenteeism Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Orange | Yellow | |
| 25.8% Chronically Absent | 20.1% Chronically Absent | |
| Declined 2.9 | Declined 3.6 | |
| 458 Students | 179 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | Red | Yellow |
| Fewer than 11 students - No Data for Privacy | 58.1% Chronically Absent | 25.8% Chronically Absent |
| | Increased 8.1 | Declined 5.3 |
| 1 Student | 43 Students | 388 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Orange<br>31.8% Chronically Absent<br>Declined 2.6<br>85 Students | Orange<br>31.6% Chronically Absent<br>Declined 11<br>38 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |

| Asian | Filipino | Hispanic |
|---|---|---|
| Yellow<br>15.1% Chronically Absent<br>Declined 8.1<br>86 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | Red<br>37.9% Chronically Absent<br>Increased 7.1<br>132 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| Orange<br>28.6% Chronically Absent<br>Declined 6.7<br>42 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | Yellow<br>19.3% Chronically Absent<br>Declined 3.3<br>150 Students |

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

Overall, Chronic Absenteeism improved, showing a 2.9% decline, moving from "Red" to "Orange" on the California Dashboard. Of the student population, 25.8% of students were chronically absent. Within this metric, the following groups fell into "Red" on the California Dashboard: Homeless and Hispanic.
58.1% of Homeless students were chronically absent with an increase of 8.1 from the previous year.
37.9% of Hispanic students were chronically absent with an increase of 7.1 from the previous year.

Several student groups demonstrated measurable improvement in chronic absenteeism over the past year, reflecting the positive impact of our implemented site actions.
20.1% of English Learners were chronically absent which, represents a decrease of 3.6 from the previous year.
19.3% of White students were chronically absent which, represents a decrease of 3.3 from the previous year.
15.1% of our Asian students were chronically absent which, represents a decrease of 8.1 from the previous year.
31.6% of African American students were chronically absent which, represents a decrease of 11 from the previous year.
28.6% of students identified as Two or More Races were chronically absent which, represents a decrease of 6.1 from the previous year.
25.8% of students identified as Socioeconomically Disadvantaged were chronically absent, which represents a decrease of 5.3 from the previous year.
31.8% of Students With Disabilities were chronically absent, which represents a decrease of 2.6 from the previous year.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Chronic absenteeism is often influenced by multiple interconnected factors, including student health, family circumstances, language barriers, and academic struggles, all of which directly impact student outcomes and Dashboard performance.

While the school site maintained robust attendance monitoring and bilingual outreach, a significant barrier for Hispanic families was the "Climate of Fear" resulting from heightened local immigration enforcement. Qualitative feedback indicates that families in mixed-status households engaged in protective withdrawal, prioritizing household security over physical attendance. Despite the school’s "Safe Haven" status, the perceived risk of encountering enforcement during transit to school or in the surrounding neighborhood acted as a primary deterrent to consistent attendance. Conversely, the increase in chronic absenteeism among students experiencing homelessness was driven by logistical instability and geographic displacement. These families faced significant hurdles related to frequent relocation, unreliable transit, and the prioritization of immediate survival needs (food/shelter) over consistent school attendance. The site’s standard interventions were often secondary to the crisis-management needs of families navigating extreme housing insecurity.

The decrease in student chronic absenteeism can be attributed to comprehensive site actions, including:

- Student recognition incentives
- Site-based attendance conferences with families
- Student attendance goal setting and incentive programs implemented across classrooms and the front office to reinforce positive attendance behaviors
- Early intervention and outreach to chronically absent students
- Increased communication with families regarding attendance expectations and support resources
- Collaboration with community partners to address barriers (transportation, food insecurity, mental health services)
- Connection of families to district and community support services
- Positive relationship-building between staff and families

The increase in student chronic absenteeism for particular student groups can be attributed to comprehensive barriers, including:

- Families facing socioeconomic challenges
- Limited support from district attendance improvement community social worker
- Lack of student engagement resulting from food insecurity and unstable home environments
- Rise in students experiencing mental health and behavioral needs
- Insufficient transportation resources and options
- Limited access to mental health and counseling services
- Lack of awareness among families regarding the impact of chronic absenteeism on student achievement
- Unmet medical needs affecting student wellness
- Significant hurdles related to frequent relocation
- External 'Climate of Fear'
- Language barriers preventing effective family-school communication regarding attendance concerns

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

- Continue to increase attendance conferences with families at site level for early intervention and outreach
- Home visits as needed
- Continue to provide family engagement opportunities
- Continue student attendance goal setting and incentives
- Continue to fund Campus Safety Monitor position
- Strengthen attendance outreach and support for families with the use of community resource support staff
- Continue student attendance charts
- Expand parent knowledge of school attendance policy
- Collaborate with site-based counselor to support resources for families

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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.

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

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

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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.

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Suspension Rate Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 5 | 1 | 0 | 3 |

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

**2025 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Orange | Blue | |
| 1.9% suspended at least one day | 0.5% suspended at least one day | |
| Increased 0.7% | Maintained 0% | |
| 469 Students | 182 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | Blue | Orange |
| Fewer than 11 students - No Data for Privacy | 0% suspended at least one day | 2% suspended at least one day |
| 1 Student | Maintained 0% | Increased 0.5% |
| | 46 Students | 397 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Yellow | Orange | No Performance Color |
| 1.1% suspended at least one day | 2.6% suspended at least one day | Fewer than 11 students - No Data for Privacy |
| Maintained 0.2% | Increased 0.7% | 1 Student |
| 88 Students | 39 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| Orange | No Performance Color | Blue |
| 1.1% suspended at least one day | Fewer than 11 students - No Data for Privacy | 0% suspended at least one day |
| Increased 1.1% | 4 Students | Maintained 0% |
| 88 Students | | 136 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| Orange | No Performance Color | Orange |
| 4.5% suspended at least one day | Fewer than 11 students - No Data for Privacy | 3.3% suspended at least one day |
| Increased 2.6% | 5 Students | Increased 0.8% |
| 44 Students | | 152 Students |

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

Overall, 1.9% of all students were suspended at least one day, representing a 0.7% increase from the previous year, which is consistent with prior year trends. No student group fell into the Red indicator on the California Dashboard.

Student groups in the Orange indicator:
2.6% of our African American students were suspended at least one day which was 0.7% increase from the previous year.
1.1% Asian students were suspended at least one day which was 1.1% increase from the previous year.
4.5% students with Two or More Races were suspended at least one day which was 2.6% increase from the previous year.
2% of Socioeconomically Disadvantaged students were suspended at least one day which was 0.5% increase from the previous year.
3.3% White students were suspended at least one day which was 0.8% increase from the previous year.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

- Increased number of students who demonstrate a need to develop self regulation skills in managing strong emotions.
- Limited staffing to support students with emotional regulation
- Undiagnosed or unsupported learning disabilities affecting classroom behavior
- Trauma or adverse childhood experiences impacting emotional regulation
- Lack of engagement due to academic struggles or irrelevant curriculum

- Social-emotional skill gaps and limited conflict resolution strategies
- Language barriers preventing effective parent-school partnerships
- Families facing socioeconomic stress affecting home stability
- Limited access to community mental health and support services
- Disconnect between home and school expectations and values

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Provide restorative practices training for administrators and counselors
Implement restorative justice circles and peer mediation programs
Develop early intervention protocols for at-risk students
Create mentoring or advisory programs to build positive adult-student relationships
Establish regular communication with families about behavior expectations and concerns
Provide family workshops on supporting student behavior and social-emotional development
Partner with community organizations to provide mental health and support services
Offer translation services for all discipline-related communications

# Goals, Strategies, & Proposed Expenditures

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

### Goal Subject

Student Achievement and Implementation of State Standards

### LEA/LCAP Goal

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

## SPSA/Goal 1

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

# Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress:
-CA Dashboard Indicators
-Unified Insight Dashboard
-iReady Diagnostic Assessments (Reading and Math)
-iReady Growth Reports
-UFLI - Foundational Reading Skills Assessments
-Use of universal screener for number sense (Math Recovery-aligned with AVMR materials)
-Core Phonics Survey
-Classroom Data (ie: Envision and Benchmark)

-Common Assessments-Ongoing Text Level Assessments
-ELPAC and ALT ELPAC Data
-CAA
-Academic Intervention Data
-SEL Counseling Data
-mCLASS Data
-Attendance Data

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

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

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

Areas of Growth for Future Success:
Data conversations and analysis of student performance reports indicated a consistent need to strengthen reading comprehension across grade levels. While the site implemented the UFLI Foundations program in grades TK–3 and plan to invest in the UFLI expansion for grades 4–5, anticipated for release in spring 2026, these efforts primarily support foundational reading skills and did not directly address comprehension. To address this need, the site will collaborate with the Site Leadership Team, intervention teachers,

and ELD staff to strengthen comprehension instruction through targeted strategies, small-group support, and ongoing progress monitoring. The site will also purchase additional resources to support novel studies and deepen comprehension skills. Instructional focus areas by grade level include continued use of read-alouds and explicit instruction in story structure in grades K–2; increased emphasis on constructed response in grades 2–3; and integration of novel studies, benchmark-aligned tasks, and structured response writing in the upper grades.

Additionally, due to an increase in newcomer and refugee students throughout the year, staff have had to regularly shift and restructure differentiation models and ELD targeted supports to meet the needs of all learners. This continuous adjustment highlights the need for additional resources and staffing PD to effectively support ELA, Math, and ELD instruction across the site.

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

-Increased after school academic tutoring
-Align recreation aide skills to support SEL development to maintain effective learning environments
-Provided additional resources to families to support learning at home
-Invested in professional development with our new EL Achieve curriculum and GLAD strategies/site-based workshops
-Invested time to build site-wide pacing guides for alignment
-Increased strategies to support EL designated blocks of time throughout the school day
-Increased site-based attendance conferences
-Increased small group instruction in math and reading with the use of ARC student interns

**2025-26**

## Identified Need

Identified Needs:

- Continue to fund intervention teacher 80% to provide ongoing small group support (Equity Multiplier Funding)
- Continue to fund full time intervention teacher and academic coach
- Provide planning time and increase the use of GLAD strategies and anchor charts across campus
- Provide supplemental instructional materials and supplies to send home to families as support partners
- Continue academic tutoring for ELA and Math (ELO-P funding)
- Align site-wide integrated and designated ELD model
- Align site-wide intervention model
- Expand ARC student interns to increase additional academic support strategies.
- Provide additional opportunities for general education teachers to receive professional development.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| ELA State Assessment: Change in scale score | All Students | 64.6 points below standard | +2.0 scale score points |

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| | English Learners | 98.3 points below standard | |
| | Foster Youth | | |
| | Homeless | 65.6 points below standard | |
| | Socioeconomically Disadvantaged | 66 points below standard | |
| | Students with Disabilities | 92.2 points below standard | |
| | African American | 31 points below standard | |
| | American Indian | | |
| | Asian | 75 points below standard | |
| | Filipino | | |
| | Hispanic | 48.8 points below standard | |
| | Two or More Races | 41.1 points below standard | |
| | Pacific Islander | | |
| | White | 88.4 points below standard | |
| Math State Assessment: Change in scale score | All Students | 77.5 points below standard | +2.0 scale score points |
| | English Learners | 92.8 points below standard | |
| | Foster Youth | | |
| | Homeless | 72.1 points below standard | |
| | Socioeconomically Disadvantaged | 78.5 points below standard | |
| | Students with Disabilities | 113.8 points below standard | |
| | African American | 63 points below standard | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
|---|---|---|
| | American Indian<br>Asian 87.3 points below standard<br>Filipino<br>Hispanic 72.8 points below standard<br>Two or More Races 48.4 points below standard<br>Pacific Islander<br>White 85.6 points below standard | |
| English Language Learner State Assessment:<br>Change in percentage of English language learners making progress on ELPAC | 38.9 | +2.0% |
| English Learner Reclassification:<br>Percentage of English language learners who are reclassified to Fluent English Proficient | 2.86% | +2.0% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service | Principally Serving | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|
| 1.1 | Fund 1.0 FTE instructional coach/intervention teacher to support improved instructional practices PC#28697 | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing EL, SWD, WH, HS, SED | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 131,000<br><br>33,600 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | | | Title I Part A Site Allocation 3000-3999: Employee Benefits | | |
| 1.2 | Fund 0.80 FTE math intervention teacher to support improved instructional practices PC#40055 | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing EL, SWD, WH, HS, SED | Equity Multiplier | 148,735 | School Year 2026-2027 |
| 1.3 | Provide funding to cover timecards for staff who provide academic tutoring before and after school. Funding Source: ELO-P | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing EL, SWD, WH, HS, SED | Other | | School Year 2026-2027 |
| 1.4 | Provide training and support materials for GLAD, including, but not limited to, color printer cartridges, markers, chart paper, etc. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing EL, SWD, WH, HS, SED | Title I Part A Site Allocation 4000-4999: Books And Supplies | 8,000 | School Year 2026-2027 |
| 1.5 | Provide curriculum, materials, supplies, | X All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth | Title I Part A Site Allocation | 22,160<br><br>14,041 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | manipulatives and books for instructional differentiation in all academic areas | Lowest Performing | 4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies | | |
| 1.6 | Provide funding so instructional assistants can support academic and enrichment opportunities for students.<br>Funding Source: ELO-P | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing EL, SWD, WH, HS, SED | Other | | School Year 2026-2027 |
| 1.7 | Integrate multilingual books in the library to enhance ELs' comprehension and vocabulary development by supporting them to read in their primary language while learning English. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>Lowest Performing | Title I Part A Site Allocation<br>4000-4999: Books And Supplies | 2,000 | School Year 2026-2027 |
| 1.8 | Fund technology to support academic achievement | X All Students<br>English Learners<br>X Low-Income Students<br>X Foster Youth | Title I Part A Site Allocation | 15,000<br><br>2,000 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | through the purchase of software applications, hardware and online subscriptions. | Lowest Performing | 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | | |
| 1.9 | Provide release time for teachers to collaborate, plan and analyze student data to support academic growth. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing EL, SWD, WH, HS, SED | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 12,000 | School Year 2026-2027 |
| 1.10 | Provide opportunities for students to participate in academic learning clubs which includes curriculum and activities to build academic perseverance and a growth mindset. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other | | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | Funding Source: ELO-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 Subject

Student Engagement and Course Access

### LEA/LCAP Goal

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

## SPSA/Goal 2

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

# Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress:
-CA Dashboard Indicators
-School Attendance Plan
-Unified Insight Dashboard
-Attendace Data
-Listening Sessions - Empathy Gathering
-Staff and Family Surveys
-Monthly counseling Data
-Site COST referral Data

Frequency:
Progress was monitored throughout the year, with data shared during attendance meetings and on a case-by-case basis with individual staff as appropriate. Ongoing review and analysis occurred in collaboration with site and district attendance improvement personnel. During weekly COST meetings, the team reviewed site referrals, identified student and family needs, and monitored the effectiveness of actions implemented. Counseling data was also reviewed during COST meetings and shared with the full staff on a monthly basis to ensure alignment and inform next steps.

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

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

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

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

-Continue to increase attendance conferences with families at site level for early intervention and outreach
-Home visits as needed
-Continue to provide family engagement opportunities
-Continue student attendance goal setting and incentives
-Continued to fund Campus Safety Monitor position
-Strengthened attendance outreach and support for families with the use of community resource support staff
-Continued student attendance charts
-Expanded parent knowledge of school attendance policy
-Collaborated with site-based counselor to support resources for families
-Communicate annual articulation data for next grade (Chronic T/A)
-Continue individual student incentive goals and tracking

-Individual students data charts to increase awareness and success
-Home visits as needed
-Weekly announcement of most improved attendance awards for individual students

**2025-26**

## Identified Need

Identified Needs:
-Increase home visits as needed
-Increase positive school-home communication that recognizes individual attendance improvement efforts
-Work with district to identify families in transition with unstable housing
-Expand PBIS Tier 1 incentives with positive school attendance
-Provide real world experiences to build academic language and vocabulary around specific grade level curriculum
-Expand onboarding of newcomer families, including regular communication with our support staff (language specific)
-Expand before school club offerings
-Fund academic field trips to expand student learning and provide parent engagement opportunities

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| Chronic Absenteeism:<br>Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | All Students | 25.8% Chronically Absent | - 0.5% |
| | English Learners | 20.1% Chronically Absent | |
| | Foster Youth | | |
| | Homeless | 58.1% Chronically Absent | |
| | Socioeconomically Disadvantaged | 25.8% Chronically Absent | |
| | Students with Disabilities | 31.8% Chronically Absent | |
| | African American | 31.6% Chronically Absent | |
| | American Indian | | |
| | Asian | 15.1% Chronically Absent | |
| | Filipino | | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
| --- | --- | --- |
| | Hispanic: 37.9% Chronically Absent<br>Two or More Races: 28.6% Chronically Absent<br>Pacific Islander<br>White: 19.3% Chronically Absent | |
| Attendance:<br>Percentage of the school year attended for students in TK-12 | 91.7% | 1.0% |
| High School Dropout Rate:<br>Percentage of high school students who dropout (based on the 4-year cohort outcomes) | N/A | N/A |
| Middle School Dropout Rate:<br>Number of middle school students (grades 6-8) who dropout of school. | N/A | N/A |
| Graduation Rate:<br>Percentage of students who graduate high school within 4 or 5 years. | All Students<br>English Learners<br>Foster Youth<br>Homeless<br>Socioeconomically Disadvantaged<br>Students with Disabilities<br>African American<br>American Indian<br>Asian<br>Filipino<br>Hispanic<br>Two or More Races<br>Pacific Islander | N/A |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service | Principally Serving | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|
| 2.1 | Field Trips and Assemblies: Provide opportunities for all students to participate in academic-focused, real world experiences off and on campus (field trips, including transportation) to build academic language and vocabulary around specific grade level curriculum. Funding Source=EQM as funds allow | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing EL, SWD, WH, HS, SED | Equity Multiplier<br><br>LCFF Supplemental Site Allocation<br><br>Title I Part A Site Allocation | 2000<br><br>11,000 | School Year 2026-2027 |
| 2.2 | Provide booster activities and incentives that foster regular attendance to support participation and engagement. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing HS, HM, AA, TOM, SWD | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| 2.3 | Provide time for clerical staff to support home-school connection initiatives, family engagement, academic success, and attendance improvement.<br>PC #37239 | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing HS, HM, AA, TOM, SWD | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries<br>LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | 9,692<br><br>8,748 | School Year 2026-2027 |
| 2.4 | School Community Intervention Assistant 8HR PC#35675<br><br>Student support for social skills intervention in the classroom and common areas to promote PBIS strategies, Restorative Practices and student safety and wellbeing, plus coordinate | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing EL, SWD, WH, HS, SED | Equity Multiplier | 84,804 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | communication and support for families as needed. | | | | |
| 2.5 | Parent Liaison: Fund Parent Liaison position to support families, organize activities and services to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing AA, AS, TOM, White | Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries | 2,762 | School Year 2026-2027 |
| 2.6 | Provide family and community engagement events and resources to strengthen school-home connection and support academics | X All Students<br>English Learners<br>X Low-Income Students<br>Foster Youth<br>Lowest Performing | Title I Part A Site Allocation 4000-4999: Books And Supplies | 4,000 | School Year 2026-2027 |

# Goals, Strategies, & Proposed Expenditures

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

### Goal Subject

School Conditions, Climate, and Family Engagement

### LEA/LCAP Goal

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

## SPSA/Goal 3

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

# Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress:
-CA Dashboard Indicators
-Unified Insights Data
-Listening Sessions and Empathy Gathering
-Site COST referrals
-Care Solace Referrals
-Tier 2 Meetings
-District Climate Surveys

Frequency:

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

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

Successful Practices:
-Calm-down spaces (site-wide)
-Mindfulness implementation
-De-escalation strategies
-Site-wide commitment to building relationships
-Staff-student connections prioritized
-Social skills groups
-SEL curriculum
-Monthly character trait assemblies
-Weekly recognition announcements/incentives
-Student morning announcements with character trait emphasis
-Mentors
-Trauma informed care and resources for families
-Streamlined parent communication (Talk Points/email/calls/in-person)
-Alternatives to suspension
-Restorative conversations
-Ongoing interventions to mitigate behaviors
-Family behavior conferences
-School-wide talent show, winter sing-a-long, harvest festival, cultural fair
-Enrichment dance program
-Before and after school enrichment clubs
-COST (Coordination Of Services Team)
-Ongoing push-in supports as needed
-Increase in staffing for student safety and emotional regulation (Campus Safety Monitor and Recreation Aides)

Areas of Growth for Future Success:
-Increase opportunities for student leadership
-Early identification of students in need of behavior support as well as functional behavior analysis
-Increase home school connection opportunities and encourage positive behavior
-Reboot Responsive Classroom (site-wide)
-Expand career and technical education learning for students

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

-Expanded services of site COST (Coordination Of Services Team)
-Targeted Check-in/Check-out Tier 2 mentorship alignment and professional development
-Increased opportunities for parent/family community volunteers
-Purchased materials and supplies to support site-wide initiatives
-Increased after school enrichment opportunities

**2025-26**

## Identified Need

-Increase positive school-home communication that recognize positive behavior improvement efforts
-Continue site mentor group support lessons to strengthen emotional regulation skills
-Strengthen newcomer EL's with additional resources
-Strengthen Tier 1 behavior expectations through explicit teaching, modeling, and consistent reinforcement across all settings
-Utilize restorative practices to address conflict and reduce reliance on exclusionary discipline

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. | All Students | 1.9% suspended at least one day | - 0.3% |
| | English Learners | 0.5% suspended at least one day | |
| | Foster Youth | | |
| | Homeless | 0% suspended at least one day | |
| | Socioeconomically Disadvantaged | 2% suspended at least one day | |
| | Students with Disabilities | 1.1% suspended at least one day | |
| | African American | 2.6% suspended at least one day | |
| | American Indian | | |
| | Asian | 1.1% suspended at least one day | |
| | Filipino | | |
| | Hispanic | 0% suspended at least one day | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
|---|---|---|
| | Two or More Races 4.5% suspended at least one day<br>Pacific Islander<br>White 3.3% suspended at least one day | |
| Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey | 59.7% | +0.5% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 67.2% | +0.5% |
| Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO). | 90% | +0.5% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service | Principally Serving | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|
| 3.1 | Families First Friday<br><br>Provide opportunities for families to gather the first Friday of each month to strengthen the home-school | X All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>Lowest Performing | Title I Part A Site Allocation 4000-4999: Books And Supplies | 1500 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | connection. Families will learn about school events, volunteer opportunities, site and district-wide workshops, community resources, and tips to support learning at home.<br><br>Plus, provide leadership and voice opportunities for parents such as volunteerism, SSC and ELAC, plus education nights and family engagement events across campus. | | | | |
| 3.2 | Provide materials and supplies for social emotional learning, behavior regulation, cultural awareness and character trait education, such as, but not limited to books and hands-on resources | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 6,000 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| 3.3 | Fund 2-hr Recreation Aide to increase school wide safety and support a positive school climate PC# 40107 | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries<br>LCFF Supplemental Site Allocation 3000-3999: Employee Benefits<br>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 3933<br>1140<br>3959 | School Year 2026-2027 |
| 3.4 | Provide funding to increase awareness of various career and technical education pathways for bright futures, to include release time for staff to support pathway programs and student leadership | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 1,000 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| 3.5 | Provide additional funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams. | X All Students<br> English Learners<br>X Low-Income Students<br> Foster Youth<br>X Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 3,720 | School Year 2026-2027 |

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

## Centralized Services

| SCHOOL GOAL #1: |
|---|
| Student Achievement and Implementation of Standards |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) Description | Type | Funding Source (itemize for each source) | Estimated Cost |
|---|---|---|---|---|---|
| Designated ELD Teachers - 2.0 FTE PC#32278/PC#35816 (1.0FTE) and PC#TBD (1.0FTE) | Ongoing | Provides designated ELD instruction | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | |
| Intervention Teacher - 1.0FTE PC#36571 | Ongoing | Provides differentiated small group reading instruction | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | |
| Provides primary language support for Russian/Ukrainian students. | 09/2024 - ongoing | Bilingual Instructional Assistant (Russian/Ukrainian) - 0.75 FTE PC#33060/PC#34398 | 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | |

| SCHOOL GOAL #2: |
|---|
| Student Engagement and Course Access |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) Description | Type | Funding Source (itemize for each source) | Estimated Cost |
|---|---|---|---|---|---|

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

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) | | | |
| --- | --- | --- | --- | --- | --- |
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
| Safety Campus Monitor - 1.0 FTE<br>PC#39055 | 8/2024 | Campus Monitor | 2000-2999: Classified Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | |
| Campus Recreation Aide - 0.25 FTE<br>PC#39035 | 8/2024 | Rec Aide | 2000-2999: Classified Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | |
| Counselor - 0.50 FTE<br>PC# 32348 | 8/2024 | School Counselor | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | |

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| LCFF Supplemental Site Allocation | 52,800 | 0.00 |
| LCFF Rec Aide Allocation | 3,933 | 0.00 |
| Title I Part A Site Allocation | 240,260 | 0.00 |
| Title I Part A Parent Involvement | 2,762 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Equity Multiplier | 233,539.00 |
| LCFF Rec Aide Allocation | 3,933.00 |
| LCFF Supplemental Site Allocation | 52,800.00 |
| Title I Part A Parent Involvement | 2,762.00 |
| Title I Part A Site Allocation | 240,260.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 233,539.00 |
| 1000-1999: Certificated Personnel Salaries | 147,720.00 |
| 2000-2999: Classified Personnel Salaries | 20,346.00 |
| 3000-3999: Employee Benefits | 43,488.00 |
| 4000-4999: Books And Supplies | 73,201.00 |
| 5000-5999: Services And Other Operating Expenditures | 2,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | Equity Multiplier | 233,539.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Rec Aide Allocation | 3,933.00 |
| | LCFF Supplemental Site Allocation | 2,000.00 |

| | | |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 4,720.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 13,651.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental Site Allocation | 9,888.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 20,541.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 2,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A Parent Involvement | 2,762.00 |
| | Title I Part A Site Allocation | 11,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A Site Allocation | 143,000.00 |
| 3000-3999: Employee Benefits | Title I Part A Site Allocation | 33,600.00 |
| 4000-4999: Books And Supplies | Title I Part A Site Allocation | 52,660.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 388,536.00 |
| Goal 2 | 123,506.00 |
| Goal 3 | 21,252.00 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Aryana Cockrum | Parent or Community Member |
| Jessica Daley | Parent or Community Member |
| Michael Roscoe | Classroom Teacher |
| Kalu Lor | Other School Staff |
| Hailey West | Parent or Community Member |
| Lacey Martinez | Parent or Community Member |
| Vanessa Marron | Parent or Community Member |
| Brita Salt | Classroom Teacher |
| Danielle Barbot | Classroom Teacher |
| Aliceon Sloss | Principal |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/19/26.

Attested:

| | |
| --- | --- |
| | Principal, Aliceon Sloss on 5/19/26 |
| | SSC Chairperson, Danielle Barbot on 5/19/26 |

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**



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

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

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

# Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description

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

# Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

# Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

# Annual Review

In the following 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.

# 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

## Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Cameron Ranch Elementary School

**Funding Source: Equity Multiplier** **$0.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Fund 0.80 FTE math intervention teacher to support improved instructional practices<br>PC#40055 | | $148,735.00 | Connected School Communities | |
| School Community Intervention Assistant 8HR<br>PC#35675<br><br>Student support for social skills intervention in the classroom and common areas to promote PBIS strategies, Restorative Practices and student safety and wellbeing, plus coordinate communication and support for families as needed. | | $84,804.00 | Healthy Environments for Social-Emotional Growth | |

| | |
|---|---|
| Equity Multiplier Total Expenditures: | $233,539.00 |
| Equity Multiplier Allocation Balance: | $0.00 |

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Fund 2-hr Recreation Aide to increase school wide safety and support a positive school climate<br>PC# 40107 | 2000-2999: Classified Personnel Salaries | $3,933.00 | Engaging Academic Programs | |

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

## Cameron Ranch Elementary School

**Funding Source: LCFF Supplemental Site Allocation** **$52,800.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Provide funding to increase awareness of various career and technical education pathways for bright futures, to include release time for staff to support pathway programs and student leadership | 1000-1999: Certificated Personnel Salaries | $1,000.00 | Engaging Academic Programs | |
| Provide additional funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams. | 1000-1999: Certificated Personnel Salaries | $3,720.00 | Engaging Academic Programs | |
| | 3000-3999: Employee Benefits | $1,140.00 | Engaging Academic Programs | |
| | 2000-2999: Classified Personnel Salaries | $3,959.00 | Engaging Academic Programs | |
| Student Academic Clubs:<br>Provide opportunities for students to participate in academic learning clubs which include curriculum and activities to build academic perseverance and a growth mindset. Programs will provide a structure for students to experience the connections between specific academic content areas and the connection to college/career and beyond. | 1000-1999: Certificated Personnel Salaries | $1,000.00 | Clear Pathways to Bright Futures | |
| Student Leadership:<br>Provide additional funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams. | 1000-1999: Certificated Personnel Salaries | $3,000.00 | Clear Pathways to Bright Futures | |
| Pathways:<br>Provide funding to increase awareness of various career and technical education pathways for bright futures, to include release time for staff to support pathway programs and student leadership | 1000-1999: Certificated Personnel Salaries | $1,000.00 | Clear Pathways to Bright Futures | |

## Cameron Ranch Elementary School

| | | | |
|---|---|---|---|
| Provide materials and supplies for social emotional learning, behavior regulation, cultural awareness and character trait education, such as, but not limited to books and hands-on resources | 4000-4999: Books And Supplies | $6,000.00 | Engaging Academic Programs |
| | | $2,000.00 | Healthy Environments for Social-Emotional Growth |
| | 3000-3999: Employee Benefits | $8,748.00 | Healthy Environments for Social-Emotional Growth |
| | 4000-4999: Books And Supplies | $14,041.00 | Connected School Communities |
| | 5000-5999: Services And Other Operating Expenditures | $2,000.00 | Connected School Communities |
| Provide booster activities and incentives that foster regular attendance to support participation and engagement. | 4000-4999: Books And Supplies | $500.00 | Healthy Environments for Social-Emotional Growth |
| Provide time for clerical staff to support home-school connection initiatives, family engagement, academic success, and attendance improvement.<br>PC #37239 | 2000-2999: Classified Personnel Salaries | $9,692.00 | Healthy Environments for Social-Emotional Growth |

| | |
|---|---|
| LCFF Supplemental Site Allocation Total Expenditures: | $57,800.00 |
| LCFF Supplemental Site Allocation Allocation Balance: | $0.00 |

**Funding Source: Other** **$0.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|

## Cameron Ranch Elementary School

| | | | | |
|---|---|---|---|---|
| Field Trips:<br>Provide opportunities for all students to participate in real world experiences off campus (field trips, including transportation) to build academic language and vocabulary around specific grade level curriculum.<br><br>Funded through ELO Grant Funds: Allotting $20,000 | 5000-5999: Services And Other Operating Expenditures | $20,000.00 | Clear Pathways to Bright Futures | |
| Assemblies/Performance:<br>Provide academic and enrichment school-wide assemblies to allow the expansion of students' world-view, reinforce classroom learning, strengthen critical thinking, and foster academic connections through experiential learning.<br><br>Provide performing arts opportunities for students to build communication, collaboration, and leadership skills that prepare them for the future of their choosing.<br><br>Funded through ELO Grant Funds: Allotting $10,000 | 5000-5999: Services And Other Operating Expenditures | $5,000.00 | Clear Pathways to Bright Futures | |
| | 5000-5999: Services And Other Operating Expenditures | $4,000.00 | Clear Pathways to Bright Futures | |
| | 4000-4999: Books And Supplies | $1,000.00 | Clear Pathways to Bright Futures | |
| | Other Total Expenditures: | $30,000.00 | | |
| | Other Allocation Balance: | $0.00 | | |

**Funding Source: Title I Part A Parent Involvement** **$2,762.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Parent Liaison: Fund Parent Liaison position to support families, organize activities and services to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district. | 2000-2999: Classified Personnel Salaries | $2,762.00 | Healthy Environments for Social-Emotional Growth | |

| | |
|---|---|
| Title I Part A Parent Involvement Total Expenditures: | $2,762.00 |
| Title I Part A Parent Involvement Allocation Balance: | $0.00 |

**Funding Source: Title I Part A Site Allocation** **$240,260.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Provide family and community engagement events and resources to strengthen school-home connection and support academics | 4000-4999: Books And Supplies | $4,000.00 | Healthy Environments for Social-Emotional Growth | |
| Fund 1.0 FTE instructional coach/intervention teacher to support improved instructional practices PC#28697 | 1000-1999: Certificated Personnel Salaries | $131,000.00 | Connected School Communities | |
| | | $11,000.00 | Healthy Environments for Social-Emotional Growth | |

## Cameron Ranch Elementary School

| | | | |
|---|---|---|---|
| Families First Friday<br><br>Provide opportunities for families to gather the first Friday of each month to strengthen the home-school connection. Families will learn about school events, volunteer opportunities, site and district-wide workshops, community resources, and tips to support learning at home.<br><br>Plus, provide leadership and voice opportunities for parents such as volunteerism, SSC and ELAC, plus education nights and family engagement events across campus. | 4000-4999: Books And Supplies | $1,500.00 | Engaging Academic Programs |
| Provide training and support materials for GLAD, including, but not limited to, color printer cartridges, markers, chart paper, etc. | 4000-4999: Books And Supplies | $8,000.00 | Connected School Communities |
| Provide curriculum, materials, supplies, manipulatives and books for instructional differentiation in all academic areas | 4000-4999: Books And Supplies | $22,160.00 | Connected School Communities |
| Integrate multilingual books in the library to enhance ELs' comprehension and vocabulary development by supporting them to read in their primary language while learning English. | 4000-4999: Books And Supplies | $2,000.00 | Connected School Communities |
| Fund technology to support academic achievement through the purchase of software applications, hardware and online subscriptions. | 4000-4999: Books And Supplies | $15,000.00 | Connected School Communities |
| Provide release time for teachers to collaborate, plan and analyze student data to support academic growth. | 1000-1999: Certificated Personnel Salaries | $12,000.00 | Connected School Communities |
| | 3000-3999: Employee Benefits | $33,600.00 | Connected School Communities |
| | 4000-4999: Books And Supplies | $2,000.00 | Clear Pathways to Bright Futures |

## Cameron Ranch Elementary School

| | |
|---|---|
| Title I Part A Site Allocation Total Expenditures: | $242,260.00 |
| Title I Part A Site Allocation Allocation Balance: | $0.00 |
| Cameron Ranch Elementary School Total Expenditures: | $570,294.00 |