

School Year: **2024-25**



# 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	05/21/24	July 30, 2024

## 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

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

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

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

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

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

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

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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

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

## Root Cause Analysis

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

## Resource Inequities

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

## Input from Educational Partners

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

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

The school consults annually with the site Leadership Team and the Site Council.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.48%	0.48%	0.31%	6	6	4
African American	8.89%	8.35%	8.72%	110	104	113
Asian	5.82%	6.34%	6.79%	72	79	88
Filipino	0.97%	0.56%	0.23%	12	7	3
Hispanic/Latino	32.47%	34.35%	34.26%	402	428	444
Pacific Islander	1.21%	1.04%	0.77%	15	13	10
White	42.49%	41.25%	41.20%	526	514	534
Multiple/No Response	7.67%	7.62%	7.72%	95	95	100
	<b>Total Enrollment</b>			1238	1246	1296

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	267	331	359
Grade 10	364	298	329
Grade 11	312	347	289
Grade 12	282	270	319
<b>Total Enrollment</b>	1,225	1,246	1,296

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	121	140	144	9.30%	9.8%	11.1%
Fluent English Proficient (FEP)	249	249	264	21.10%	20.1%	20.4%
Reclassified Fluent English Proficient (RFEP)				8.5%		

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1246	51.7	11.2	0.1
Total Number of Students enrolled in El Camino Fundamental High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	11.2
Foster Youth	1	0.1
Homeless	42	3.4
Socioeconomically Disadvantaged	644	51.7
Students with Disabilities	108	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	104	8.3
American Indian	6	0.5
Asian	79	6.3
Filipino	7	0.6
Hispanic	428	34.3
Two or More Races	95	7.6
Pacific Islander	13	1
White	514	41.3

# School and Student Performance Data

## Overall Performance

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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Red		
<b>College/Career</b>  Medium		



**Conclusions based on this data:**

1. There were drops in ELA and Math achievement as measured by CAASPP testing due in large part to our highest achieving students not taking the assessments seriously.
2. The graduation rate dropped as a result of an inordinate amount of students that were struggling with physical and mental stress/ailments as well as transiency.
3. We believe that our College/Career preparedness indicator increased due to an increase in historically underrepresented students enrolled in AP classes.

# School and Student Performance Data

## Academic Performance English Language Arts

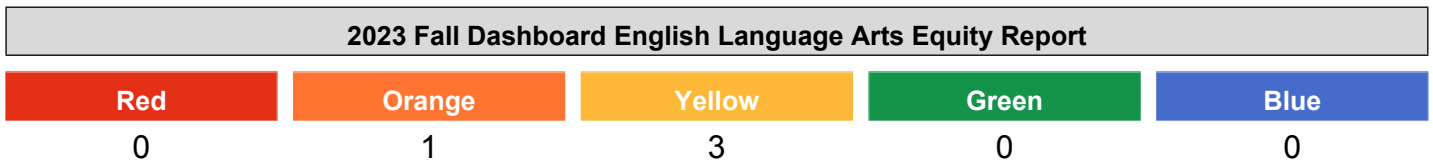
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.4 points below standard</p> <p>Increased +3.3 points</p> <p>312 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>100.9 points below standard</p> <p>Increased Significantly +55.3 points</p> <p>40 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>54.8 points below standard</p> <p>Increased Significantly +24.9 points</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>31.8 points below standard</p> <p>Increased +6.1 points</p> <p>164 Students</p>	<p><b>Students with Disabilities</b></p> <p>134.5 points below standard</p> <p>Increased Significantly +23 points</p> <p>19 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>71.2 points below standard</p> <p>Decreased Significantly - 40.4 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>52.5 points below standard</p> <p>Maintained -0.8 points</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Yellow</p> <p>20.1 points below standard</p> <p>Increased +6.8 points</p> <p>98 Students</p>	<p>27.3 points above standard</p> <p>Increased Significantly +43.7 points</p> <p>31 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	 <p>Yellow</p> <p>9.8 points above standard</p> <p>Decreased -14.5 points</p> <p>145 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>153.1 points below standard</p> <p>Increased Significantly +32 points</p> <p>19 Students</p>	<p>53.8 points below standard</p> <p>Increased Significantly +47.7 points</p> <p>21 Students</p>	<p>14 points above standard</p> <p>Maintained -1.4 points</p> <p>226 Students</p>

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 2.4 points below standard which was an increase from the previous school year. It was determined through data analysis that our English Language Learner students did poorly on this assessment. They scored 100.9 points below standard which was a significant increase from the previous school year.

Our English Learner achievement is improving, but at a slow rate. We added additional resources to support language acquisition, and we need to explore additional resources to help more in the future.

We added an online program for support, so we need to examine the data from that program to evaluate its effectiveness. We also need to explore the options for adding additional staff members who speak the home languages of our students.

# School and Student Performance Data

## Academic Performance Mathematics

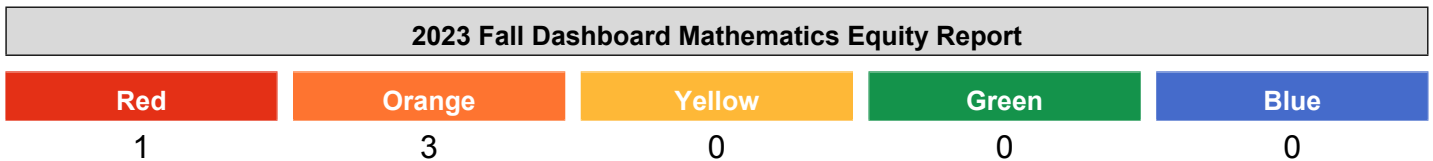
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 98.4 points below standard Increased +9.7 points 312 Students	<b>English Learners</b>  Orange 166.5 points below standard Increased Significantly +60.3 points 40 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 164.5 points below standard Increased Significantly +36.4 points 15 Students	<b>Socioeconomically Disadvantaged</b>  Orange 125.7 points below standard Increased Significantly +15.6 points 164 Students	<b>Students with Disabilities</b> 180.3 points below standard Increased Significantly +49.1 points 19 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
174.4 points below standard Decreased Significantly - 41.4 points 17 Students	Less than 11 Students 1 Student	98.4 points below standard Increased Significantly +97.5 points 18 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 127.8 points below standard Maintained +2.6 points 98 Students	57.1 points below standard Increased Significantly +44.9 points 31 Students	Less than 11 Students 2 Students	 Orange 82.4 points below standard Decreased -7 points 145 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
204.9 points below standard Increased Significantly +44.5 points 19 Students	131.6 points below standard Increased Significantly +48.2 points 21 Students	84.3 points below standard Maintained +0.1 points 226 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 98.4 points below standard which was an increase from the previous school year. It was determined through data analysis that all of our students, but especially our Hispanic students, are struggling with math. They are our lowest performing student group and scored 127.8 points below standard which was similar to the previous school year.

Our students are still recovering from learning loss from the COVID pandemic and struggle with math confidence.

We need to explore options for co-teaching or other additional staff in our math classes.

# School and Student Performance Data

## Academic Performance English Learner Progress

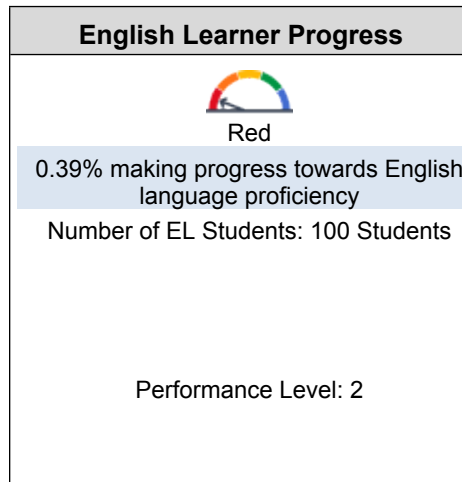
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19	42	0	39

#### Lowest Performing Group:

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

We have a large number of students who maintained or progressed in their ELPI level, but we also had a large group that decreased one level.

We did not provide enough support for student to make ELPI progress.

We purchased an online program for EL support, and we need to evaluate the effectiveness of that program. We also need to explore adding additional staff who can provide language support. We are also planning to hold regular parent meetings for our EL students so that we can talk to them about academic success and supports that we currently offer.



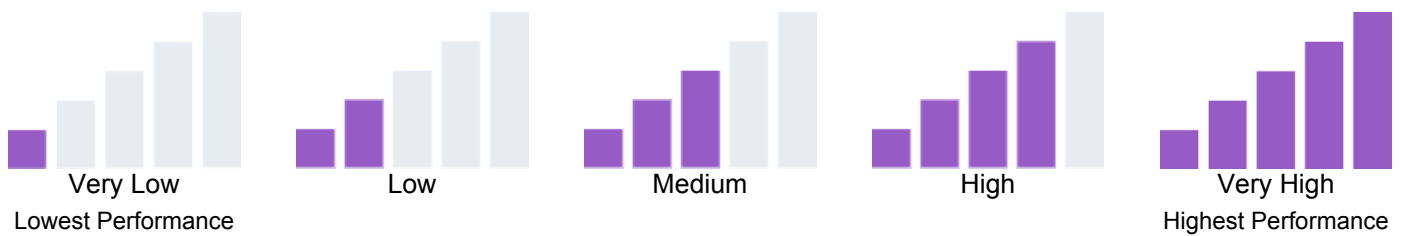
# School and Student Performance Data

## Academic Performance College/Career Report

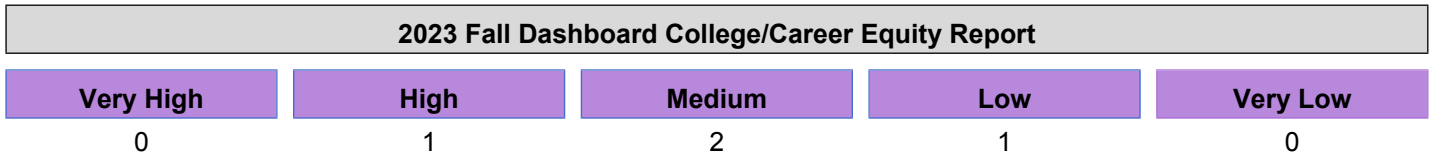
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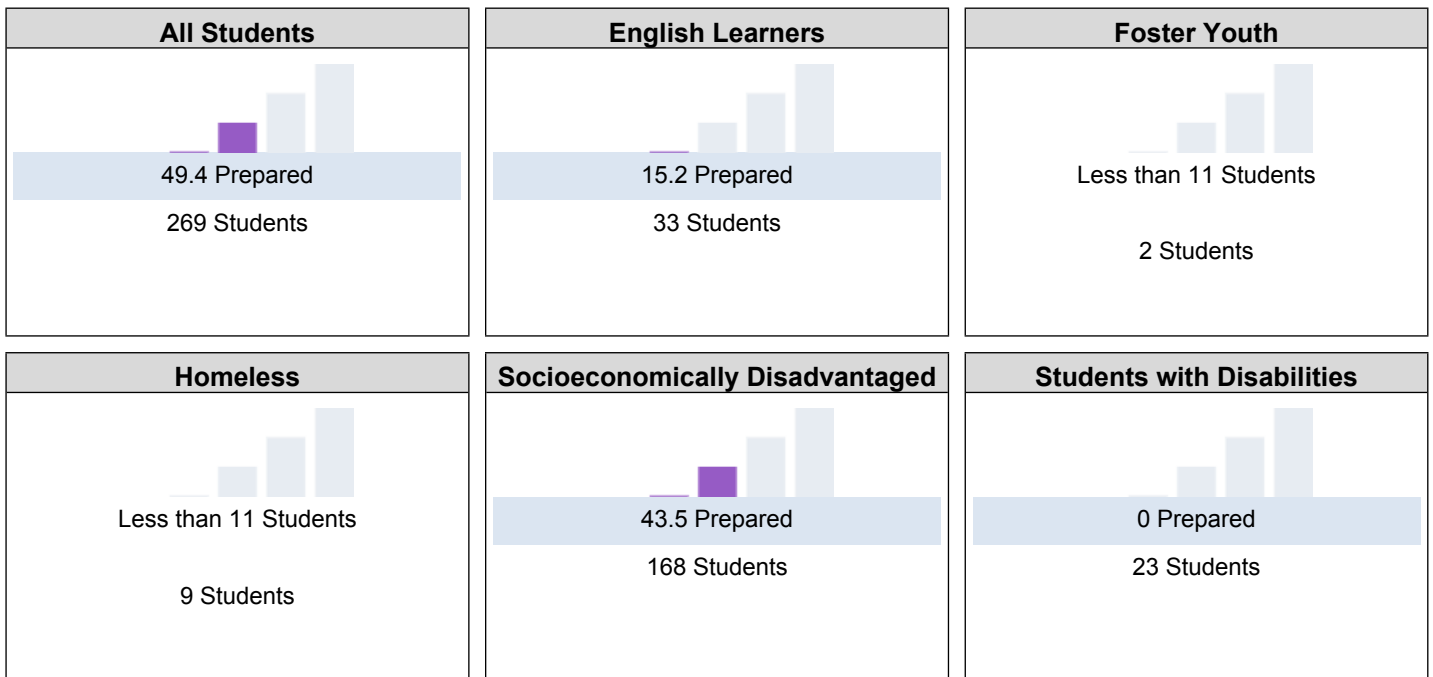
This section provides number of student groups in each level.



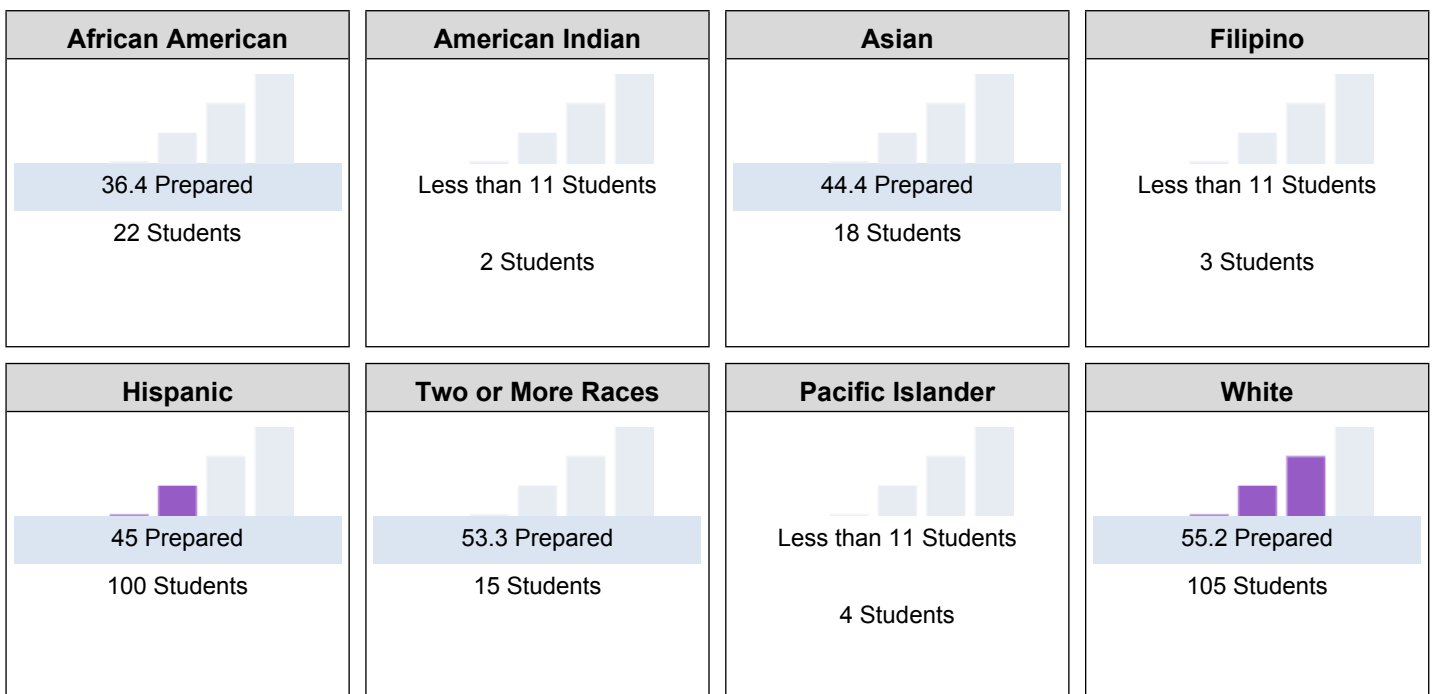
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our EL students are performing at the 'Low' level, which is the lowest level of any of our students.

The language barrier makes achievement of College & Career Readiness hard for EL students to achieve.

We need to support student more so that they are more quickly able to reclassify. We also need to make students and families aware that we want them to graduate College & Career Ready and the resources we have available to support them in achieving that goal.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

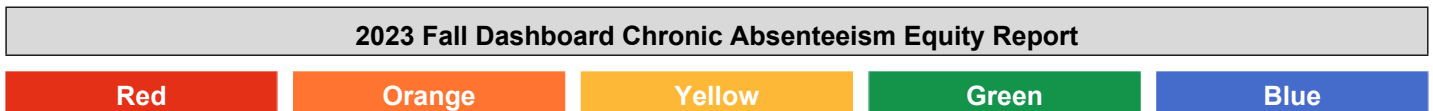
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  No Performance Color 0 Students	<b>English Learners</b>  No Performance Color 0 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 0 Students	<b>Students with Disabilities</b>  No Performance Color 0 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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# School and Student Performance Data

## Academic Engagement Graduation Rate

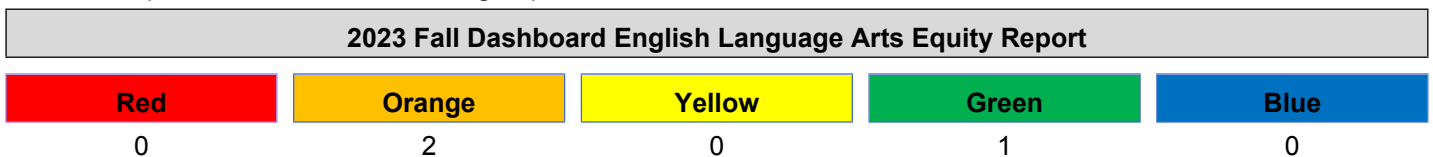
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Orange 89.3% graduated Decreased Significantly -5.6 270 Students	<b>English Learners</b> 79.4% graduated Increased 4.4 34 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Orange 87% graduated Decreased Significantly -6 169 Students	<b>Students with Disabilities</b> 91.3% graduated Increased 2.8 23 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p align="center">90.9% graduated</p> <p align="center">Decreased Significantly -5.9</p> <p align="center">22 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center">77.8% graduated</p> <p align="center">Decreased Significantly -6.4</p> <p align="center">18 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">3 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center"></p> <p align="center">Green</p> <p align="center">93% graduated</p> <p align="center">Maintained -0.2</p> <p align="center">100 Students</p>	<p align="center">86.7% graduated</p> <p align="center">Decreased Significantly -5.9</p> <p align="center">15 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">87.7% graduated</p> <p align="center">Decreased Significantly -10.6</p> <p align="center">106 Students</p>

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The graduation rate for All Students and Socioeconomically Disadvantaged students decreased, while Hispanic students maintained.

Many students were credit deficient due to the effects of COVID.

We have implemented an academic intervention program that supports all students in making progress toward graduation. We plan to continue this academic intervention.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

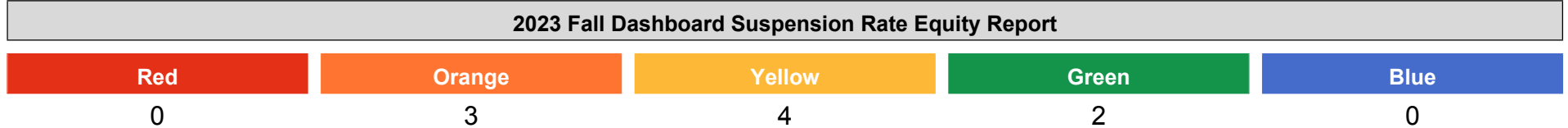
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This section provides number of student groups in each level.



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

**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Green

6% suspended at least one day

Declined Significantly -2.9  
1294 Students

**English Learners**

  
 Yellow


7.4% suspended at least one day

Declined -0.5  
162 Students

**Foster Youth**

Less than 11 Students  
2 Students


**Homeless**

  
 Orange

22.2% suspended at least one day

Declined -5.3  
54 Students


**Socioeconomically Disadvantaged**

  
 Yellow

7.9% suspended at least one day

Declined Significantly -4.7  
734 Students

**Students with Disabilities**






  
 Orange

13.3% suspended at least one day

Declined -0.9  
113 Students



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p>  <p align="center">Orange</p> <p align="center">12.7% suspended at least one day</p> <p align="center">Declined -2.8 110 Students</p>	<p align="center"><b>American Indian</b></p> <p align="center">Less than 11 Students 6 Students</p>	<p align="center"><b>Asian</b></p>  <p align="center">Yellow</p> <p align="center">8.3% suspended at least one day</p> <p align="center">Declined -0.8 84 Students</p>	<p align="center"><b>Filipino</b></p> <p align="center">Less than 11 Students 7 Students</p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Green</p> <p align="center">5.1% suspended at least one day</p> <p align="center">Declined Significantly -2.9 450 Students</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">Yellow</p> <p align="center">9% suspended at least one day</p> <p align="center">Declined -5.6 100 Students</p>	<p align="center"><b>Pacific Islander</b></p> <p align="center">0% suspended at least one day</p> <p align="center">Declined -6.7 13 Students</p>	<p align="center"><b>White</b></p>  <p align="center">Green</p> <p align="center">4.6% suspended at least one day</p> <p align="center">Declined Significantly -2.7 524 Students</p>

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There was a decline in suspension in all of our subgroups. Our lowest performing student groups are homeless, students with disabilities and African American students. 22.2% of our homeless students were suspended at least one day which was a decline from the previous school year. 13.3% of our students with disabilities were suspended at least one day which was also a decrease from the previous school year. 12.7% of our African American students were suspended at least one day which was a decrease from the previous school year.

We have staff members who have relationships with students, and students are able to go to them when they have problems. We also have re-entry meetings with students when they are suspended so that we can reinforce behavior expectations.

We are progressing in the right direction. so we do not need any additional resources in this section.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

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

## SPSA/Goal 1

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

# Annual Review

## SPSA Year Reviewed: 2023-24

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 have historically used our D/F/I data to monitor progress. This data is generated four times per year at the Term grading periods.

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

The move to the block schedule brought the D/F/I rate down quite a bit overall, but the D/F/I rate for our Latino students remained high.

In 2022-2023, the D/F/I rate overall was 36% and the F rate overall was 11.25%. For Latino students, the D/F/I rate was 38% and the F rate was 41%.

Our goal for the 2023-2024 school year was to reduce the D/F/I rate for Latino students to 30% and the F rate to 35%.

For Latino students in 2023-2024 Term 1, the D/F/I rate was 41% and the F rate was 42%. For Term 2, the D/F/I rate was 43% and the F rate was 44%.

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

We provided support for EL students, but not specifically for Latino students. We need to provide additional support for all Latino students, whether or not they are designated as English Language Learners.

**2023-24**

**Identified Need**

We need to understand why the D/F/I and F rate are disproportionately high for Latino students. We will hold listening sessions with students, teachers, and families to determine root causes and possible solutions.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	2.4 points below standard	+3 scale points
	English Learners	100.9 points below standard	
	Foster Youth		
	Homeless	54.8 points below standard	
	Socioeconomically Disadvantaged	31.8 points below standard	
	Students with Disabilities	134.5 points below standard	
	African American	71.2 points below standard	
	American Indian		
	Asian	52.5 points below standard	
	Filipino		
Hispanic	20.1 points below standard		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Two or More Races	27.3 points above standard	
	Pacific Islander		
	White	9.8 points above standard	
Math State Assessment: Change in scale score	All Students	98.4 points below standard	+3 scale points
	English Learners	166.5 points below standard	
	Foster Youth		
	Homeless	164.5 points below standard	
	Socioeconomically Disadvantaged	125.7 points below standard	
	Students with Disabilities	180.3 points below standard	
	African American	174.4 points below standard	
	American Indian		
	Asian	98.4 points below standard	
	Filipino		
	Hispanic	127.8 points below standard	
	Two or More Races	57.1 points below standard	
	Pacific Islander		
	White	82.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.39%		+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	17.90%	20%																		
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	<table border="1"> <tbody> <tr> <td>All Students</td> <td>49.4 Prepared</td> </tr> <tr> <td>English Learners</td> <td>15.2 Prepared</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>43.5 Prepared</td> </tr> <tr> <td>Students with Disabilities</td> <td>0 Prepared</td> </tr> <tr> <td>African American</td> <td>36.4 Prepared</td> </tr> <tr> <td>Asian</td> <td>44.4 Prepared</td> </tr> <tr> <td>Hispanic</td> <td>45 Prepared</td> </tr> <tr> <td>Two or More Races</td> <td>53.3 Prepared</td> </tr> <tr> <td>White</td> <td>55.2 Prepared</td> </tr> </tbody> </table>	All Students	49.4 Prepared	English Learners	15.2 Prepared	Socioeconomically Disadvantaged	43.5 Prepared	Students with Disabilities	0 Prepared	African American	36.4 Prepared	Asian	44.4 Prepared	Hispanic	45 Prepared	Two or More Races	53.3 Prepared	White	55.2 Prepared	+2%
All Students	49.4 Prepared																			
English Learners	15.2 Prepared																			
Socioeconomically Disadvantaged	43.5 Prepared																			
Students with Disabilities	0 Prepared																			
African American	36.4 Prepared																			
Asian	44.4 Prepared																			
Hispanic	45 Prepared																			
Two or More Races	53.3 Prepared																			
White	55.2 Prepared																			

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Collaboration time for English teachers to address the needs of the lowest-performing students.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English Learners, Students with Disabilities, and African American Students	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000.00	School year 2024-2025

1.2	Collaboration time for Math teachers to address the needs of the lowest-performing students.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English Learners, Students with Disabilities, and African American Students	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000.00	School year 2024-2025
1.3	Provide additional resources to support English Language Learner students	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000.00	School year 2024-2025
1.4	Improve Your Tomorrow: Provide a direct and ongoing system of support for at-risk young men of color.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing young men of color	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5150	School year 2024-2025

1.5	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 Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2024-2025
1.6	Provide support through the TRIO Upward Bound collaboration with American River College for first-generation and/or low-SES students who are interested in pursuing a math or science major/career	All Students English Learners X Low-Income Students Foster Youth Lowest Performing			School year 2024-2025
1.7	Collaboration time for Special Education and EL teachers to address the needs of the lowest-performing students.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English Learners, Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000	Ongoing throughout the school year 2024-2025

1.8	Provide program-specific professional development for AP, AVID, CTE, and EL teachers.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	Ongoing throughout the school year 2024-2025
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement and Course Access

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

We used attendance data, tardy data, and graduation rate data.

The attendance rate for 2021-2022 and 2022-2023 remained consistent at 92.96% for both years. For the 2023-2024 school year, the attendance rate was 93.11%.

The tardies for the first Block of 2021-2022 were 5890, and for the first Block of 2022-2023 were 4785. For the first Block of 2023-2024, the tardies were 4869.

In 2021-2022, the graduation rate was 94.9%. In 2022-2023, the graduation rate was 89.3%

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

The attendance rate trended in a positive direction and the tardy rate stayed fairly consistent. There are two intervention staff members, School Community Specialist and School Community Intervention Specialist, who conduct attendance and tardiness interventions. They meet with students to discuss barriers to positive attendance and work with students and families to develop strategies to improve attendance.

The graduation rate decreased, so we need to determine what barriers are preventing students from being able to successfully earn credits for graduation and work to address those barriers.

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

Based on the graduation rate data, the Principal joined the district Graduation Committee to take part in the conversation around barriers to graduation. The Committee has worked to identify and propose solutions that will help all San Juan Unified students be more successful in achieving graduation.

**2023-24**

**Identified Need**

We need to increase our graduation rate overall, with a specific focus on English Learner and Asian students.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	92.43%	94%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	8.20%	7%
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students 89.3% graduated English Learners 79.4% graduated Foster Youth Homeless Socioeconomically Disadvantaged 87% graduated Students with Disabilities 91.3% graduated African American 90.9% graduated American Indian Asian 77.8% graduated Filipino Hispanic 93% graduated Two or More Races 86.7% graduated Pacific Islander White 87.7% graduated	+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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide materials and supplies to support student engagement in and connectedness to school including incentives for positive attendance and engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2024-2025.
2.2	Provide tutoring opportunities for all students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School year 2024-2025.
2.3	Provide professional development about Professional Learning Communities in collaboration with the San Juan Unified PLI department	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5000	School year 2024-2025.

2.4	Provide materials and supplies to support work of Professional Learning Communities	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2024-2025.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

# Annual Review

## SPSA Year Reviewed: 2023-24

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.

In Block 1 of 2021-2022, the home suspension rate for all groups was 4.65%.

In Block 1 of 2022-2023, the home suspension rate for all groups was 2.66%.

In Block 1 of 2023-2024, the home suspension rate for all groups was 6.52%.

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

This year, we had a large number of fights where freshmen and transfer students were involved.

What worked were the re-entry meetings that were held with all students who were home suspended for fighting; the student, their family, their Counselor, and their Vice Principal would meet with them on the day they returned from home suspension. They

discussed the school's behavior expectations, what the student could have done differently to avoid the altercation in the first place, the resources available to the student, and what the student planned to do if they had further conflicts with other students. What didn't work was trying to prevent fights from happening in the first place.

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

Next year we plan to collaborate with our feeder schools to learn which students have had behavior challenges and what strategies have been in place to help the student. When the school year begins, the Vice Principals will meet with those students and their families to discuss behavior expectations and offer resources to ensure a smooth transition to high school for the student and their family.

**2023-24**

**Identified Need**

Homeless students, students with disabilities, and African American students are suspended at higher rates than their peers. We need to identify reasons why these students are suspended at higher rates and address those reasons.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	6% suspended at least one day	-0.3%
	English Learners	7.4% suspended at least one day	
	Foster Youth		
	Homeless	22.2% suspended at least one day	
	Socioeconomically Disadvantaged	7.9% suspended at least one day	
	Students with Disabilities	13.3% suspended at least one day	
	African American	12.7% suspended at least one day	
	American Indian		
	Asian	8.3% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Filipino Hispanic 5.1% suspended at least one day Two or More Races 9% suspended at least one day Pacific Islander 0% suspended at least one day White 4.6% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.0%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	41.9%	50%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	46.7%	50%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	Site Council: 4 parents Boosters: 128 members PTSA: 75 members ELAC: 4 members	+2%

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide .75 School Community Prevention	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	47453 29341	School year 2024-2025



	Specialist to coordinate and organize school connectedness activities, behavior intervention activities, and parent engagement activities.	Lowest Performing	2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
3.2	Provide materials and supplies to support freshmen student engagement and school connectedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000	School year. 2024-2025
3.3	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 Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2024-2025.
3.4	Provide materials and supplies to	X All Students English Learners	LCFF Supplemental	500	School year 2024-2025

	support improved school safety through the collaboration of the Principal's Advisory Council.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
3.5	Provide materials and supplies to support improved school/family collaboration through the site ELAC.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	656.00	School year 2024-2025

# 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

<b>SCHOOL GOAL #1:</b>
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Ensure all English Learners receive designated and integrated English Language Development daily.	08/2024 - 06/2025	ELL teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide Bilingual Instructional Aide to provide language support to English Learner students at beginning and early intermediate proficiency levels to support core content instruction	08/2024 - 06/2025	Bilingual Instructional Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide a direct and ongoing system of support for first-generation and low-SES students to help them prepare for college.	08/2024 - 06/2025	AVID teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Lower class sizes for students in Integrated Math.	08/2024 - 06/2025	1.67 IM1 teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide additional school counseling services for students and parents in the areas of education, career planning, student performance, personal and social relations, and parent and family relations.	08/2024 - 06/2025	1.0 counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

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
Supplemental support for students not meeting graduation credit requirements.	08/2024 - 06/2025	.33 credit recovery teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide post-graduate college & career planning for all students.	08/2024 - 06/2025	College & Career Tech	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

<b>SCHOOL GOAL #2:</b>
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide attendance intervention for all students and academic intervention for at-promise freshmen students.	08/2024 - 06/2025	School Community Specialist	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
		School Community Intervention Specialist	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

<b>SCHOOL GOAL #3:</b>
School Conditions, Climate, and Family Engagement

<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and</b> <b>Professional Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
Provide support from Parent/Family Support Ambassador to students and families in need. Facilitates intervention services and acts as a liaison between the school and families to improve educational outcomes for culturally diverse students.	08/2024 - 06/2025	FACE Parent/Family Support Ambassador	1000-1999: Certificated Personnel Salaries	Other	

# 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	\$117,600.00

## 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 Site Allocation	\$117,600.00

Subtotal of state or local funds included for this school: \$117,600.00

Total of federal, state, and/or local funds for this school: \$117,600.00

# 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	117,600	0.00
Cell Tower (High School ONLY)	22,650	22,650.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	117,600.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,000.00
2000-2999: Classified Personnel Salaries	47,453.00
3000-3999: Employee Benefits	29,341.00
4000-4999: Books And Supplies	16,656.00
5000-5999: Services And Other Operating Expenditures	13,150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	47,453.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	29,341.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,656.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	13,150.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,150.00
Goal 2	14,000.00
Goal 3	84,450.00



# 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
Evelyn Welborn	Principal
Meaghan Sheehan	Classroom Teacher
Michael Zysk	Classroom Teacher
Robert Kerr	Other School Staff
Kelli Newman	Parent or Community Member
Kimberly Yost	Parent or Community Member
Linda Litka	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**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/24.

Attested:



Principal, Evelyn Welborn on 5/21/24



SSC Chairperson, Kimberly Yost on 5/21/24

# Budget By Expenditures

## El Camino Fundamental High School

**Funding Source: LCFF Supplemental Site Allocation**      **\$117,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Collaboration time for English teachers to address the needs of the lowest-performing students.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities	
Collaboration time for Math teachers to address the needs of the lowest-performing students.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities	
Provide additional resources to support English Language Learner students	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Improve Your Tomorrow: Provide a direct and ongoing system of support for at-promise young men of color.	5000-5999: Services And Other Operating Expenditures	\$5,150.00	Connected School Communities	
Provide support for the Library to purchase books, periodicals, and other materials to encourage literacy.	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities	
Collaboration time for Special Education and EL teachers to address the needs of the lowest-performing students.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities	
Provide program-specific professional development for AP, AVID, CTE, and EL teachers.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Connected School Communities	
Provide materials and supplies to support student engagement in and connectedness to school including incentives for positive attendance and engagement.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social and Emotional Growth	
Provide tutoring opportunities for all students	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for Social and Emotional Growth	
Provide professional development about Professional Learning Communities in collaboration with the San Juan Unified PLI department	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Social and Emotional Growth	

## El Camino Fundamental High School

Provide materials and supplies to support work of Professional Learning Communities	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social and Emotional Growth
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	\$47,453.00	Engaging Academic Programs
Provide materials and supplies to support freshmen student engagement and school connectedness.	4000-4999: Books And Supplies	\$6,000.00	Engaging Academic Programs
Provide materials and supplies to support student engagement and connectedness through the collaboration of the Principal's Advisory Council.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
Provide materials and supplies to support improved school safety through the collaboration of the Principal's Advisory Council.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
Provide materials and supplies to support improved school/family collaboration through the site ELAC.	4000-4999: Books And Supplies	\$656.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$29,341.00	Engaging Academic Programs
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

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LCFF Supplemental Site Allocation Total Expenditures: \$127,600.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

## El Camino Fundamental High School

El Camino Fundamental High School Total Expenditures: \$127,600.00