

School Year: 2021-22



# 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 25th, 2021	September 28, 2021

## 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.

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## 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.

# 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: 2020-21

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

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

The school is moving more towards using data on a regular basis to monitor student achievement. Beginning in the 2018/2019 school year, the IM1 team made a commitment to collaborating within a Professional Learning Community (PLC). They meet together a minimum of two times per week where they have an agreed upon viable curriculum, a commitment to developing and administering common formative/summative assessments, and are committed to meeting together to analyze the data from these common assessments. This process among the IM1 teachers has resulted in a decrease from 33%, 35% of students receiving an F for 1st/2nd semester respectively (2017/2018 school year) to 17%, 19% respectively (2018/2019 school year). As a result of the success that the IM1 team has experienced through the use of the PLC model, an ELA 1 team was formed for the 2019/2020 school year.

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

All expenditures are used as directed in this plan. No monies coming from these categories can be spent without connecting that spending directly to a SPSA goal.

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

Due to the sudden change to distance learning in the Spring of 2020 (and the cancellation of CAASPP and other assessments) and the start of the 2020/2021 school year in distance learning, we are relying on the data from the 2018/2019 school year. The CAASPP data from the 2018/2019 school year indicated that the focus of improvement will be prioritized around the math problem solving claim, concepts and procedures claim, communicating reasoning claim and the reading claim (ELA). Assessments will be consistent do that data can be compared. Illuminate will be used, so data analysis can be done easier for teachers. Budget amounts in each category will be consistent with past years.

**2020-21**

**Identified Need**

Students other than White or Asian struggle to keep up to standards and we need to identify better ways to close the gap that has always been there.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District School Survey results for School Culture and Belonging	N/A	Math: -37 ELA: 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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide .75 School-Community Prevention	X All Students X English Learners Low-Income Students Foster Youth	Administration Sr, Records/Reports Clerk	LCFF Supplemental Site Allocation	63,394	Ongoing throughout the 2021/2022 school year.

	Specialist to coordinate and organize School Connectedness activities, Behavior Intervention Activities, and Parent Engagement activities.	Other	School Communities Prevention Specialist			
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)	1000	Ongoing throughout the 2021/2022 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	Ongoing throughout the 2021/2022 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: 2020-21

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

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

We are continually working towards actively engaging and building trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and social-emotional well-being for each student. We have implemented various team building strategies within various programs such as EPI, AVID, Athletics, AP (AP Camp), Link Crew (for all 9th graders). One of our teachers has created lunch-time intramurals for students to participate in and is gaining more popularity. Our counseling department and administration makes it a point to be available for students that need counseling to deal with a wide-range of challenges.

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



All expenditures are used as directed in this plan. No money coming from these categories can be spent without connecting the expenditure to the SPSA #.

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

N/A

**2020-21  
Identified Need**

We have noticed that there are certain student populations that feel marginalized.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District School Survey results for School Culture and Belonging	School Culture: Parents 75.7% Students 54.7% Staff 79.2% Belonging: Students 54.1%	School Culture: Parents 80.7% Students 59.7% Staff 84.2% Belonging: 59.1%

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	X All Students English Learners Low-Income Students Foster Youth Other	Administration School Community Prevention Specialist	Cell Tower (High School ONLY)	5,000	Ongoing throughout the 2021/2022 school year

	School Connectedness programs such as SSA, and Link Crew.		Link Crew Coordinator Restorative Practices Coordinator Leadership Team			
2.2	Provide materials and supplies to support student engagement in and connectedness to school including incentives for positive attendance, behavior, and engagement for all students.	X All Students English Learners Low-Income Students Foster Youth Other	Administration School Community Prevention Specialists	Cell Tower (High School ONLY)	4,000	Ongoing throughout the 2021/2022 school year
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: 2020-21

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

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

The school is using data on a regular basis to monitor student achievement. Beginning in the 2018/19 school year, the IM1 team made a commitment to collaborating within a Professional Learning Community. They meet together a minimum of 2 times a week where they have an agreed upon viable curriculum, to develop and administer common formative assessments, and then come together to go over the data from these common formative assessments. This process among the IM1 teachers has resulted in a decrease from 33% - 35% of students receiving and F for semester grades to 17% to 19% of students receiving an F for a semester grade. We are working towards the rest of the math department adopting these practices.

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

All expenditures are used as directed in this plan. No money coming from these categories can be spent without connecting the expenditure to the SPSA #.

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

Due to information gathered from the Comprehensive Needs Assessment, the focus of improvement will be prioritized around the math problem solving claim, concepts and procedures claim, communicating reasoning claim and the reading claim in ELA. Assessments will be consistent so that data can be compared. Illuminate will be used so data analysis can be done easier for teachers. Budget amounts in each category will be consistent with past years.

**2020-21**

**Identified Need**

Students other than White or Asian struggle to keep up to standards and we need to identify better ways to close the gap that has always been there.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SBAC Math and ELA Scores distance from MET	Math: -67 ELA: -10	Math: -57 ELA: 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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide professional development and collaboration time for CCSS implementation and development of	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Department Chairs Teachers Teacher Librarian Leadership Team	Cell Tower (High School ONLY)	2,000	Ongoing throughout the 2021/2022 school year

	critical numeracy and literacy skills.					
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	3,738	Ongoing throughout the 2021/2022 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		LCFF Supplemental Site Allocation	28,052	Ongoing throughout the 2021/2022 school year
3.4	Provide support for the library to purchase books, periodicals, and other materials to encourage literacy.	X All Students English Learners Low-Income Students Foster Youth Other	Administration Teacher Librarian	Cell Tower (High School ONLY)	2,600	Ongoing throughout the 2021/2022 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	40,822	Ongoing throughout the 2021/2022 school year

				(District Only)		
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)	184,857	Ongoing throughout the 2021/2022 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)	60,824	Ongoing throughout the 2021/2022 school year
3.8	Low-ratio support classes for identified Integrated Math Students (in conjunction	X All Students English Learners Low-Income Students Foster Youth Other	District Office Site Administration Math Dept. Chair	LCFF Supplemental Centralized Services	78,123	Ongoing throughout the 2021/2022 school year

	with the Multi-Tiered System of Support-IM1/S). .6 FTE Math IM1 Teachers			(District Only) 1000-1999: Certificated Personnel Salaries		
3.9	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.2 FTE ELD Teachers	All Students English Learners Low-Income Students Foster Youth Other	District Office Site Administration ELD Teachers	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	126,311	Ongoing throughout the 2021/2022 school year
3.10	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to	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 2021/2022 school year

	support core content instruction in collaboration with the classroom teacher. .75 FTE BIAs					
3.11	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	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	103,063	Ongoing throughout the 2021/2022 school year
3.12	Supplemental Support for students not	All Students English Learners Low-Income Students	Admin, Teachers	LCFF Supplemental	53,175	Throughout the 2021/2022 school year



	meeting graduation credit requirements. Credit recovery. .4 FTE Teacher	Foster Youth Other		Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		
3.13	Funding for materials, supplies, and training for academic programs.	All Students English Learners Low-Income Students Foster Youth Other	Administration Teachers	Cell Tower (High School ONLY)	14,295	Throughout the 2021/2022 school year
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: 2020-21

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

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

Strategies and activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

N/A

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

No changes will be made

**2020-21**

**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 with college and career ready skills.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Dashboard for College and Career Readiness	50.8%	55.8%

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 Program, AP Program, and the Media Arts Program.	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)	2000	Throughout the 2021/2022 school year
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)	3000	Throughout the 2021/2022 school year



# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$811,814.00

## 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 (\$)
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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	\$160,871.00
LCFF Supplemental Site Allocation	\$95,184.00

Subtotal of state or local funds included for this school: \$811,814.00

Total of federal, state, and/or local funds for this school: \$811,814.00

# 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	0.00
LCFF Supplemental English Learner Central	160,871	0.00
LCFF Supplemental Centralized Services (District Only)	520,864	0.00
Cell Tower (High School ONLY)	34,895	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	160,871.00
LCFF Supplemental Site Allocation	95,184.00

## Expenditures by Budget Reference

Budget Reference	Amount
	402,287.00
1000-1999: Certificated Personnel Salaries	360,672.00
2000-2999: Classified Personnel Salaries	34,560.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Cell Tower (High School ONLY)	14,295.00
	Cell Tower (High School ONLY)	20,600.00
	LCFF Supplemental Centralized Services (District Only)	286,503.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	234,361.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	126,311.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	34,560.00
	LCFF Supplemental Site Allocation	95,184.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,394.00
Goal 2	9,000.00
Goal 3	732,420.00
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
Jennifer Petersen	Other School Staff
Randy Holcomb	Principal
Kristin Finney	Parent or Community Member
Sariah Matthews	Secondary Student
	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.

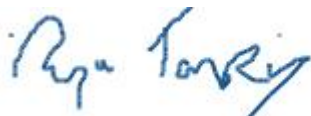
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 25, 2021.

Attested:



Principal, Randy Holcomb on 5/25/21



SSC Chairperson, Ryan Tompkins on 5/25/21

# 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 Stakeholder 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](mailto: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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.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

## El Camino Fundamental High School

**Funding Source: Cell Tower (High School ONLY)**

**\$34,895.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide for parent engagement activities. Provide materials, supplies, and books for parent engagement activities		\$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.		\$1,000.00	Connected School Communities	
Provide professional development and collaboration time to support School Connectedness programs such as SSA, and Link Crew.		\$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.		\$4,000.00	Healthy Environments for Social and Emotional Growth	
Provide professional development and collaboration time for CCSS implementation and development of critical numeracy and literacy skills.		\$2,000.00	Engaging Academic Programs	
Provide support for the library to purchase books, periodicals, and other materials to encourage literacy.		\$2,600.00	Engaging Academic Programs	
Funding for materials, supplies, and training for academic programs.		\$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.		\$2,000.00	College and Career Readiness	
Professional Development for AP, AVID, and CTE teachers.		\$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		\$40,822.00	Engaging Academic Programs	
AVID		\$184,857.00	Engaging Academic Programs	
College Career Tech		\$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 \$160,871.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.2 FTE ELD Teachers	1000-1999: Certificated Personnel Salaries	\$126,311.00	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: \$160,871.00

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.		\$3,738.00	Engaging Academic Programs	
Provide central resources to support equitable student outcomes.		\$28,052.00	Engaging Academic Programs	

## El Camino Fundamental High School

Provide .75 School-Community Prevention Specialist to coordinate and organize School Connectedness activities, Behavior Intervention Activities, and Parent Engagement activities.	\$63,394.00	Connected School Communities
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LCFF Supplemental Site Allocation Total Expenditures:	\$95,184.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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El Camino Fundamental High School Total Expenditures:	\$811,814.00
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