

School Year: 2022-23



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
El Camino Fundamental High School	34-67447-3432317	May 10th, 2022	June 28th, 2022

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)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Stakeholder Involvement	3
Resource Inequities	3
School and Student Performance Data	5
Student Enrollment.....	5
Goals, Strategies, & Proposed Expenditures.....	6
SPSA/Goal 1	6
SPSA/Goal 2	10
SPSA/Goal 3	14
SPSA/Goal 4	22
Budget Summary	25
Budget Summary	25
Other Federal, State, and Local Funds	25
Budgeted Funds and Expenditures in this Plan	26
Funds Budgeted to the School by Funding Source.....	26
Expenditures by Funding Source	26
Expenditures by Budget Reference	26
Expenditures by Budget Reference and Funding Source	26
Expenditures by Goal.....	27
School Site Council Membership	28
Recommendations and Assurances	29

Stakeholder Involvement

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 school included the School Site Council and the English Learners Advisory Committee as part of the planning process for the SPSA/Annual Review and Update.

Resource Inequities

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

Math Resource Inequities:

Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. Professional learning toward effective and engaging math instructional strategies is offered, but not mandatory for teachers to attend.
2. Many teachers have difficulty covering the essential standards as they need to spend so much time on remediation of basic math concepts.
3. Teachers also report that large class sizes make the task of teaching the essential standards while still having to spend a lot of time filling in the gaps in basic math concepts has made it a difficult task to effectively deal with.
4. Teachers also report that the large influx of newcomer students that speak a wide-range of languages, have compounded the difficulties in moving all students towards a standard.

ELA Resource Inequalities:

1. There is no mandated curriculum that is to be followed by all teachers, which leaves a great deal of variance in what students from class to class receive.
2. Professional learning toward effective and engaging ELA instructional strategies is offered, but not mandatory for teachers to attend.
3. Teachers also report that the large influx of newcomer students that speak a wide-range of language, have compounded the difficulties in moving all students towards a standard.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.62%	0.5%	0.48%	8	6	6
African American	9.6%	9.5%	8.89%	124	120	110
Asian	6.66%	6.8%	5.82%	86	86	72
Filipino	1.24%	0.9%	0.97%	16	11	12
Hispanic/Latino	28.41%	30.8%	32.47%	367	389	402
Pacific Islander	1.16%	1.3%	1.21%	15	16	15
White	45.98%	43.1%	42.49%	594	545	526
Multiple/No Response	5.88%	6.9%	7.67%	76	87	95
Total Enrollment				1,292	1,264	1238

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	352	391	267
Grade 10	325	340	364
Grade 11	283	289	312
Grade 12	332	244	282
Total Enrollment	1,292	1,264	1,225

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

Annual Review

SPSA Year Reviewed: 2021-22

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?

We used attendance data as well as behavior data.

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

We believe that the following actions helped keep our year to date attendance rate above 92% and our behavior data in a downward trend.

1. Administration addressed all students at the very beginning of the year to establish expectations for student behavior and attendance. We did this by addressing students in their ELA classes as to have a smaller more intimate venue where students could ask clarifying questions.

2. Moving to the block schedule allowed for more teacher/student time, which allowed teachers to better build quality relationships with their students.
3. Our School Community Prevention Specialist focused on attendance meetings early on with students that were showing a pattern of poor attendance. Students that were in jeopardy of becoming Chronically Truant were met with and placed on attendance contracts and those students' attendance were continually monitored.
4. We set a hard line in dealing with "The Big 3" of behavior issues which include fighting/harassment, drugs/alcohol, and possession of weapons. This hard line has helped us maintain a safe learning environment, especially in comparison to the incidents that are occurring at the other high school sites within the district.
5. We also meet with students on a regular basis for conflict mediation prior to a physical altercation between students (in most cases). In some cases we place students on "no contact contracts" when mediation does not seem to have the desired affect.
6. Setting the expectation that students need to be in their classes on time also prevents a lot of issues from happening in the hallways between passing periods.
7. Setting the expectation that teachers should be at their doors during passing period also helps prevent issues between students in the hallways from escalating.

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

We are looking at creating a system of support for our incoming 9th graders that have been identified as "high risk" students. We want to create a system where we are being more proactive with meeting with these students at the beginning of the school year to provide guidance, resources, and to better understand the struggles that our 9th grade students are facing in regards to academic success, appropriate behavior, and satisfactory attendance.

2021-22

Identified Need

Our overall suspension rate for the first block of the 21/22 school year shows that our overall suspension rate was 4.65% (almost half of what it was for the 19/20 school year prior to the COVID shut down on March 13, 2020). While our overall suspension rate dropped significantly, our Black/African American population suspension rate (8.33%) was higher than our Hispanic or Latino suspension rate (3.38%), White suspension rate (4.6%), and our Low SES suspension rate (5.3%). This tells us that we need to do more outreach with our Black/African American families.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Behavior Data	Overall suspension rate is for the Fall Block was 4.65%	3.65%

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Attendance Data

Our overall attendance rate through April 25th is 92.17%

95%

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide .75 School-Community Prevention Specialist to coordinate and organize School Connectedness activities, Behavior Intervention Activities, and Parent Engagement activities.	X All Students X English Learners X Low-Income Students Foster Youth Other	Administration Sr, Records/Reports Clerk School Communities Prevention Specialist	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	40,749 25,543	Ongoing throughout the 2022/2023 school year.
1.2	Provide for parent engagement activities. Provide materials, supplies, and books for parent engagement activities	X All Students English Learners Low-Income Students Foster Youth Other	Administration Teacher-librarian	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1000	Ongoing throughout the 2022/2023 school year.

1.3	Provide extra hours of pay or release time for certificated staff coordinating parent engagement activities and interpreter services for parents.	X All Students English Learners Low-Income Students Foster Youth Other	Admin Counselors School Community Prevention Specialist	Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries	1000	Ongoing throughout the 2022/2023 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social and Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social-emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

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?

We used attendance and behavior data.

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

We believe that the following actions helped keep our year to date attendance rate above 92% and our behavior data in a downward trend.

1. Administration addressed all students at the very beginning of the year to establish expectations for student behavior and attendance. We did this by addressing students in their ELA classes as to have a smaller more intimate venue where students could ask clarifying questions.

2. Moving to the block schedule allowed for more teacher/student time, which allowed teachers to better build quality relationships with their students.
3. Our School Community Prevention Specialist focused on attendance meetings early on with students that were showing a pattern of poor attendance. Students that were in jeopardy of becoming Chronically Truant were met with and placed on attendance contracts and those students' attendance were continually monitored.
4. We set a hard line in dealing with "The Big 3" of behavior issues which include fighting/harassment, drugs/alcohol, and possession of weapons. This hard line has helped us maintain a safe learning environment, especially in comparison to the incidents that are occurring at the other high school sites within the district.
5. We also meet with students on a regular basis for conflict mediation prior to a physical altercation between students (in most cases). In some cases we place students on "no contact contracts" when mediation does not seem to have the desired affect.
6. Setting the expectation that students need to be in their classes on time also prevents a lot of issues from happening in the hallways between passing periods.
7. Setting the expectation that teachers should be at their doors during passing period also helps prevent issues between students in the hallways from escalating.

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

We are looking at creating a system of support for our incoming 9th graders that have been identified as "high risk" students. We want to create a system where we are being more proactive with meeting with these students at the beginning of the school year to provide guidance, resources, and to better understand the struggles that our 9th grade students are facing in regards to academic success, appropriate behavior, and satisfactory attendance.

2021-22

Identified Need

Our overall suspension rate for the first block of the 21/22 school year shows that our overall suspension rate was 4.65% (almost half of what it was for the 19/20 school year prior to the COVID shut down on March 13, 2020). While our overall suspension rate dropped significantly, our Black/African American population suspension rate (8.33%) was higher than our Hispanic or Latino suspension rate (3.38%), White suspension rate (4.6%), and our Low SES suspension rate (5.3%). This tells us that we need to do more outreach with our Black/African American families.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Behavior Data

Overall suspension rate is for the Fall Block was 4.65%

Overall suspension rate 3.65%

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance Data	Our overall attendance rate through April 25th is 92.17%	Overall attendance rate of 95%

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide professional development and collaboration time to support School Connectedness programs.	X All Students English Learners Low-Income Students Foster Youth Other	Administration School Community Prevention Specialist Link Crew Coordinator Restorative Practices Coordinator Leadership Team	Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries	5,000	Ongoing throughout the 2022/2023 school year
2.2	Provide materials and supplies to support student engagement in and connectedness to school including incentives for positive attendance, behavior, and	X All Students English Learners Low-Income Students Foster Youth Other	Administration School Community Prevention Specialists	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	4,000	Ongoing throughout the 2022/2023 school year

	engagement for all students.					
2.3	.	All Students English Learners Low-Income Students Foster Youth Other				

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

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective and innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

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?

We compared our D,F,I rates for Terms 1, 2, and 3 of the 21/22 school year to every semester of the 2016/2017 school year through the 2020/2021 school year. We broke the data down by grade level.

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

- * With moving to a block schedule, there were concerns over how that transition would affect our D,F, I rates. We compared our D,F,I rates for Term 1, 2, and 3 to semester D,F,I rates going back to the 2016/2017 school year. Every grade level (9th, 10th, 11th, 12th) for Term 1, Term 2, and Term 3 of the 21/22 school year showed drops in our D,F,I rates ranging from as little as a 5% drop to a 20% drop in the D,F,I rates.
- * Offering after school tutoring every day of the week as opposed to once a week (pre COVID years) seems to have had a positive impact on the D,F, I rates.

* We need to go deeper into the data and find out why our 10th and 11th grade D,F, I rates are higher than our 9th and 12th grade D,F,I rates.

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

We plan on designing a system to attend to the needs of our 9th grade students that have been identified as "high risk" where we can be more proactive in supporting these students early and often.
 We need to figure out why the D,F,I rates are about 10% higher for our 10th and 11th grade students in comparison to our 9th and 12th grade students.

2021-22

Identified Need

With moving to a block schedule, there were concerns over how that transition would affect our D,F, I rates. We compared our D,F,I rates for Term 1, 2, and 3 to semester D,F,I rates going back to the 2016/2017 school year. Every grade level (9th, 10th, 11th, 12th) for Term 1, Term 2, and Term 3 of the 21/22 school year showed drops in our D,F,I rates ranging from as little as a 5% drop to a 20% drop in the D,F,I rates. We also noticed that the D,F,I rates for our 10th and 11th grade students was about 10% higher than our 9th and 12th grade students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
D,F,I rates for Terms 1, 2, and 3 for the 21/22 school year.	Averaging the D,F,I rate for Terms 1, 2, and 3 by grade level for 21/22: 9th grade: 29% 10th grade: 37% 11th grade: 39% 12th grade: 29%	9th grade: 24% 10th grade: 32% 11th grade: 34% 12th grade: 24%

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
--------	----------------	---------------------	-----------------------	-----------	---------------------	-------------------------

3.1	Provide professional development and collaboration time for development of critical numeracy and literacy skills.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Department Chairs Teachers Teacher Librarian Leadership Team	Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries	2,000	Ongoing throughout the 2022/2023 school year
3.2	Purchase supplemental materials, technology, supplies and books to support the development of numeracy and literacy skills.	All Students X English Learners X Low-Income Students X Foster Youth Other	Administration Department Chairs Teacher Librarian ELD Dept.	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,738	Ongoing throughout the 2022/2023 school year
3.3	Provide central resources to support equitable student outcomes.	All Students X English Learners X Low-Income Students X Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	25,154	Ongoing throughout the 2022/2023 school year
3.4	Provide support for the library to	X All Students English Learners Low-Income Students	Administration Teacher Librarian	Cell Tower (High	2,600	Ongoing throughout the

	purchase books, periodicals, and other materials to encourage literacy.	Foster Youth Other		School ONLY) 4000-4999: Books And Supplies		2022/2023 school year
3.5	MTSS- School Community Prevention Specialist	X All Students English Learners Low-Income Students Foster Youth Other	Administration School Community Prevention Specialist	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	40,822	Ongoing throughout the 2022/2023 school year
3.6	AVID	All Students English Learners Low-Income Students Foster Youth X Other AVID Students	Administration AVID Coordinator	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	184,857	Ongoing throughout the 2022/2023 school year

3.7	College Career Tech	X All Students English Learners Low-Income Students Foster Youth Other	Administration College and Career Tech	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	60,824	Ongoing throughout the 2022/2023 school year
3.8	Low-ratio support classes for identified Integrated Math Students (in conjunction with the Multi- Tiered System of Support- IM1/S). .6 FTE Math IM1 Teachers	X All Students English Learners Low-Income Students Foster Youth Other	District Office Site Administration Math Dept. Chair	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	78,123	Ongoing throughout the 2022/2023 school year
3.9	Ensure all English Learners receive Designated	All Students English Learners Low-Income Students Foster Youth Other	District Office Site Administration ELD Teachers	LCFF Supplemental English Learner Central	87,395	Ongoing throughout the 2022/2023 school year

	and Integrated English Language Development daily (ELD). 0.8 FTE ELD Teachers			1000-1999: Certificated Personnel Salaries		
3.10	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. .75 FTE BIAs	All Students X English Learners Low-Income Students Foster Youth Other	District Office Site Administration ELD Teachers BIA's	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	34,560	Ongoing throughout the 2022/2023 school year
3.11	Provide additional high, middle school and K-8 school counseling services for	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services	103,063	Ongoing throughout the 2022/2023 school year

	parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor			(District Only) 1000-1999: Certificated Personnel Salaries		
3.12	Supplemental Support for students not meeting graduation credit requirements. Credit recovery. .4 FTE Teacher	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	53,175	Throughout the 2022/2023 school year
3.13	Funding for materials, supplies, and	X All Students English Learners Low-Income Students	Administration Teachers	Cell Tower (High	14,295	Throughout the 2022/2023 school year

	training for academic programs.	Foster Youth Other		School ONLY) 4000-4999: Books And Supplies		
3.14		All Students English Learners Low-Income Students Foster Youth Other				

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

College and Career Readiness

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

El Camino HS will increase the percentage of students, who are college and career ready by completing A-G requirements, CTE pathways or both.

Annual Review

SPSA Year Reviewed: 2021-22

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?

A-G completion rates- CDE Website
CTE Pathway completion rates- CDE Website
Graduation rates- CDE Website

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

11.9% of our 2021 graduates completed at least one CTE pathway. We expect this number to increase with the addition of the Medical Assisting pathway that was added for the 21/22 school year. Increased recruiting efforts and more streamlined support mechanisms for our CTE pathway students will increase the percentage of CTE pathway completers. The addition of the Medical Assisting pathway (new for the 21/22 school year) has allowed more opportunities for students to engage in a CTE pathway.

Our graduation rate for 2021 was 90.1% in comparison to the district graduation rate (86.3%) and State graduation rate (86.8%) For 2021, 52% of our students completed a-g requirements in comparison to 85.6% for 2020 and 91% in 2019. This dip in a-g completion rates can be directly attributed to the disruption to learning caused by the pandemic.

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

Our graduation rate for 2021 was 90.1%, where historically our graduation rate hovers around 95% - 97%. The drop in our graduation rate can be attributed to the massive disruption to learning caused by the pandemic. Although, El Camino outperformed the district and State as a whole, we need to focus more on being proactive vs. reactive to the struggles our students may be experiencing.

2021-22

Identified Need

With jobs becoming more difficult to find due to the COVID economic slump, there is an increased need for our students to graduate college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Graduation Rates	90.1%	95.1%
CTE Pathway Completers	11.9%	15%
a-g Completion Rates	52%	80%

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

4.15	Support for supplies, materials, field trips, and any other items needed to support the EPI, AVID	X All Students English Learners Low-Income Students Foster Youth Other	Administrators Coordinators of EPI, AVID, AP, and Media Arts programs.	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	2000	Throughout the 2022/2023 school year
------	---	--	---	---	------	--------------------------------------

	Program, AP Program, and the Media Arts Program.					
4.16	Professional Development for AP, AVID, and CTE teachers.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators AP Coordinator AP Teachers CTE Pathway Coordinators	Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures	3000	Throughout the 2022/2023 school year

Centralized Services for Planned Improvements in Student Performance

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$772,898.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
Cell Tower (High School ONLY)	\$34,895.00
LCFF Supplemental Centralized Services (District Only)	\$520,864.00
LCFF Supplemental English Learner Central	\$121,955.00
LCFF Supplemental Site Allocation	\$95,184.00

Subtotal of state or local funds included for this school: \$772,898.00

Total of federal, state, and/or local funds for this school: \$772,898.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	95,184.00	0.00
LCFF Supplemental English Learner Central	121,955	0.00
LCFF Supplemental Centralized Services (District Only)	520,864.00	0.00
Cell Tower (High School ONLY)	34,895.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	34,895.00
LCFF Supplemental Centralized Services (District Only)	520,864.00
LCFF Supplemental English Learner Central	121,955.00
LCFF Supplemental Site Allocation	95,184.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	514,613.00
2000-2999: Classified Personnel Salaries	176,955.00
3000-3999: Employee Benefits	25,543.00
4000-4999: Books And Supplies	52,787.00
5000-5999: Services And Other Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Cell Tower (High School ONLY)	8,000.00

4000-4999: Books And Supplies	Cell Tower (High School ONLY)	23,895.00
5000-5999: Services And Other Operating Expenditures	Cell Tower (High School ONLY)	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	419,218.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	101,646.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	87,395.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	34,560.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	40,749.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	25,543.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	28,892.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,292.00
Goal 2	9,000.00
Goal 3	690,606.00
Goal 4	5,000.00

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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ryan Tompkins	Classroom Teacher
Herb Drefs	Classroom Teacher
Tim Peppel	Classroom Teacher
Meghan Wilson	Other School Staff
Randy Holcomb	Principal
Kristin Finney	Parent or Community Member
Sariah Matthews	Secondary Student
Nayeli Reyes Guerrero	Secondary Student
Nancy Hosino	Parent or Community Member
Theresa Catalano	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 10, 2022.

Attested:



Principal, Randy Holcomb on June 7, 2022



SSC Chairperson, Ryan Tompkins on June 7, 2022

Budget By Expenditures

El Camino Fundamental High School

Funding Source: Cell Tower (High School ONLY)

\$34,895.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide professional development and collaboration time to support School Connectedness programs.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for Social and Emotional Growth	
Provide materials and supplies to support student engagement in and connectedness to school including incentives for positive attendance, behavior, and engagement for all students.	4000-4999: Books And Supplies	\$4,000.00	Healthy Environments for Social and Emotional Growth	
Provide professional development and collaboration time for development of critical numeracy and literacy skills.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs	
Provide support for the library to purchase books, periodicals, and other materials to encourage literacy.	4000-4999: Books And Supplies	\$2,600.00	Engaging Academic Programs	
Provide for parent engagement activities. Provide materials, supplies, and books for parent engagement activities	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Provide extra hours of pay or release time for certificated staff coordinating parent engagement activities and interpreter services for parents.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connected School Communities	
Funding for materials, supplies, and training for academic programs.	4000-4999: Books And Supplies	\$14,295.00	Engaging Academic Programs	
Support for supplies, materials, field trips, and any other items needed to support the EPI, AVID Program, AP Program, and the Media Arts Program.	4000-4999: Books And Supplies	\$2,000.00	College and Career Readiness	
Professional Development for AP, AVID, and CTE teachers.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	College and Career Readiness	

El Camino Fundamental High School

Cell Tower (High School ONLY) Total Expenditures: \$34,895.00

Cell Tower (High School ONLY) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Centralized Services (District Only) \$520,864.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$103,063.00	Engaging Academic Programs	
Supplemental Support for students not meeting graduation credit requirements. Credit recovery. .4 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$53,175.00	Engaging Academic Programs	
MTSS- School Community Prevention Specialist	2000-2999: Classified Personnel Salaries	\$40,822.00	Engaging Academic Programs	
AVID	1000-1999: Certificated Personnel Salaries	\$184,857.00	Engaging Academic Programs	
College Career Tech	2000-2999: Classified Personnel Salaries	\$60,824.00	Engaging Academic Programs	
Low-ratio support classes for identified Integrated Math Students (in conjunction with the Multi-Tiered System of Support-IM1/S). .6 FTE Math IM1 Teachers	1000-1999: Certificated Personnel Salaries	\$78,123.00	Engaging Academic Programs	

El Camino Fundamental High School

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$520,864.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central **\$121,955.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 0.8 FTE ELD Teachers	1000-1999: Certificated Personnel Salaries	\$87,395.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. .75 FTE BIAs	2000-2999: Classified Personnel Salaries	\$34,560.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$121,955.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$95,184.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase supplemental materials, technology, supplies and books to support the development of numeracy and literacy skills.	4000-4999: Books And Supplies	\$3,738.00	Engaging Academic Programs	
Provide central resources to support equitable student outcomes.	4000-4999: Books And Supplies	\$25,154.00	Engaging Academic Programs	

El Camino Fundamental High School

	3000-3999: Employee Benefits	\$25,543.00	Connected School Communities
Provide .75 School-Community Prevention Specialist to coordinate and organize School Connectedness activities, Behavior Intervention Activities, and Parent Engagement activities.	2000-2999: Classified Personnel Salaries	\$40,749.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$95,184.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

El Camino Fundamental High School Total Expenditures: \$772,898.00