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 9th, 2023	August 8, 2023

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)

Schoolwide Program

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 including but not limited to ATSI groups. El Camino Fundamental High School met the criteria for ATSI as a result of "low" performance on the California School Dashboard for two or more consecutive years for the following student groups:

Black or African-American
Homeless
Students with Disabilities
Two or More Races

Students from these groups were suspended at higher rates than students overall

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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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

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

El Camino Fundamental High School met the criteria for ATSI as a result of "low" performance on the California School Dashboard for two or more consecutive years for the following student groups:

African-American
Homeless
Students with Disabilities
Two or More Races

Students from these groups were suspended at higher rates than students overall.

Also, El Camino participated in a WASC self-study during the 2022-2023 school year, and that study revealed the following:

English Learner students had lower rates of achievement in both English Language Arts and Math than their English-speaking peers. They also earned higher rates of D's and F's as compared with their English-speaking peers.

Suspension Rate (High School) Indicator - Student Group Placement

With the requirement to report 2021–22 school year data only on the 2022 Dashboard, the Five-by-Five Placement Reports that are typically released with each Dashboard have been revised with the Status Placement Reports. These Status Placement Reports reflect the Status level that a local educational agency (LEA), school, or student group received for each state indicator.

Reporting Year: 2022   Select a Report: Suspension Rate Placement Report (Grades K-12)

LEVEL	PLACEMENT
VERY LOW (HIGHEST STATUS) 0.5% or less in Current Year	Very Low (None)
LOW 0.6% to 1.5% in Current Year	Low (None)
MEDIUM 1.6% to 6.0% in Current Year	Medium (None)
HIGH 6.1% to 10.0% in Current Year	High • All Students (School Placement) • English Learners • Asian • Hispanic • White
VERY HIGH (LOWEST STATUS) 10.1% or greater in Current Year	Very High • Homeless • Socioeconomically Disadvantaged • Students with Disabilities • African American • Two or More Races

El Camino Fundamental High (Sacramento, CA)
San Juan Unified

English Language Arts Indicator - 2022

Student Group	Status Level	CURRENT STATUS Average distance from Standard	Current year denominator**	School or district is held to the high school cut points	LOSS Penalty - The number of LOSS scores added to the DFS due to the participation rate being below 95%	Pair and Share School Method
All Students	Low	-5.6	265	Y	--	N
English Learners	Very Low	-156.2	37	Y	--	N
Foster Youth	No Performance Level	*	1	Y	--	N
Homeless	No Performance Level	-79.7	11	Y	--	N
Socioeconomically Disadvantaged	Low	-37.9	123	Y	--	N
Students with Disabilities	No Performance Level	-157.5	23	Y	--	N
African American	No Performance Level	-30.7	27	Y	--	N
American Indian or Alaska Native	No Performance Level	*	2	Y	--	N
Asian	No Performance Level	-51.7	18	Y	--	N
Filipino	No Performance Level	*	3	Y	--	N
Hispanic	Low	-26.9	100	Y	--	N
Native Hawaiian or Pacific Islander	No Performance Level	*	4	Y	1	N
White	Medium	25	100	Y	1	N
Two or More Races	No Performance Level	-12.4	14	Y	1	N

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. Local educational agencies, schools, and student groups do not receive a Status level when there were less than 30 students during the 2021-2022 school year. Double-asterisks (**) = The number of students with a valid score (and who are continuously enrolled) plus the number of LOSS scores added due to the participation rate being below 95%. Double-dash (--) = Not Applicable.

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

El Camino Fundamental High (Sacramento, CA)
San Juan Unified

Mathematics Indicator - 2022

Return to Student Groups Placement Report

View other reports for this School

⬇ Download Data   View Layout

Student Group	Status Level	CURRENT STATUS Average distance from Standard	Current year denominator**	School or district is held to the high school cut points	LOSS Penalty - The number of LOSS scores added to the DFS due to the participation rate being below 95%	Pair and Share School Method
All Students	Low	-108.1	262	Y	--	N
English Learners	Very Low	-221.3	38	Y	2	N
Foster Youth	No Performance Level	*	1	Y	--	N
Homeless	No Performance Level	-191.6	11	Y	1	N
Socioeconomically Disadvantaged	Very Low	-141.3	121	Y	--	N
Students with Disabilities	No Performance Level	-229.4	23	Y	--	N
African American	No Performance Level	-132.9	26	Y	--	N
American Indian or Alaska Native	No Performance Level	*	2	Y	--	N
Asian	No Performance Level	-185.2	19	Y	2	N
Filipino	No Performance Level	*	3	Y	--	N
Hispanic	Very Low	-130.4	99	Y	--	N
Native Hawaiian or Pacific Islander	No Performance Level	*	4	Y	1	N
White	Low	-74.4	100	Y	1	N
Two or More Races	No Performance Level	-94.6	14	Y	1	N

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. Local educational agencies, schools, and student groups do not receive a Status level when there were less than 30 students during the 2021-2022 school year. Double-asterisks (**) = The number of students with a valid score (and who are continuously enrolled) plus the number of LOSS scores added due to the participation rate being below 95%. Double-dash (--) = Not Applicable.

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Based on an analysis of state and local data, the following root causes contributing to the results were identified:

ATSI:
A significant number of new students enrolled at El Camino
Inability to build relationships and structures around behavior and safety due to the COVID pandemic and distance-learning
Change in Pupil Discipline Guidelines

Low Achievement Rates for English Learners:
Lack of direct instruction and interpersonal interactions in English as a result of the COVID pandemic and distance-learning

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

ATSI:
There are limited actions/services that target the student group(s) showing the most need.

English Learners:
There are some resources allocated, but the Root Cause Analysis clearly demonstrated a need for more specific and targeted resource allocation.

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 school included the School Site Council, WASC Focus Groups, 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.

There are limited actions/services that target the student group(s) showing the most need.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.48%	0.48%	6	6	6
African American	9.5%	8.89%	8.35%	120	110	104
Asian	6.8%	5.82%	6.34%	86	72	79
Filipino	0.9%	0.97%	0.56%	11	12	7
Hispanic/Latino	30.8%	32.47%	34.35%	389	402	428
Pacific Islander	1.3%	1.21%	1.04%	16	15	13
White	43.1%	42.49%	41.25%	545	526	514
Multiple/No Response	6.9%	7.67%	7.62%	87	95	95
			Total Enrollment	1,264	1238	1246

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	391	267	331
Grade 10	340	364	298
Grade 11	289	312	347
Grade 12	244	282	270
Total Enrollment	1,264	1,225	1,246

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	118	121	140	9.30%	9.8%	11.2%
Fluent English Proficient (FEP)	267	249	249	21.10%	20.1%	20.0%
Reclassified Fluent English Proficient (RFEP)	10			8.5%		

Conclusions based on this data:

1.

Caring Relationships

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.		59	77.97%	6	83.33%	2	100.00%
B) There are students and staff on campus who listen to students when they have something to say.		59	84.75%	5	60.00%	2	100.00%
C) There is an adult from the school who checks on how students are doing.		59	59.32%	5	60.00%	2	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.		59	64.41%	5	60.00%	2	50.00%
E) Staff feels supported to do their job well in meeting the needs of all students.						2	100.00%
F) Staff feels part of an effective team.						2	100.00%

Family and Staff Engagement

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.		59	74.58%			2	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.		59	83.05%			2	50.00%
C) The school offers families opportunities to be involved in school and classroom activities.		58	68.97%			2	50.00%
D) The school keeps families well-informed about school activities.		59	86.44%			2	50.00%
E) The staff at our school listens to family concerns about issues.		59	72.88%			2	50.00%
F) The staff at school are helpful and welcoming when families come to school or call.		59	84.75%			2	50.00%
G) The school and families are partners in promoting positive behavior for my student.		58	79.31%			2	50.00%
H) Families who speak a language other than English receive general information about our school in their home language.		58	87.93%			2	50.00%
I) Staff receive information about upcoming events and important information about the school.						2	50.00%

School Decision Making

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.		58	56.90%	6	50.00%	2	100.00%
B) Important school decisions reflect diverse input.		58	50.00%	5	40.00%	2	100.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.		58	79.31%				
D) The principal and staff listen to concerns of other staff members about issues.						2	100.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.						2	100.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.						2	100.00%
G) Our school uses data from this survey to inform site decision making.						2	100.00%
H) Staff voice matters in decision making.						2	100.00%

Safety

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.		58	87.93%	6	50.00%	2	100.00%
B) Concerns about student safety are addressed in a timely manner at my school.		58	75.86%	5	40.00%	2	100.00%
C) My school is a safe place for all students.		58	67.24%	5	60.00%	2	100.00%
D) My school is a safe place for all staff.						2	100.00%
E) Students know what staff member to go to if they have a safety concern.		58	70.69%	5	80.00%	2	100.00%
F) Students know school safety protocols.		57	73.68%	4	25.00%	2	100.00%
G) I feel safe sharing different viewpoints and perspectives at my school.		54	75.93%	4	25.00%	2	0.00%

Sense of Belonging

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.		57	71.93%	4	50.00%	2	50.00%
B) Adults at my school treat students respectfully.		58	79.31%	4	50.00%	2	50.00%
C) Students are respectful to each other at school.		58	58.62%	5	40.00%	2	50.00%
D) Students have opportunities to socialize with other students often at school.		58	87.93%	5	40.00%	2	100.00%
E) Students have an adult on campus they trust.		58	75.86%	4	50.00%	2	100.00%
F) Students trust other students at school.		58	89.66%	5	40.00%	2	50.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.		57	71.93%	5	40.00%	2	0.00%
H) School staff reflects student diversity.		56	64.29%	4	25.00%	2	50.00%

Academic Progress

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.		58	74.14%	4	50.00%	2	100.00%
B) Questions and concerns about schoolwork are addressed.		58	75.86%	5	40.00%	2	100.00%
C) Student grades reflect their knowledge of the material.		58	72.41%	5	40.00%	2	100.00%
D) Adults at my school believe all students can be successful.		58	79.31%	5	60.00%	2	50.00%
E) Students feel comfortable and unjudged to ask their teacher for help.		58	63.79%	4	50.00%	2	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.		58	87.93%	5	20.00%	2	50.00%
G) Teachers at my school go out of their way to help all students.		58	53.45%	4	0.00%	2	50.00%
H) Students receive timely and regular feedback on their learning.		58	74.14%	5	40.00%	2	50.00%
I) Staff at my school provides resources or ideas that help families support their students at home.		58	56.90%			2	50.00%

High Expectations

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.		58	65.52%	5	40.00%	2	50.00%
B) School recognizes and celebrates the academic success of all students.		58	56.90%	5	40.00%	2	50.00%
C) Adults on campus motivate students to do their best.		58	68.97%	5	40.00%	2	50.00%
D) School provides additional academic support when students are struggling.		58	67.24%	5	40.00%	2	100.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		58	70.69%	5	40.00%	2	0.00%
B) Students have access to classes and activities that meet their interests and talents.		58	74.14%	5	60.00%	2	50.00%
C) Students understand how to complete their schoolwork.		58	81.03%	4	50.00%	2	100.00%
D) Students complete assignments on time.		57	77.19%	5	40.00%	2	50.00%
E) Students are motivated to do their schoolwork.		58	62.07%	4	50.00%	2	50.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		58	81.03%	4	50.00%	2	50.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.		58	79.31%	5	40.00%	2	100.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		58	86.21%	6	33.33%	2	100.00%
D) School offers college and career programs.		58	75.86%	5	60.00%	2	100.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.		58	43.10%	4	0.00%	2	50.00%
F) Students are prepared for the next step of their educational experience.		58	56.90%	4	25.00%	2	100.00%
G) Staff are optimistic about the future of their career in San Juan Unified.						2	100.00%
H) There are equitable opportunities for advancement in the district.						2	100.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		57	77.19%	5	40.00%	2	100.00%
B) San Juan Unified School District is a district that I would recommend to other families.		57	73.68%	6	33.33%	2	50.00%

El Camino Fundamental HS 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	1,277	29	2.27%	98	34	2.66%	27	2.11%	45	3.52%
Black/African Am.	143	9	6.29%	31	12	8.39%	6	4.20%	9	6.29%
Hispanic or Latino	441	7	1.59%	26	8	1.81%	13	2.95%	18	4.08%
White	571	12	2.10%	40	13	2.28%	7	1.23%	15	2.63%
ELL	135	1	0.74%	1	1	0.74%	6	4.44%	12	8.89%
RFEP	245	3	1.22%	13	3	1.22%	7	2.86%	8	3.27%
Low SES	530	13	2.45%	43	14	2.64%	17	3.21%	33	6.23%
SWD	128	5	3.91%	16	7	5.47%	4	3.13%	4	3.13%
FY	-	-		-	-		0		0	
Homeless	41	3	7.32%	11	3	7.32%	2	4.88%	3	7.32%

Conclusions based on this data:

1.

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: 2022-23

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/tardy data, Freshman Intervention Data, and our District Climate data.

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

Our attendance rate has remained consistent over the past two school years at 92.96%, while our lates/tardies decreased from 5890 in the first Block of 2021-22 to 4785 in the first Block of 2022-23. This is a reduction of 1105 lates and tardies.

We believe that the following actions helped keep our year-to-date attendance rate above 92% and helped reduce our number of lates and tardies.

1. Administration addressed all students at the very beginning of the year to establish expectations for student attendance. We did this by addressing students in their second-period classes so as to have a smaller venue where students could ask clarifying questions.
2. We worked with San Juan Tech Services to create Scan Manager. Scan Manager is an online system within our Q-SIS that tracks student tardies and automatically assigned consequences in alignment with our Tardy Policy. As part of the Scan Manager, parents/guardians receive a notification when their student is tardy to class.
3. Our School Community Intervention Specialist has conducted meetings with students who show poor patterns of attendance. Students who are in jeopardy of becoming chronically truant sign Attendance Contracts and those students' attendance are continually monitored.

We implemented a Freshman Intervention program to address at-promise freshmen students. Students were initially identified based on grades in their 8th-grade English and Math classes. Any student who had earned an F in any quarter of English or Math during their 8th-grade year was identified for Intervention. Intervention consisted of a meeting with our School Community Intervention Specialist to review the relationship between grades and credits and the number of credits needed for graduation. Students were also given the tutoring schedule, the teacher office hours schedule, and were informed of who their counselor was and what services the counselor could provide. Intervention started with 84 students in Block 1, and students exited Intervention if they showed growth and a low number of F grades at El Camino. Freshmen who hadn't been identified from 8th-grade marks but who were earning F grades at El Camino were added to the program as the year progressed. By the end of Block 3, 175 students had taken part in Intervention, and only 4 of those students ended the year as deficient in credits.

District climate data appears positive, but it is inconclusive due to the low number of parents, students, and staff who participated in the survey.

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

Based on the large number of students who are in need of both Attendance and Freshman Intervention, we are considering adding another School Community Intervention Specialist to our staff.

2022-23
Identified Need

Our attendance rate was lower than it had been prior to the COVID shutdown, and the number of students tardy to class was higher as well.

Large numbers of students were credit-deficient following the COVID pandemic. We wanted to ensure that freshmen were aware of the requirements to graduate, and that they had the resources to be successful.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Attendance Data	Our Attendance Rate through the end of Block 1 was 92.96%	94%
Freshman Credits Acquired	We currently have 21 freshmen students who have earned 30 credits or less (credit deficient).	15 or fewer credit-deficient students

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	46,845 28,165	Ongoing throughout the School year 2023-24
1.2	Provide attendance intervention for all students and academic intervention for	X All Students English Learners Low-Income Students Foster Youth X Other Freshmen Students	Administration School Community Intervention Specialist	LCFF Supplemental Centralized Services	40822	Ongoing throughout the School year 2023-24

	at-promise freshmen students.			(District Only) 2000-2999: Classified Personnel Salaries		

1.3	Provide materials and supplies to support freshman student engagement and school connectedness	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Administration Link Crew Coordinator Freshman Class Advisor	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	Ongoing throughout the School year 2023-24

1.4	Provide support from Parent/Family Support Ambassador to students and families in need. Facilitates intervention services and acts as a liasion between the school and families to improve	All Students X English Learners X Low-Income Students X Foster Youth X Other Culturally diverse students	Admin Counseling staff Parent/Family Support Ambassador			Ongoing throughout the School year 2023-24

	educational outcomes for culturally diverse students.						
1.5	Provide support through the TRIO Upward Bound collaboration with American River College for first-generation and/or low-income students who are interested in pursuing a math or science career/major.	All Students English Learners X Low-Income Students Foster Youth X Other First-generation (parent/guardian did not receive a Bachelor's degree in the U.S.	Administration Counseling staff College & Career Tech TRIO Upward Bound program facilitator				Ongoing throughout the School year 2023-24

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: 2022-23

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 suspension data and our District Climate data.

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

In Block 1 of 2021-22, our home suspension rate for all groups was 4.65%. In Block 1 of 2022-23, our home suspension rate for all groups was 2.66%.

We believe that the following actions helped our year-to-date home suspension rate decline.

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

2. We have a zero-tolerance policy for dealing with "The Big 3" of behavior issues: fighting/harassment, drugs/alcohol, and possession of weapons. Our zero-tolerance policy has set an expectation for and helped us maintain a safe learning environment.
3. We meet with students 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 effect.
4. Setting the expectation that students need to be in their classes on time also prevents many issues from happening in the hallways between passing periods. Our tardy policy ensures that students are in classes engaged in educational activities instead of causing problems in hallways and other common areas.
5. Setting the expectation that teachers should be at their doors during passing periods also helps prevent issues between students in the hallways from escalating.
6. Staff and administration have had time to build relationships with students since the COVID shutdown, so students feel comfortable sharing safety concerns with adults rather than trying to solve issues by themselves.

In Block 1 of 2021-22, our in-class suspension rate for all groups was 1.26%. In Block 1 of 2022-23, our in-class suspension rate for all groups was 3.52%.

The increase in the number of students who were in-class suspended could be due to the more strict application of our tardy policy this year as opposed to last year.

District climate data appears positive, but it is inconclusive due to the low number of parents, students, and staff who participated in the survey.

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

Based on the disproportionate number of students who are being both home suspended and in-class suspended, we need to evaluate the reasons why students are being suspended to determine if mediation practices could help bring the number into proportionality.

2022-23
Identified Need

While our home suspension rate for all groups fell by 1.99%, our home suspension rates for African American students, Students with Disabilities, and Homeless students are still high. In 2021-22, the home suspension rate for African American students was 8.33%, and in 2022-23, it was 8.39%. In 2021-22, the home suspension rate for Students with Disabilities was 10.37%, and in 2022-23, it was 5.47%. In 2021-22, the home suspension rate for Homeless students was 15.25%, and in 2022-23, it was 7.32%. We need to identify why the home suspension rates for these students are disproportionately higher than for other student groups, and then we need to implement strategies to bring the home suspension rates down for those groups of students.

As with our home suspension rates, our in-school suspension rates are higher for some groups than others. In 2021-22, the in-class suspension rate for African American students was 2.78%, and in 2022-23, it was 6.29%. In 2021-22, the in-class suspension rate for ELL students was 5.04%, and in 2022-23, it was 8.89%. In 2021-22, the in-class suspension rate for low SES students was 3.11%, and in 2022-23, it was 6.23%. In 2021-22, the in-class suspension rate for Homeless students was 3.39%, and in 2022-23, it was 7.32%. As with our home suspensions, we need to identify why the in-class suspensions for these students are higher than for other student groups, and we need to implement strategies to bring the in-class suspension rates down for those groups of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Home suspension data	Overall home suspension rate for Block 1 was 2.66%	Overall home suspension rate of 2.00%
In-class suspension data	Overall in-class suspension rate for Block 1 was 3.52%	Overall in-class suspension rate of 3.00%

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 School Community Intervention Specialist Parent/Family Support Ambassador	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	Ongoing throughout the School year 2023-24

			College & Career Center Tech Counseling Team 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 Intervention Specialist Attendance Office Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	Ongoing throughout the School year 2023-24
2.3	Provide materials and supplies to support student engagement and connectedness through the collaboration of the Principal's Advisory Council	X All Students English Learners Low-Income Students Foster Youth Other	Administration School Community Prevention Specialist Principal's Advisory Council of Students	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	Ongoing throughout the School year 2023-24

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: 2022-23

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 D/F/I and F rates for 2021-2022 and 2022-2023 for students overall as well as for our individual student groups.

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

In 2021-22, the D/F/I and F rates were:

Term 1 D/F/I: 33%
Term 1 F: 17%
Term 2 D/F/I: 37%
Term 2 F: 20%
Term 3 D/F/I: 32%

Term 3 F: 19%
Term 4 D/F/I: 35%
Term 4 F: 20%

The move to a block schedule has resulted in a decrease in the D/F/I rate as opposed to a traditional schedule (where the D/F/I average was 45%) and has also resulted in a continuing decrease in the F rate as opposed to a traditional schedule (where the average was 24%).

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

We analyzed the D/F/I and F rates not just for averages, but also by student group to determine which groups were not achieving in proportion to their percentage of the population. Based on our information, we determined that Hispanic/Latino students were earning a disproportionate number of D/F/I grades. We plan to meet with students to determine what steps they feel could help them be more successful. We also plan to evaluate our tutoring and intervention programs as a whole to determine need and what students are able to access those programs.

2022-23
Identified Need

Although the overall D/F/I rate and the overall F rate have both dropped, both the D/F/I and F rates for Hispanic/Latino students have remained high. Hispanic/Latino students comprise 32% of pupils, but their D/F/I rate is 38% and their F rate is 41%

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Overall D/F/I and F rates D/F/I and F rates for Hispanic/Latino students	In 2022-23, the overall D/F/I rates were: Term 1 D/F/I: 36% Term 1 F: 11% Term 2 D/F/I: 37% Term 2 F: 20% Term 3 D/F/I: 36% Term 3 F: 11%	Hispanic/Latino students D/F/I rate: 30% F rate: 35%

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 Leadership Team Department Chairs Teachers Teacher Librarian	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	Ongoing throughout the School year 2023-24
3.2	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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	Ongoing throughout the School year 2023-24
3.3	Provide additional resources to support English Language Learner students.	All Students X English Learners Low-Income Students Foster Youth Other	Administration ELD teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	Ongoing throughout the School year 2023-24

3.4	Provide release time for staff members to explore options for tutoring, intervention, and/or other student support programs.	X All Students English Learners Low-Income Students Foster Youth Other	Administration Leadership Team Department Chairs Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	Ongoing throughout the School year 2023-24
3.5	Provide a direct system of support for at-promise students of color	All Students English Learners Low-Income Students Foster Youth X Other At-promise students of color	Administration	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,150	Ongoing throughout the School year 2023-24
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	184,857	Ongoing throughout the School year 2023-24

				Personnel Salaries		
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 School year 2023-24
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 School year 2023-24

3.9	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 0.8 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	87,395	Ongoing throughout the School year 2023-24
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 School year 2023-24

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 School year 2023-24
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 School year 2023-24

3.13		All Students English Learners Low-Income Students Foster Youth Other					Throughout the School year 2023-24
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 number of students who are college and career ready by increasing the number of students who complete A-G requirements or who complete a CTE pathways or both.

Annual Review

SPSA Year Reviewed: 2022-23

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: California School Dashboard
CTE Pathway completion rates: California School Dashboard
Graduation rates: California School Dashboard

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

In 2021-22, 34.5% of our students completed A-G requirements.

In 2021-22, 16.7% of our students completed a CTE pathway.

In 2021-22, our graduation rate was 94.9%, which was 7.3% higher than the district average of 87.6% and 7.5% higher than the state average of 87.4%.

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

In 2020-21, 52.0% of our students completed A-G requirements, 11.9% completed a CTE pathway, and our graduation rate was 91.9%.

2022-23
Identified Need

While our CTE pathway completion and graduation rates went up after COVID, our A-G completion rate went down. And though our overall graduation rate exceeds the district and state averages, both our English Learners at 75.0% and our Asian student group at 84.2% graduate at a rate lower than our student body overall and the district and state averages.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
A-G Completion Rate	34.5%	50%
CTE Pathway Completers	16.7%	20%
Graduation Rate	94.9%	95% with English Learners at 80% and Asian students at 87%.

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
4.1	Support for supplies, materials, field trips, and any other items needed to	All Students English Learners Low-Income Students Foster Youth	Administrators Coordinators of Medical Assisting and Media Arts	LCFF Supplemental Site Allocation 4000-4999:	4000	Throughout the School year 2023-24

	support the Medical Assisting and Media Arts pathways.	X Other Medical Assisting and Media Arts CTE pathway students		Books And Supplies		
4.2	Professional Development for AP, AVID, CTE, and EL teachers.	X All Students X English Learners Low-Income Students Foster Youth Other	Administrators AP Coordinator AP Teachers CTE Pathway Coordinators	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	Throughout the School year 2023-24
4.3	Provide tutoring opportunities specifically for English Learner students	All Students X English Learners Low-Income Students Foster Youth Other	Administration ELD teacher Language teacher	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	Throughout the School year 2023-24

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:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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	$754,979.00

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 ($)
LCFF Supplemental Centralized Services (District Only)	$520,864.00
LCFF Supplemental English Learner Central	$121,955.00
LCFF Supplemental Site Allocation	$112,160.00

Subtotal of state or local funds included for this school: $754,979.00

Total of federal, state, and/or local funds for this school: $754,979.00

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	112,160	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	34,895.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	520,864.00
LCFF Supplemental English Learner Central	121,955.00
LCFF Supplemental Site Allocation	112,160.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	512,613.00
2000-2999: Classified Personnel Salaries	183,051.00
3000-3999: Employee Benefits	28,165.00
4000-4999: Books And Supplies	15,000.00
5000-5999: Services And Other Operating Expenditures	16,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	46,845.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	28,165.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	16,150.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	118,832.00
Goal 2	8,000.00
Goal 3	618,147.00
Goal 4	10,000.00

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
Robert Kerr	Other School Staff
Evelyn Welborn	Principal
Kristin Martin	Parent or Community Member
Carolina Carruth	Secondary Student
Nayeli Reyes Guerrero	Secondary Student
James McDonald	Parent or Community Member
vacant	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 9, 2023.

Attested:

	Principal, Evelyn Welborn on May 9, 2023
	SSC Chairperson, Ryan Tompkins on May 9, 2023

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

El Camino Fundamental High School

Funding Source: LCFF Supplemental Centralized Services (District Only)

$520,864.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide attendance intervention for all students and academic intervention for at-promise freshmen students.	2000-2999: Classified Personnel Salaries	$40,822.00	Connected School Communities	
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	
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	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$520,864.00	
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00	

El Camino Fundamental High School

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   **$112,160.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support for supplies, materials, field trips, and any other items needed to support the Medical Assisting and Media Arts pathways.	4000-4999: Books And Supplies	$4,000.00	College and Career Readiness	
Professional Development for AP, AVID, CTE, and EL teachers.	5000-5999: Services And Other Operating Expenditures	$3,000.00	College and Career Readiness	
Provide tutoring opportunities specifically for English Learner students	5000-5999: Services And Other Operating Expenditures	$3,000.00	College and Career Readiness	
Provide materials and supplies to support freshman student engagement and school connectedness	4000-4999: Books And Supplies	$3,000.00	Connected School Communities	
	3000-3999: Employee Benefits	$28,165.00	Connected School Communities	

El Camino Fundamental High School

Provide professional development and collaboration time to support School Connectedness programs.	5000-5999: Services And Other Operating Expenditures	$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	$2,000.00	Healthy Environments for Social and Emotional Growth
Provide materials and supplies to support student engagement and connectedness through the collaboration of the Principal's Advisory Council	4000-4999: Books And Supplies	$1,000.00	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	$3,000.00	Engaging Academic Programs
Provide support for the library to purchase books, periodicals, and other materials to encourage literacy.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs
Provide additional resources to support English Language Learner students.	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs
Provide release time for staff members to explore options for tutoring, intervention, and/or other student support programs.	1000-1999: Certificated Personnel Salaries	$3,000.00	Engaging Academic Programs
Provide a direct system of support for at-promise students of color	5000-5999: Services And Other Operating Expenditures	$5,150.00	Engaging Academic Programs
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	$46,845.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: $112,160.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

El Camino Fundamental High School Total Expenditures: $754,979.00