



# 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 20, 2025	June 24,2025

## 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, Department Chairs, Site Council, English Learners Advisory Committee, El Camino Booster Club, and El Camino Parent-Teacher-Student Association.

Leadership Team meets every other Monday at 3:30 pm and is comprised of certificated staff members, the principal, and a vice principal. These meetings are restricted to El Camino faculty and staff members.

Department Chairs meet on the 4th Tuesday of each month at 3:35 pm. This group is comprised of the chair of each department on campus. These meetings are restricted to El Camino faculty and staff members.

The Site Council meets on the 2nd Tuesday of each month at 3:35 pm in the El Camino Library. These meetings are open to the public.

The English Learner Advisory Committee meets 4 times per year (once per Term) at 3:35 pm in the El Camino Library. These meetings are open to the public.

The El Camino Booster Club meets on the first Monday of each month at 6:00 pm in the El Camino Library. These meetings are open to the public.

The El Camino Parent-Teacher-Student Association meets on the second Monday of each month at 6:00 pm in the El Camino Library. These meetings are open to the public.

# 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
Total Enrollment				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
Total Enrollment	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)			19	8.5%		12.26%

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,296	50.9%	11.1%	0.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	144	11.1%
Foster Youth	3	0.2%
Homeless	52	4%
Socioeconomically Disadvantaged	660	50.9%
Students with Disabilities	111	8.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	113	8.7%
American Indian	4	0.3%
Asian	88	6.8%
Filipino	3	0.2%
Hispanic	444	34.3%
Two or More Races	100	7.7%
Pacific Islander	10	0.8%
White	534	41.2%

# School and Student Performance Data

## Overall Performance







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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Graduation Rate</div> <div> Green</div>	<div>Suspension Rate</div> <div> Red</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Red</div>		
<div>College/Career</div> <div> Green</div>		



# School and Student Performance Data

## Academic Performance English Language Arts

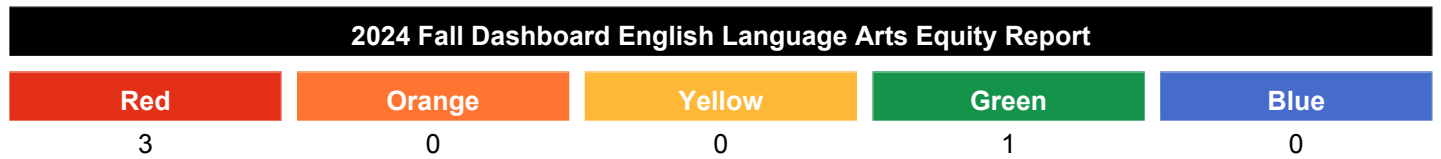
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>22.9 points below standard</div> <div>Declined 20.5 points</div> <div>268 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>152.6 points below standard</div> <div>Declined 51.6 points</div> <div>47 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>177.3 points below standard</div> <div>17 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>45.5 points below standard</div> <div>Declined 13.7 points</div> <div>156 Students</div>

<b>Students with Disabilities</b>  No Performance Color 122.9 points below standard Increased 11.6 points 27 Students	<b>African American</b>  No Performance Color 73.4 points below standard Maintained 2.2 points 17 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color 97.7 points below standard Declined 45.2 points 17 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Red 48.6 points below standard Declined 28.5 points 98 Students
<b>Two or More Races</b>  No Performance Color 9.5 points below standard Declined 36.8 points 19 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 5 Students	<b>White</b>  Green 16.8 points above standard Increased 6.9 points 110 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.

Our lowest performing student groups were Long-Term English Learners, English Learners, and Students with Disabilities.

Long-term English Learners scored 177.3 points below standard. The LTEL category was not present in the 2023 year report, but this student group's status level is very low.

English Learners scored 152.6 points below standard, which was a decrease of 51.6 points from the previous year. Students with Disabilities scored 122.9 points below standard, which was an increase of 11.6 points from the previous year.

In comparison, all students scored 22.9 points below standard, which was a decrease of 20.5 points from the previous year.

#### Potential causes:

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

Long-Term English Learners, English Learners, and Students with Disabilities did not receive enough academic support to improve their performance.

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

English Language Arts performance overall is low, so all students would benefit from the support of a Site-Based Coach to support teachers and staff in increasing their instructional skills to impact students' academic achievement and to provide supplemental instruction to students.

Long-Term English Learners and English Learners would benefit from improved strategies for English language acquisition, with a specific focus on academic language, English Language Arts standards, and English Language Development standards. Both language learner groups would also benefit from the support of a Farsi/Dari-speaking Bilingual Instructional Assistant, and increased exposure to and practice of ELPAC elements: speaking, listening, reading, and writing in English.

Students with Disabilities would benefit from improved academic supports with a focus on English Language Arts standards.

All students would benefit from a counselor to assist students who need support to access core instruction and provide tools and resources for students and parents to promote success in school.

# School and Student Performance Data

## Academic Performance Mathematics

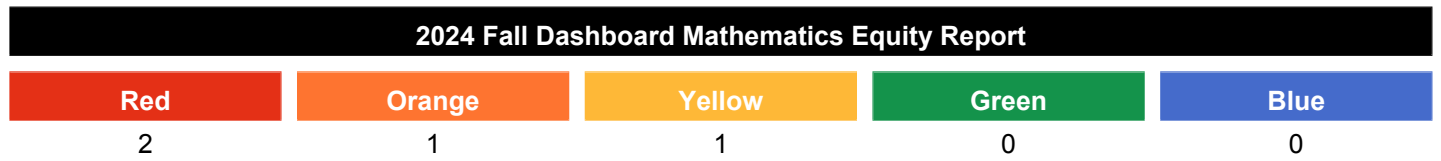
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







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












This section 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>104.1 points below standard</div> <div>Declined 5.7 points</div> <div>267 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>215.0 points below standard</div> <div>Declined 48.5 points</div> <div>47 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>236.0 points below standard</div> <div>17 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>122.2 points below standard</div> <div>Increased 3.5 points</div> <div>155 Students</div>

<b>Students with Disabilities</b>  No Performance Color 188.5 points below standard Declined 8.2 points 27 Students	<b>African American</b>  No Performance Color 113.4 points below standard Increased 60.9 points 17 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color 167.5 points below standard Declined 69.1 points 17 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Red 142.1 points below standard Declined 14.3 points 97 Students
<b>Two or More Races</b>  No Performance Color 84.8 points below standard Declined 27.8 points 19 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 5 Students	<b>White</b>  Yellow 61.1 points below standard Increased 21.3 points 110 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.

Our lowest performing student groups were Long-Term English Learners, English learners, Students with Disabilities, Asian students and Hispanic students.

Long-Term English Learners scored 236 points below standard. The LTEL category was not present in the 2023 year report, but this student group's status level is very low.

English learners scored 215 points below standard which was a decrease of 48.5 points from the previous year.

Students with Disabilities scored 188.5 points below standard, which was a decrease of 8.2 points from the previous year.

Asian students scored 167.5 points below standard, which was a decrease of 69.1 points from the previous year.

Hispanic students scored 142.1 points below standard which was a decrease of 14.3 points from the previous year.

In comparison, all students scored 104.1 points below standard which was a decrease of 5.7 points from the previous year.

#### Potential causes:

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

Many student groups found math to be challenging, while others made significant gains this year. Mathematics has been challenging for El Camino students for many years, and the math department is currently working to align instruction and assessments to improve outcomes.

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

Long-Term English Learners and English Language Learners would benefit from specific and focused instruction regarding math vocabulary in addition to strategies to improve understanding math facts and functions. Students with Disabilities, Asian, and Hispanic students would benefit from additional math support overall.

# 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
30% making progress.	19.2% making progress.
Number Students: 110 Students	Number Students: 52 Students

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

2024 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
40	79	0	43

### Lowest Performing Group:

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

33% of our English learners made at least one level growth on ELPAC.  
49% of our English Learners maintained their ELPI level, with 55 students being English Language Learners and 24 being Long-Term English Learners.  
25% of our English learners decreased at least one level on ELPAC from the previous year.

### Potential causes:

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

Long-Term English Learners are a large group with specific needs, and that group was not receiving adequate attention and instruction.

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

EL and LTEL students would benefit from additional support, both inside and outside the classroom. A Farsi/Dari speaking BIA would help students inside the classroom, and outreach and support for EL and LTEL families would help students outside the classroom and at home.

For the 2025-2026 school year, LTEL students will also be enrolled in ELD IV, which is a journalism-focused English development class. El Camino is a pilot site for the program.



# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

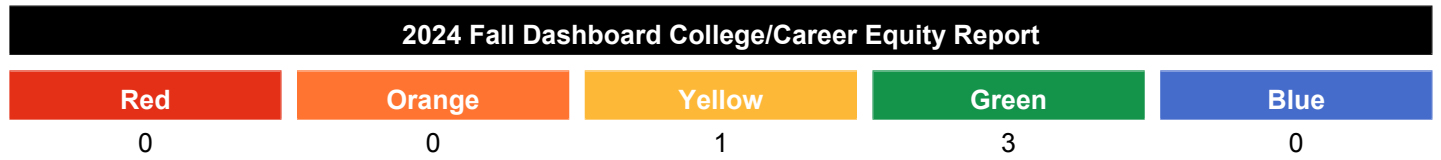
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div><div>All Students</div><div> Green</div><div>52.4 Prepared</div><div>Increased 3</div><div>311 Students</div></div>	<div><div>English Learners</div><div> Yellow</div><div>28.1 Prepared</div><div>Increased 13</div><div>32 Students</div></div>	<div><div>Long-Term English Learners</div><div> No Performance Color</div><div>14.3 Prepared</div><div>Maintained 1.8</div><div>14 Students</div></div>
<div><div>Foster Youth</div><div> No Performance Color</div><div>Less than 11 Students 0</div><div>2 Students</div></div>	<div><div>Homeless</div><div> No Performance Color</div><div>38.9 Prepared</div><div>0</div><div>18 Students</div></div>	<div><div>Socioeconomically Disadvantaged</div><div> Green</div><div>49.7 Prepared</div><div>Increased 6.3</div><div>199 Students</div></div>

<b>Students with Disabilities</b>  No Performance Color 4.5 Prepared Increased 4.5 22 Students	<b>African American</b>  No Performance Color 33.3 Prepared Declined 3 18 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 0 1 Student
<b>Asian</b>  No Performance Color 42.1 Prepared Declined 2.3 19 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 0 1 Student	<b>Hispanic</b>  Green 48.9 Prepared Increased 3.9 92 Students
<b>Two or More Races</b>  No Performance Color 53.6 Prepared Maintained 0.2 28 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 0 2 Students	<b>White</b>  Green 56.7 Prepared Maintained 1.4 150 Students

#### Lowest Performing Student Groups:

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

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

Our lowest-performing student group was Students with Disabilities.

4.5% of our Students with Disabilities are prepared for college and career which was an increase of 4.5% from the previous year.

In comparison, 52.4% of all students were prepared for college and career, which was an increase of 3% from the previous year.

#### Potential causes:

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

We determined the CCI's that applied to El Camino, and we had some initial conversations with students about the importance of achieving the CCI measures.

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

Our students with disabilities need to have more academic support specific to achieve the CCI measures, and we need to offer more outreach to families to make them aware of the importance of the CCI's for their students.

## School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

## Orange

## Yellow

## Green

## Blue

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

## 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

## All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Lowest Performing Student Groups:

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

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

**Potential causes:**

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

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

# School and Student Performance Data

## Academic Engagement Graduation Rate

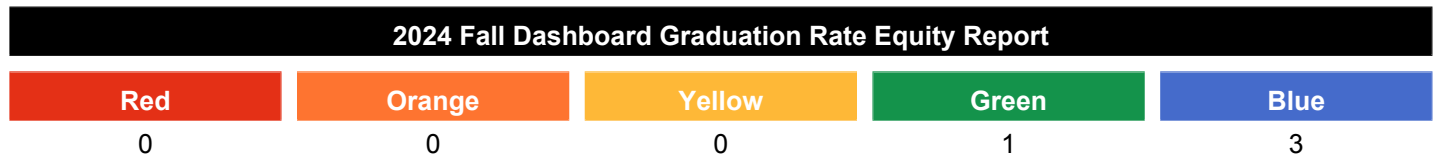
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>93.7% graduated</div> <div>Increased 4.4%</div> <div>315 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>88.6% graduated</div> <div>Increased 9.2%</div> <div>35 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>92.9% graduated</div> <div>Maintained 0.9%</div> <div>14 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>88.9% graduated</div> <div>18 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>94.1% graduated</div> <div>Increased 7.1%</div> <div>203 Students</div>

<b>Students with Disabilities</b>  No Performance Color 78.3% graduated Declined 13% 23 Students	<b>African American</b>  No Performance Color 94.4% graduated Increased 3.5% 18 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color 85.7% graduated Increased 7.9% 21 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>Hispanic</b>  Blue 96.7% graduated Increased 3.7% 92 Students
<b>Two or More Races</b>  No Performance Color 92.9% graduated Increased 6.2% 28 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>White</b>  Blue 92.8% graduated Increased 5% 152 Students

#### Lowest Performing Student Groups:

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

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

Our lowest performing student groups (although both were not statistically significant) were Students with Disabilities and our Asian students.

78.3 % of our Students with Disabilities graduated, which was a decrease of 13% from the previous year.

85.7 % of our Asian students graduated, which was an increase of 7.9 % from the previous year.

In comparison, 93.7 % of all students graduated which was an increase of 4.4 % from the previous year.

#### Potential causes:

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

We had a change in counseling staff, and they engaged in more 1 to 1 conversations with students.

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

Our Students with Disabilities need more academic and counseling support in order to improve their graduation rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

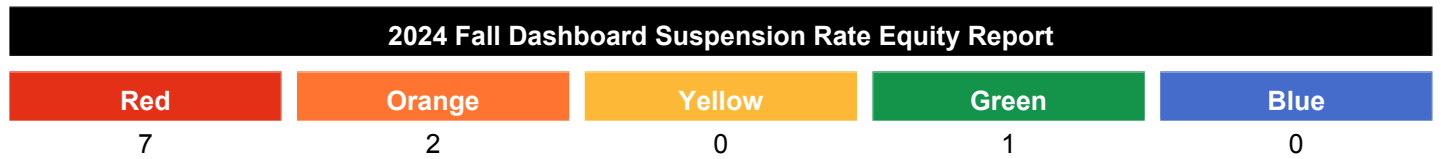
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>9.7% suspended at least one day</div> <div>Increased 3.8%</div> <div>1346 Students</div>	<div>English Learners</div> <div> Red</div> <div>15.4% suspended at least one day</div> <div>Increased 8%</div> <div>156 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>28.8% suspended at least one day</div> <div>Increased 18.8%</div> <div>73 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> Red</div> <div>28.4% suspended at least one day</div> <div>Increased 6.2%</div> <div>74 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>12.3% suspended at least one day</div> <div>Increased 4.4%</div> <div>774 Students</div>

<b>Students with Disabilities</b>  Red 17.1% suspended at least one day Increased 3.8% 117 Students	<b>African American</b>  Red 25% suspended at least one day Increased 12.3% 116 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
<b>Asian</b>  Green 5.6% suspended at least one day Declined 2.8% 90 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Hispanic</b>  Red 9.5% suspended at least one day Increased 4.4% 463 Students
<b>Two or More Races</b>  Orange 9.5% suspended at least one day Increased 0.5% 105 Students	<b>Pacific Islander</b>  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	<b>White</b>  Orange 7.6% suspended at least one day Increased 3% 551 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.

25% of our African American students were suspended at least one day which was a increase of 12.3% from the previous year.  
15.4% of our English learners were suspended at least one day which was a increase of 8% from the previous year.  
9.5% of our Hispanic students were suspended at least one day which was a increase of 4.4% from the previous year.  
28.4% of our Homeless students were suspended at least one day which was a increase of 6.2% from the previous year.  
28.8% of our Long Term English Learners were suspended at least one day which was a increase of 18.8% from the previous year.  
12.3% of our Socioeconomically Disadvantaged students were suspended at least one day which was a increase of 4.4% from the previous year.  
17.1% of our Students with Disabilities were suspended at least one day which was a increase of 3.8% from the previous year.  
In comparison, 9.7% of all students were suspended at least one day which was an increase of 3.8% from the previous year.

#### Potential causes:

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

In the 2023-2024 school year, we had quite a few freshmen and transfer students engage in dangerous and unsafe behavior (such as fighting and possession).

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

We now meet with articulating schools to learn more about incoming students and any supports that they may need, which is actively decreasing the number of home suspension days that are issued.



# 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: 2024-25

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?

English Language Arts Indicator - 2024  
Mathematics Indicator - 2024  
English Learner Progress Indicator - 2024  
College/Career Indicator - 2024  
  
This data is released annually on the California School Dashboard.

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

We conducted a deep analysis of the D/F/I data that informed our 2023-2024 SPSA. Through that analysis, we determined that a small number of students earned a large portion of the F marks. There were a total of 100 Latino students who earned F marks, and there were a total of 166 F marks assigned to those students. 8 of those students had 4 marks each, meaning that 8 students earned 32 of the F marks, or 19% of the total F marks assigned to Latino students. The 8 students who had earned 4 F marks each were already receiving academic, attendance, and social-emotional interventions at the time of our D/F/I analysis, as were other Latino and non-Latino students who had earned multiple F marks.

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

Based on our deep analysis, we determined that the data being used for our needs analysis needed to be broader than our local data and from more diverse sources, which is why we decided to use data from the California School Dashboard.

## **2025-26**

### **Identified Need**

The data from the California School Dashboard showed the following:

For English Language Arts: all students were in the "Declined Significantly" category, with English Learners, Socioeconomically Disadvantaged, Asian, Hispanic, and Two or More Races student groups declining more than other groups.

For Mathematics: all students were in the "Declined" category, with English Learners, Students with Disabilities, Asian, Hispanic, and Two or More Races student groups declining more than other groups.

For English Language Learners: all students are in the "Very Low" status category, and the group as a whole had a decline of 9.0 points from the prior year.

For College/Career Indicator: this area showed improvement. In 2023, 49.4% of all students graduated College & Career Ready, while in 2024, that increased to 52.4% of all students. However, while the total percentage overall increased in 2024, African-American and Asian student achievement decreased by 3.1% and 2.3% respectively.

Based on the data from the California School Dashboard, we identified the following five areas of need:

1. Language Development and Academic Alignment - ELL students are progressing in conversational language but struggling with academic language, and ELA instruction isn't always tailored to the specific needs of ELL students.
2. Targeted Support for Long-Term English Learners (LTELs) - LTEL students are struggling, with significant achievement gaps in ELA and math
3. Math and ELA Gaps for ELL and Disadvantaged Groups - ELL, Hispanic, Asian, Two or More Races, Students with Disabilities, and Socioeconomically Disadvantaged Students show significant declines in ELA and math achievement
4. Data-Driven and Differentiated Instruction - Instruction needs to be adjusted based on performance data and individual student needs.
5. Expanding College & Career Readiness - career pathways need to be expanded to improve outcomes for ELLs, LTELs, Students with Disabilities, African American and Asian students, and Socioeconomically Disadvantaged students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	22.9 points below standard	+3 scale points
	English Learners	152.6 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	45.5 points below standard	
	Students with Disabilities	122.9 points below standard	
	African American	73.4 points below standard	
	American Indian		
	Asian	97.7 points below standard	
	Filipino		
	Hispanic	48.6 points below standard	
	Two or More Races	9.5 points below standard	
	Pacific Islander		
Math State Assessment: Change in scale score	White	16.8 points above standard	+3 scale points
	All Students	104.1 points below standard	
	English Learners	215.0 points below standard	
	Foster Youth		
	Homeless		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White	122.2 points below standard 188.5 points below standard 113.4 points below standard  167.5 points below standard  142.1 points below standard 84.8 points below standard  61.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	30%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	12.26%		20%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students English Learners Homeless Socioeconomically Disadvantaged Students with Disabilities	52.4 Prepared 28.1 Prepared 38.9 Prepared 49.7 Prepared 4.5 Prepared	+2%

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	African American	33.3 Prepared	
	Asian	42.1 Prepared	
	Hispanic	48.9 Prepared	
	Two or More Races	53.6 Prepared	
	White	56.7 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 and/or Math teachers to address the academic needs of the lowest-performing students.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, and African American and Asian Students	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3000.00  3796	School year 2025-2026
1.2	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	3000.00	School year 2025-2026

			4000-4999: Books And Supplies		
1.3	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 2025-2026
1.4	Collaboration time for Special Education and EL teachers to address the needs of the lowest-performing students.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000	School year 2025-2026
1.5	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	3000	School year 2025-2026

			Operating Expenditures		
1.6	Hire Site-Based Coach to support teachers and staff to increase their instructional skills to impact students' academic achievement and to provide supplemental instruction to students. PC TBD	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	90,760 40,607	School year 2025-2026
1.7	Hire Counselor to support students who need support to access core instruction and provide tools and resources for students and parents to support success in school. PC TBD	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	93,924 41,398	School year 2025-2026

1.8	Hire Bilingual Instructional Assistant for Dari/Farsi to assist and reinforce skills, under the supervision of certificated personnel, to support students who are at risk of failing. PC TBD	All Students X English Learners Low-Income Students Foster Youth Lowest Performing Students with Disabilities, and African American Students	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	26,136 10,935	School year 2025-2026
1.9	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			School year 2025-2026
1.10	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	All Students English Learners X Low-Income Students Foster Youth Lowest Performing			School year 2025-2026



	or science major/career				
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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: 2024-25

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.

We compared data from week 38 (April 28 - May 2) of each of the past four years.

2021-2022: 94.59%  
2022-2023: 92.98%  
2023-2024: 94.13%  
2024-2025: 95.43%

We also compared tardy data for Block 1 for each of the past four years.

2021-2022: 5890  
2022-2023: 4785  
2023-2024: 4869  
2024-2025: 3545

We also compared our graduation rate for the past three years:

2021-2022: 94.9%  
2022-2023: 89.3%  
2023-2024: 93.6%

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

The attendance rate continues to trend in a positive upward direction, and the tardy rate has continued to decrease over the past four years. Two intervention staff members, the School Community Specialist (SCS) and the School Community Intervention Specialist (SCIS), conduct attendance and tardiness interventions with students. They meet with students to discuss barriers to positive attendance, and they work with students and families to develop strategies to improve attendance and being at school on time. In addition to the focus on attendance and tardiness, the SCS and SCIS co-facilitate the El Camino Freshman Intervention program. This program is designed to improve academic outcomes for freshmen students by focusing on positive academic achievement starting in the freshman year. Any student who enters El Camino having earned an F mark in ELA or math in 8th grade is identified for Freshman Intervention; students who take part in Freshman Intervention meet with the SCS or SCIS to discuss barriers to academic achievement, their 4-year plan, and are provided with resources for support. The Freshman Intervention program has been in effect for the past three school years, and the positive outcomes for students have steadily increased during that time.

At the end of the 2022-2023 school year, 10 freshmen were credit deficient, 29 were on track for graduation, and 44 students had transferred out of El Camino.

At the end of the 2023-2024 school year, 4 freshmen were credit deficient, 50 were on track for graduation, and 22 students had transferred out of El Camino.

At the end of the 2024-2025 school year, 7 freshmen were credit deficient, 55 were on track for graduation, and 7 students had transferred out of El Camino.

The graduation rate has increased, and we are actively working to ensure that all El Camino students graduate College & Career Ready.

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.

2025-26

Identified Need

We need to continue to focus on improving overall attendance and decreasing tardiness. We also need to increase our graduation rate overall, with a specific focus on ensuring that all students graduate College & Career Ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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 Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	92.5%	94%
High School Dropout Rate:	4.8%	7%

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Percentage of high school students who dropout (based on the 4-year cohort outcomes)			
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	93.7% graduated	+1%
	English Learners	88.6% graduated	
	Foster Youth		
	Homeless	88.9% graduated	
	Socioeconomically Disadvantaged	94.1% graduated	
	Students with Disabilities	78.3% graduated	
	African American	94.4% graduated	
	American Indian		
	Asian	85.7% graduated	
	Filipino		
	Hispanic	96.7% graduated	
	Two or More Races	92.9% graduated	
	Pacific Islander		
	White	92.8% graduated	

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	X All Students English Learners Low-Income Students	LCFF Supplemental	3000	School year 2025-2026.

	engagement in and connectedness to school including incentives for positive attendance and engagement.	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
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	18901	School year 2025-2026.
2.3	Hire School Community Intervention Specialist to assist with student and family needs, help with improved attendance, and assist with student behavior and learning to decrease the dropout rate and increase the graduation rate.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	44,092 34,020	School year 2025-2026.

	PC#36150				
2.4		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

# 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: 2024-25

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 Block 1 suspension data for each year.

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%.  
In Block 1 of 2024-2025, the home suspension rate for all groups was 4.07%.

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

In Block 1 of the 2023-2024 school year, there were a large number of fights where freshmen and transfer students were involved.



What worked to reduce the number of fights as the year progressed were 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. The team 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.

At the end of the 2023-2024 school year, the Vice Principals, SCS, and SCIS met with administration and intervention teams at El Camino's feeder schools to learn about students articulating to El Camino for the 2024-2025 school year. The VPs, SCS, and SCIS were able to learn if any students articulating to El Camino had a history of behavior concerns, had poor attendance, or had barriers to academic success, and what strategies had been tried to meet each student's specific needs. When the 2024-2025 school year began, the VP, SCS, and SCIS met with identified students to clarify behavior expectations, offer resources and supports, and get students connected with extracurricular activities.

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

The re-entry meetings and the articulation meetings have been very successful, as our data shows.

2025-26

Identified Need

English Language Learner and Long-Term English Learner students are suspended at rates that are disproportionate to other student groups, at rates of 9.03% and 8.55% respectively. We plan to hire a counselor whose caseload will include ELL and LTEL students; this counselor (along with the appropriate VP) would be responsible for welcoming new ELL students and families to El Camino, discussing academic goals, and outlining behavior expectations. We expect that his personalized contact and support will help in reducing instances of suspendable behavior upon enrollment.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	9.7% suspended at least one day	-0.3%
	English Learners	15.4% suspended at least one day	
	Foster Youth		
	Homeless	28.4% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Socioeconomically Disadvantaged 12.3% suspended at least one day Students with Disabilities 17.1% suspended at least one day African American 25% suspended at least one day American Indian Asian 5.6% suspended at least one day Filipino Hispanic 9.5% suspended at least one day Two or More Races 9.5% suspended at least one day Pacific Islander 0% suspended at least one day White 7.6% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	44.0%	50%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	44.6%	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).	0%	+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 Specialist to coordinate and organize school connectedness activities, behavior intervention activities, and parent engagement activities. PC#28316	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	52335 32020	School year 2025-2026
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. 2025-2026
3.3	Provide materials and supplies to promote a sense of belonging and school safety among students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1000	School year 2025-2026.

	Students from diverse student groups will meet with the Principal once per term to provide feedback and input on how to improve student belonging and safety on campus.		4000-4999: Books And Supplies		
3.4	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	1000	School year 2025-2026
3.5	Provide materials and supplies to engage all families in meaningful interactions with the school, including working in partnership with families and the community to improve student academic achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	7240	School year 2025-2026

3.6	Provide funding for part-time Campus Monitor position to provide additional student support and help decrease days of suspension for all students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	39308	School year 2025-2026
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# 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.	08/2025 - 06/2026	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	08/2025 - 06/2026	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.	08/2025 - 06/2026	AVID teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Lower class sizes for students in Integrated Math.	08/2025 - 06/2026	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.	08/2025 - 06/2026	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.	08/2025 - 06/2026	.33 credit recovery teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide post-graduate college & career planning for all students.	08/2025 - 06/2026	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.	08/2025 - 06/2026	School Community Specialist	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$561,472.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$121,280.00
Title I Part A Parent Involvement	\$7,240.00
Title I Part A Site Allocation	\$432,952.00

Subtotal of state or local funds included for this school: \$561,472.00

Total of federal, state, and/or local funds for this school: \$561,472.00

# 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	121,280	0.00
Title I Part A Site Allocation	432,952	0.00
Title I Part A Parent Involvement	7,240	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	121,280.00
Title I Part A Parent Involvement	7,240.00
Title I Part A Site Allocation	432,952.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	213,381.00
2000-2999: Classified Personnel Salaries	161,871.00
3000-3999: Employee Benefits	158,980.00
4000-4999: Books And Supplies	17,000.00
5000-5999: Services And Other Operating Expenditures	10,240.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	24,901.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	65,444.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	10,935.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	7,240.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	188,480.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	96,427.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	148,045.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	322,556.00
Goal 2	100,013.00
Goal 3	138,903.00

# 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
Moki Fujita	Classroom Teacher
Robert Kerr	Other School Staff
Kara Parsons	Parent or Community Member
Kimberly Yost	Parent or Community Member
Jennifer Morgan	Parent or Community Member
JB	Secondary Student
BC	Secondary Student

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20th, 2025.

Attested:

	Principal, Evelyn Welborn on May 20th, 2025
	SSC Chairperson, Jennifer Morgan on May 20th, 2025

# Budget By Expenditures

## El Camino Fundamental High School

**Funding Source: LCFF Supplemental Site Allocation**

**\$121,280.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Collaboration time for English and/or Math teachers to address the academic needs of the lowest-performing students.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Connected School Communities	
Provide additional resources to support English Language Learner students	4000-4999: Books And Supplies	\$3,000.00	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	\$3,000.00	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	
Hire Bilingual Instructional Assistant for Dari/Farsi to assist and reinforce skills, under the supervision of certificated personnel, to support students who are at risk of failing. PC TBD	2000-2999: Classified Personnel Salaries	\$26,136.00	Connected School Communities	
	3000-3999: Employee Benefits	\$10,935.00	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	\$3,000.00	Healthy Environments for Social and Emotional Growth	
Provide tutoring opportunities for all students	1000-1999: Certificated Personnel Salaries	\$18,901.00	Healthy Environments for Social and Emotional Growth	
Provide materials and supplies to support freshmen student engagement and school connectedness.	4000-4999: Books And Supplies	\$6,000.00	Engaging Academic Programs	

## El Camino Fundamental High School

Provide materials and supplies to promote a sense of belonging and school safety among students. Students from diverse student groups will meet with the Principal once per term to provide feedback and input on how to improve student belonging and safety on campus.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Provide materials and supplies to support improved school/family collaboration through the site ELAC.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Provide funding for part-time Campus Monitor position to provide additional student support and help decrease days of suspension for all students.	2000-2999: Classified Personnel Salaries	\$39,308.00	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

LCFF Supplemental Site Allocation Total Expenditures: \$131,280.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement \$7,240.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide materials and supplies to engage all families in meaningful interactions with the school, including working in partnership with families and the community to improve student academic achievement.	5000-5999: Services And Other Operating Expenditures	\$7,240.00	Engaging Academic Programs	

## El Camino Fundamental High School

Title I Part A Parent Involvement Total Expenditures: \$7,240.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

### Funding Source: Title I Part A Site Allocation

**\$432,952.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire School Community Intervention Specialist to assist with student and family needs, help with improved attendance, and assist with student behavior and learning to decrease the dropout rate and increase the graduation rate. PC#36150	2000-2999: Classified Personnel Salaries	\$44,092.00	Healthy Environments for Social and Emotional Growth	
	3000-3999: Employee Benefits	\$34,020.00	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. PC#28316	2000-2999: Classified Personnel Salaries	\$52,335.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	\$3,796.00	Connected School Communities	
	3000-3999: Employee Benefits	\$40,607.00	Connected School Communities	
	3000-3999: Employee Benefits	\$41,398.00	Connected School Communities	
Hire Site-Based Coach to support teachers and staff to increase their instructional skills to impact students' academic achievement and to provide supplemental instruction to students. PC TBD	1000-1999: Certificated Personnel Salaries	\$90,760.00	Connected School Communities	



## El Camino Fundamental High School

Hire Counselor to support students who need support to access core instruction and provide tools and resources for students and parents to support success in school.  
PC TBD

1000-1999: Certificated  
Personnel Salaries

\$93,924.00

Connected School  
Communities

3000-3999: Employee  
Benefits

\$32,020.00

Engaging Academic  
Programs

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Title I Part A Site Allocation Total Expenditures: \$432,952.00

Title I Part A Site Allocation Allocation Balance: \$0.00

El Camino Fundamental High School Total Expenditures: \$571,472.00