

School Year: **2023-24**



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 High School	41690704132551	December 12, 2023	

Purpose and Description

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

Briefly describe 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.

El Camino High School's one year plan concentrates on goals and action items that are aligned with the district LCAP goals, which takes into account how all students are performing academically. Action items focus on assisting students that are at risk of failing to meet academic standards, providing effective professional development for all staff, and increasing parent and student engagement in an engaging and positive school climate. The action items in this plan are a reflection of ongoing monitoring of our goals, the implementation of WASC recommendations, and action items identified for school improvement district-wide.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A Senior Exit Survey was conducted for the class of 2023, with a 73% participation rate. In 2021, a survey of staff and students from Equal Opportunity Schools focused on our current programs that are designed to promote enrollment in and support for students in AP courses with an emphasis on increasing enrollment of underrepresented students. Although the district elected to end the partnership with EOS, we continue to utilize some of the data, and are committed to ensuring target groups do not experience barriers to participating in Honors and Advanced Placement courses. Information from the survey includes: staff and student perceptions of the school climate; staff recommendations of students for AP course enrollment; growth targets for enrollment; student identification of "trusted adults" on campus; and students' post-secondary career and academic interests and goals. The final survey was administered in Fall 2022, and the staff subsequently engaged in data analysis and discussion. Our findings showed the total target group participation in the AP program rose from approximately 25% in the 2020-21 Academic Year to approximately 38% in the 2023-24 Academic Year.

In the 2022-23 Academic Year, we responded to student interest surveys and added AP Environmental Science to our course offerings. Moving forward, APES will "flip" with AP Biology, which is offered every other year, in the same manner that our AP physical sciences offerings flip—AP Chemistry is offered in years that start with an even number, and AP Physics offered in years that start with an odd number. Additionally, in summer 2021 and 2022 we ensured that all AP teachers had the opportunity to engage in AP Summer Institute professional development if they hadn't done so in the previous three years, to get the latest strategies to support students who were taking AP courses for the first time. In summer 2023, two instructors participated in AP Summer Institute professional development activities.

We have endeavored to increase the number of parent participants at meetings by continuing to hold many online via Zoom. We have experienced a significant increase in attendance at PTSA meetings, and consistent attendance at School Site Council meetings among parents and students. In 2023-24, at least one PTSA meeting will be held in-person, including an invitation to participate in a potluck, and activities for young children facilitate by ASB leadership students. Attendance at ELAC meetings has been consistently minimal, and for the 2023-24 Academic Year the leadership team will invite community members to share their opinions on incorporating ELAC meetings into School Site Council meetings.

We have not yet met our intended goal—namely, we did not have enough evidence to show that we have significantly increased the participation of underrepresented parents at school meetings. Additionally, although AP course enrollment increased 11% in 2022-23, and exam participation increased 9%, both metrics trailed our goals as we recovered from a significant dip in the 2020-21 Academic Year. Senior Exit Surveys show nearly 16% of Seniors reported they "Never" received support from their Academic Counselors, although all students attend at least one Counseling presentation every year, and all students must meet with the Counselor at least once every year to finalize their course selections. Additionally, 71% reported they "Never" met with a Wellness Counselor. It would be advisable to consider the validity of these annual Senior Surveys, and to ensure questions are worded appropriately to produce actionable data.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In fall 2019, each department reviewed a standard from the California Standards for the Teaching Profession (CSTP) and determined agreed-upon norms and best practices in the classroom. The Instructional Leadership Team—composed of the Principal, Assistant Principals, Department Leads, and the Director of Student Activities—reviewed that feedback and developed a Classroom Walkthrough tool with a focus on identifying and documenting Student Engagement (CSTP 1). This tool incorporated the various descriptions or evidence of “Student Engagement” proposed by staff members. Administrators and instructors began using the tool and sharing the results with respective departments, the Instructional Leadership Team, and the School Site Council. The goal was to visit every classroom at least twice. Members of the Administrative Council completed approximately fifty visits prior to the onset of the pandemic, which put a halt to work. However, the Administrative Council did conclude that we would need to update the Walkthrough protocol to include a look at instructional strategies (CSTP 4) and how they impact student assessment results (CSTP 5). The Instructional Leadership Team reintroduced the Walkthrough Tool in in Fall 2022, and Administrators visited each classroom three times by Spring 2023. The Instructional Leadership Team will evaluate the re-evaluate the efficacy of the Walkthrough Tool in the 2023-24 Academic Year, as Administrators continue to utilize it for classroom visits each Term (quarter). Preliminary analysis shows the tool is better-suited for measuring student compliance, and not necessarily cognitive engagement. A goal will be to develop a Walkthrough Instrument with a focus on equitable instructional practices, while incorporating the four “Graduate Aims” that describe the district’s “Portrait of a Graduate.”

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Fall 2023 CAASPP Reporting and the California Dashboard show the following:

English Learner Progress: The indicator color is Green on the California Dashboard. 58.1% of our 38.1% of our 43 English Learners were making progress towards English language proficiency in the 2022-23 Academic Year, an increase of 3.6% annually, and a significant increase from 38.1% in the 2018-19 Academic Year.

College/Career Readiness: The indicator was High on the California Dashboard, with 65.1% of the Class of 2023 designated “prepared.” This is a significant increase since the last time time data was available —the College/Career indicator was paused due to the pandemic — only 35.5% of the Class of 2019 was deemed “prepared.” While Asian (87% prepared) and Filipino (76% prepared) students showed a Very High rate, and Socioeconomically Disadvantaged (58% prepared) showed a High rate, Hispanic (52% prepared) students were medium, and Students with Disabilities (21% prepared) were low. Due to lower populations, the following groups had No Performance Level: African American; American Indian; English Learners; Foster Youth; Homeless; Two or More Races; Pacific Islander; and White. These data show a need to support Students with Disabilities to reach readiness levels, and serve as a reminder of the important work we must do to ensure students are in the Least Restrictive Environment through the co-taught paradigm.

Graduation Rate (Class of 2023): The indicator color is Blue (Highest) on the California Dashboard. 98.6% of the Class of 2023 graduated, an increase of approximately 1% compared to the Class of 2022. The following groups all showed an increase: Students with Disabilities (100%; increase of 7%); Socioeconomically Disadvantaged (100%, increase of 4%); and Hispanic (99%, increase of 2%).

Suspension Rate: The indicator color is Orange on the California Dashboard. The overall suspension rate of 6% during the 2023-24 Academic Year was a return to pre-pandemic levels; an increase of 3.7% from 2022-23. The following groups are in the Red, and most in need of targeted support: English Learners; Hispanic; Students with Disabilities; and Socioeconomically Disadvantaged. The only group showing a low suspension rate, and in the Blue, was Asian (.5%). It is clear that much work is needed to address the suspension rate during the 2023-24 Academic Year.

Spring 2023 (Class of 2024) CAASPP data show the following trends:

SBAC English Language Arts Results: The indicator color is Blue (Highest) on the California Dashboard. Students scored 62.9 points above the standard, an increase of 43.4 points from the previous year. CAASPP.org reports indicate 78% of All students Met or Exceeded Standards (17% higher than the Class of 2023 cohort). 21% of Students with Disabilities Met or Exceeded standards (57% lower than All students), which is a significant area for growth. 75% of Socioeconomically Disadvantaged students Met or Exceeded standards, which is a significant improvement over previous years. 98% of Asian students Met or Exceeded standards (20% higher than All students), which was also a significant increase when compared with previous years.

The following groups met or exceeded the 2023 (Class of 2024) Goals:

All - 78%
Asian - 98%
Filipino - 74%
Hispanic - 69%
White - 80%
2 or more - 88%

SED - 75%

The following group did not meet goals:

SWD - 21.4% (Goal of 31%)

EL - N/A (Goal of 15%)

SBAC Math Results: The indicator color is Green (High) on the California Dashboard. Students scored 34.8 points below the standard, an increase of 28.4 points from the previous year.

CAASPP.org reports indicate 38% of All students Met or Exceeded Standards (8% higher than the Class of 2023 cohort) The percentage of All students who Exceeded Standard relatively unchanged at 15%, while those who Met Standard was 23% (an increase of nearly 8%). 6% of Students with Disabilities Met or Exceeded standards (xx% lower than All students). 30% of Socioeconomically Disadvantaged students Met or Exceeded standards. 73% of Asian students Met or Exceeded standards (35% higher than All students).

The following group met or exceeded the 2023 (Class of 2024) Goals:

SED -30%

The following group did not meet goals:

All - 38% (Goal of 45%)

Asian - 73% (Goal of 77%)

Filipino - 39% (Goal of 46%)

Hispanic - 20% (Goal of 29%)

White - 21% (Goal of 27%)

2 or more - 21% (Goal of 53%)

SWD - 7% (Goal of 10%)

EL - N/A (Goal of 12%)

It is clear from these data that there is much work to be done to ensure El Camino High School students are meeting Math standards. It is important to note that the 2024 (Class of 2025) test-takers will be the first to graduate under a new three-year math requirement. This will establish a new baseline on the SBAC Math assessment, and should show improved results.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

By the end of Cycle of Inquiry 1 in Fall 2023, all PLCs will have completed every component outlined in the Cycle of Inquiry Report: (1) student-centered SMART goal; (2) a description of the common formative assessment (CFA) used; (3) a breakdown of scoring – percentage or rubric score cutoffs for “Did Not Meet Standard, Nearing Standard, Met Standard, and Exceeded Standard”; (4) a description of the unit’s pre- and post-test administered (the CFA must be given in that unit before the post-test); (5) a report of student results for each teacher actively meeting in that PLC; (6) an analysis of the CFA using the district’s data analysis protocol; and (7) a description of next steps, including the identification of instructional best practices and plans for re-teaching or other instructional strategies. ELA and Math PLCs are instructed to use the district-wide common assessments and data analysis protocols for each cycle. Results from each cycle will be reviewed by Administration and the Instructional Leadership Team in December 2023. Each PLC is expected to use the data to inform instructional practices. For Spring 2024, the Instructional Leadership Team will consider providing opportunities for new PLCs to pilot the Collaborative Inquiry Cycle, a district-provided tool that supports PLCs to identify a Problem of Practice and engage in a solution-oriented exploration that does not confine teams to a Common Formative Assessment and data analysis protocol.

Administrators will conduct Walkthroughs using the student engagement-focused Walkthrough Instrument during the Fall Semester, while the Instructional Leadership Team researches and creates a revised Instrument. Throughout the year, all four administrators will conduct a Walkthrough for every instructor at least once (every instructor will receive Walkthrough feedback from a different Administrator all four terms). Walkthrough data will be reviewed by departments, the Instructional Leadership Team, and the School Site Council.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2022-23 Academic Year, and the 2023-24 Academic Year, all permanent teachers meet Highly Qualified Status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to professional development and sufficient course materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to Professional Learning Community Cycle of Inquiry work and process, training for co-teachers, use of ELL and SPED support strategies and documents, AP instructor training, the use of student database systems such as Illuminate, and the overall data analysis process. All teachers have participated in a practice using the district's adopted Data Analysis Protocol. During the the 2020-21 school year, all teachers participated in Distance Learning training that included the use of Google Classroom and the Google Workspace suite of productivity tools. Relevant skills and strategies continued to be developed and utilized during the return to in-person learning, such as the use of Google Classroom as the standard Learning Management System sitewide, and Google Workspace and for production and collaboration. Additionally, the district transitioned away from the SchoolLoop platform, and is now implementing the gradebook module in Infinite Campus, the main Student Information System.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers who have not yet completed BTSA/Induction requirements are all working with a coach/mentor teacher and administration to complete those requirements.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

See Appendix for Cycle of Inquiry Team documents, reports, and analysis of common formative assessments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All courses have submitted pacing guides that are aligned to their current standards. Representatives from Math, English, Social Science, Science, Special Education, and World Languages meet to develop district-wide curriculum scope and sequence documents, as well as common formative assessments. All materials have been approved by the district Curriculum Council and the Board of Education.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials have been reviewed and approved by District Board and Curriculum Council.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers receive training on the support of all students through first best instruction. Students identified as English Learners and/or students with disabilities are all programmed into schedules that follow the guidelines of "Least Restrictive Environment" (LRE).

Evidence-based educational practices to raise student achievement

Professional Learning Community (PLC) and Cycle of Inquiry (CoI) practices; strategies designed to increase student engagement including direct instruction, cooperative learning, and inquiry-based learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are identified and monitored through the PTSA, School Site Council, and ELAC.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff, and community members are all invited to participate in LCAP meetings and monitor goal achievement. Parents, students, and staff work collaboratively to create the goals outlined in the SPSA and to monitor our progress. ConApp programs are not applicable.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

One-to-one Chromebook devices, PAPER 24 hour online tutoring, online AP course support, credit recovery programs, and supplemental instructional materials for low income students.

Fiscal support (EPC)

District budgets include general funding, ELL funding, intervention funding, co-curricular and curricular program funding, and donations from the community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of our WASC accreditation and annual goal review, members of our school community met in Focus Groups to identify areas of strength and areas of need from the Fall of 2019 through the Spring of 2021. The WASC visiting committee awarded El Camino High School a six-year accreditation in Spring 2021. In August 2023, the members of our Instructional Leadership Team—composed of the Principal, Assistant Principals, Department Leads, and the Director of Student Activities—reviewed the existing LCAP, SPSA, and department goals, and began planning the focus of Professional Learning Community work for the 2023-24 Academic Year. The 2022-23 SPSA goal plan, and a preliminary draft 2023-24 Needs Assessment document, were reviewed by our School Site Council in September 2023, with particular attention on LCAP Goal 4—Special Education—which was first implemented that year. A finalized draft of the Needs Assessment and SPSA documents, with budget updates, was presented over multiple SSC meetings between October and December, and was approved on December 13, 2023. Monthly and annual reviews of the following data will be conducted by all staff, the Instructional Leadership Team, and the School Site Council: Surveys, PLC reports, CAASPP results, and committee reports.

Resource Inequities

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

None currently identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.08%	.26%	0.26%	1	4	3
African American	0.97%	.77%	0.77%	12	12	9
Asian	17.00%	15.46%	15.86%	211	218	186
Filipino	31.35%	32.19%	31.88%	389	359	374
Hispanic/Latino	34.73%	37.40%	37.17%	431	457	436
Pacific Islander	1.37%	1.37%	1.36%	17	17	16
White	7.57%	7.60%	7.84%	94	95	92
Multiple/No Response	6.93%	4.95%	4.86%	86	73	57
	Total Enrollment			1,241	1,235	1173

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 8			1
Grade 9	306	303	282
Grade 10	305	320	284
Grade 11	315	305	308
Grade 12	305	307	298
Total Enrollment	1,231	1,235	1,173

Conclusions based on this data:

1. The African American population held steady in the 2021-22 school year, and the percentage of Asian students continued increasing. There is a minor decline in the percentage of multiple/no response students. The percentage of Hispanic students has increased, while the percentage of Filipino students decreased—mirroring a demographic trend in the area.
2. Although the multi-year decline in enrollment continued in the 2021-22 school year, it was anticipated, and reflective of the overall decline in enrollment for the unified school district.
3. There was an increase in enrollment from 9th grade to 10th grade, as a number of younger students transferred into the school, which was offset by a decrease in enrollment from 10th grade to 11th grade, and 11th grade to 12th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	51	56	52	4.11%	4.53%	4.4%
Fluent English Proficient (FEP)	420	396	387	33.84%	32.06%	33.0%
Reclassified Fluent English Proficient (RFEP)	9	11		17.6%	0.89%	

Conclusions based on this data:

1. The number of English Learners at ECHS decreased slightly in 2022-23, although total student enrollment declined as well.
2. The total number of students who were Fluent English Proficient (FEP) in 2022-23 declined, though the percentage increased slightly (less than 1%)
3. The number of English Learners has stayed relatively stagnant for three years, while the number of Fluent English Proficient students has decreased. However, the Percent of Students for both groups has not changed significantly.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	309	296	300	148	284	287	147	284	287	47.9	95.9	95.7
All Grades	309	296	300	148	284	287	147	284	287	47.9	95.9	95.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2622.	2601.	2646.	39.46	29.93	38.33	23.81	29.93	39.72	18.37	20.07	14.29	18.37	20.07	7.67
All Grades	N/A	N/A	N/A	39.46	29.93	38.33	23.81	29.93	39.72	18.37	20.07	14.29	18.37	20.07	7.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30.61	29.93	35.19	55.10	53.52	56.10	14.29	16.55	8.71
All Grades	30.61	29.93	35.19	55.10	53.52	56.10	14.29	16.55	8.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	40.14	30.63	45.45	37.41	46.83	45.80	22.45	22.54	8.74
All Grades	40.14	30.63	45.45	37.41	46.83	45.80	22.45	22.54	8.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.77	10.56	20.91	67.35	76.76	75.26	10.88	12.68	3.83
All Grades	21.77	10.56	20.91	67.35	76.76	75.26	10.88	12.68	3.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	35.37	26.76	36.93	51.70	59.15	58.19	12.93	14.08	4.88
All Grades	35.37	26.76	36.93	51.70	59.15	58.19	12.93	14.08	4.88

Conclusions based on this data:

1. There has been a increase in the number of students At or Above Standards in all four domains: Reading, Writing, Listening, and Research/Inquiry. The Class of 2024 produced results of 78% Met or Exceeded Standards, which is a significant achievement compared to the Class of 2023, which scored 60%. While this progress can be celebrated, their is certainly more room for growth.
2. Students demonstrated varying strength in the Writing domain, with 45% Above Standard (the highest percentage Above Standard of any domains), and 48% At or Near Standard. However, nearly 9% were below standard (The highest percentage Below Standard of all four domains).
3. The Reading domain is an area of potential growth, with 35% of students Above Standard, and nearly 9% below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	309	296	300	144	282	287	143	282	287	46.6	95.3	95.7
All Grades	309	296	300	144	282	287	143	282	287	46.6	95.3	95.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2610.	2563.	2592.	25.87	14.89	14.98	21.68	15.60	23.00	20.98	21.63	28.92	31.47	47.87	33.10
All Grades	N/A	N/A	N/A	25.87	14.89	14.98	21.68	15.60	23.00	20.98	21.63	28.92	31.47	47.87	33.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	29.37	18.09	23.34	42.66	36.17	39.02	27.97	45.74	37.63
All Grades	29.37	18.09	23.34	42.66	36.17	39.02	27.97	45.74	37.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.87	17.02	22.65	55.24	55.32	59.93	18.88	27.66	17.42
All Grades	25.87	17.02	22.65	55.24	55.32	59.93	18.88	27.66	17.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	29.37	15.25	15.68	51.75	60.99	61.32	18.88	23.76	23.00
All Grades	29.37	15.25	15.68	51.75	60.99	61.32	18.88	23.76	23.00

Conclusions based on this data:

1. The Class of 2023 is the penultimate Class to graduate without a three-year math requirement. These data will serve as a baseline comparison for subsequent years, as more students will be enrolled in Algebra 2 when they engage in the SBAC Math assessment as Juniors in 2024 and beyond.

2. Although the percentage of All students who Exceeded Standards did not improve significantly when compared with the prior year at ~15%, the percentage of All students who Met Standards increased from 16% to 23%. The Domain with the largest improvement was Problem Solving & Modeling/Data Analysis: From 72% Above and At or Near Standard in 2022 to 83% for the Class of 2023.
3. The Concepts & Procedures Domain continues to be an area for growth, with 38% of students Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1573.6	1539.9	*	1575.7	1527.4	*	1571.0	1551.9	*	13	18	9
10	1559.8	1571.5	1565.9	1550.9	1567.5	1572.1	1568.2	1575.0	1559.1	11	13	21
11	1594.9	*	*	1568.8	*	*	1620.5	*	*	14	10	9
12	*	1601.3	1594.8	*	1613.4	1586.4	*	1589.0	1602.5	9	11	11
All Grades										47	52	50

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	38.46	5.56	*	23.08	33.33	*	30.77	50.00	*	7.69	11.11	*	13	18	*
10	27.27	30.77	23.81	18.18	38.46	47.62	45.45	30.77	14.29	9.09	0.00	14.29	11	13	21
11	28.57	*	*	42.86	*	*	14.29	*	*	14.29	*	*	14	*	*
12	*	36.36	36.36	*	45.45	36.36	*	9.09	18.18	*	9.09	9.09	*	11	11
All Grades	28.89	21.15	26.00	26.67	40.38	50.00	33.33	28.85	16.00	11.11	9.62	8.00	45	52	50

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	61.54	11.11	*	7.69	44.44	*	30.77	38.89	*	0.00	5.56	*	13	18	*
10	36.36	46.15	52.38	27.27	46.15	28.57	27.27	7.69	9.52	9.09	0.00	9.52	11	13	21
11	42.86	*	*	42.86	*	*	7.14	*	*	7.14	*	*	14	*	*
12	*	63.64	45.45	*	27.27	45.45	*	0.00	9.09	*	9.09	0.00	*	11	11
All Grades	44.44	34.62	38.00	26.67	40.38	48.00	22.22	17.31	10.00	6.67	7.69	4.00	45	52	50

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.69	0.00	*	38.46	22.22	*	38.46	44.44	*	15.38	33.33	*	13	18	*
10	18.18	7.69	0.00	18.18	38.46	47.62	36.36	38.46	33.33	27.27	15.38	19.05	11	13	21
11	28.57	*	*	21.43	*	*	35.71	*	*	14.29	*	*	14	*	*
12	*	18.18	9.09	*	36.36	63.64	*	36.36	18.18	*	9.09	9.09	*	11	11
All Grades	17.78	7.69	10.00	22.22	28.85	44.00	40.00	42.31	34.00	20.00	21.15	12.00	45	52	50

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.38	0.00	*	69.23	77.78	*	15.38	22.22	*	13	18	*
10	9.09	7.69	14.29	72.73	76.92	66.67	18.18	15.38	19.05	11	13	21
11	0.00	*	*	78.57	*	*	21.43	*	*	14	*	*
12	*	20.00	27.27	*	70.00	63.64	*	10.00	9.09	*	10	11
All Grades	6.67	9.80	12.00	71.11	72.55	78.00	22.22	17.65	10.00	45	51	50

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	76.92	55.56	*	23.08	38.89	*	0.00	5.56	*	13	18	*
10	54.55	84.62	76.19	36.36	15.38	14.29	9.09	0.00	9.52	11	13	21
11	71.43	*	*	28.57	*	*	0.00	*	*	14	*	*
12	*	90.91	90.91	*	0.00	9.09	*	9.09	0.00	*	11	11
All Grades	64.44	73.08	82.00	33.33	19.23	14.00	2.22	7.69	4.00	45	52	50

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	46.15	0.00	*	23.08	66.67	*	30.77	33.33	*	13	18	*
10	18.18	15.38	14.29	54.55	53.85	61.90	27.27	30.77	23.81	11	13	21
11	21.43	*	*	57.14	*	*	21.43	*	*	14	*	*
12	*	18.18	36.36	*	63.64	36.36	*	18.18	27.27	*	11	11
All Grades	26.67	9.62	22.00	44.44	61.54	56.00	28.89	28.85	22.00	45	52	50

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	5.56	*	92.31	77.78	*	7.69	16.67	*	13	18	*
10	9.09	0.00	0.00	81.82	92.31	85.71	9.09	7.69	14.29	11	13	21
11	28.57	*	*	71.43	*	*	0.00	*	*	14	*	*
12	*	18.18	18.18	*	72.73	72.73	*	9.09	9.09	*	11	11
All Grades	13.33	7.69	8.00	80.00	78.85	84.00	6.67	13.46	8.00	45	52	50

Conclusions based on this data:

1. The domains with the lowest percentage of students scoring "Well Developed" are Listening and Writing/
2. Student performance in the Reading domain improved significantly, although this continues to be an area of need, with 22% of students at the Beginning level.
3. Students continued to be the most successful in the Speaking domain, and continued to improve compared to both the 2020-21 and 2021-22 Academic Years.

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
1173	27.3	4.4	0.2
Total Number of Students enrolled in El Camino 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	52	4.4
Foster Youth	2	0.2
Homeless	15	1.3
Socioeconomically Disadvantaged	320	27.3
Students with Disabilities	159	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	0.8
American Indian	3	0.3
Asian	186	15.9
Filipino	374	31.9
Hispanic	436	37.2
Two or More Races	57	4.9
Pacific Islander	16	1.4
White	92	7.8

Conclusions based on this data:

1. The total number and percentage of Students with Disabilities continued to increased, rising from 11% in 2019-20, to 12.4% in 2021-22, and to 13.6% in 2022-23.

2. The Total Enrollment declined in from 2022-23; from 1,245 in 2019-20 to 1,173 in 2022-23; a decrease of 72 students.
3. The percentage of English Learners was relatively unchanged when compared with the 2021-22 Academic Year.

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
English Language Arts  Blue	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Green	Chronic Absenteeism  No Performance Color	
English Learner Progress  Green		
College/Career High		

Conclusions based on this data:

1. ELA exceeded the State averages, and was at Highest performance level due to the significant year-over-year increase. Math scores exceeded the State average, and are at the "Green" level due to growth—this is still an area of need.
2. The College/Career indicator is High, with a-g completion rates accurately reported to CALPADS now.
3. 2022-23 marked a return to in-person, unmasked learning—and with it, a return to pre-pandemic suspension rates. This created an area for growth in "Conditions & Climate."

School and Student Performance Data

Academic Performance English Language Arts

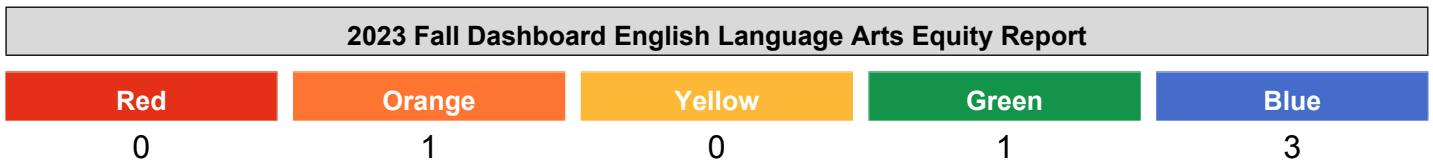
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This section provides number of student groups in each level.



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		
All Students Blue 62.9 points above standard Increased Significantly +43.4 points 287 Students	English Learners 56.9 points below standard Increased +6.5 points 18 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Blue 57.3 points above standard Increased Significantly +62.5 points 78 Students	Students with Disabilities Orange 111.1 points below standard Increased Significantly +28.2 points 36 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	 Blue 120.1 points above standard Increased Significantly +49.4 points 54 Students	 Blue 65.2 points above standard Increased Significantly +19.1 points 100 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.2 points above standard Increased Significantly +32.6 points 101 Students	80.9 points above standard Increased Significantly +52.5 points 16 Students	Less than 11 Students 1 Student	22.8 points above standard Increased Significantly +70.6 points 17 Students

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
Less than 11 Students 9 Students	Less than 11 Students 9 Students	58.9 points above standard Increased Significantly +37 points 183 Students

Conclusions based on this data:

1. Although Students with Disabilities increased 28 points, scores remain Below standard.
2. Asian students have shown the highest proficiency rates, followed by Filipino and students of 2 or more races. Hispanic students scored lowest compared to other race/ethnicity groups.
3. Socioeconomically Disadvantaged students continued to improve year-over-year, now at 57 points Above standard.

School and Student Performance Data

Academic Performance Mathematics

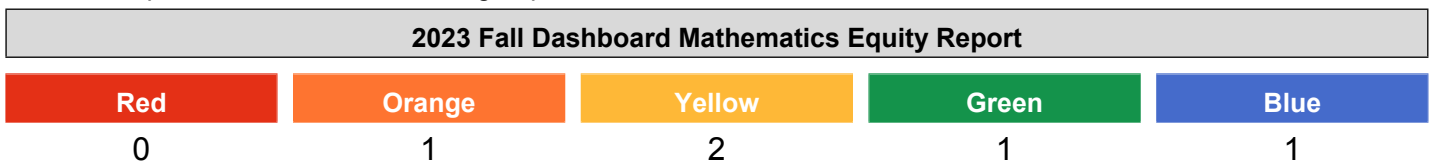
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This section provides number of student groups in each level.



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		
All Students Green 34.8 points below standard Increased Significantly +28.4 points 286 Students	English Learners 161.1 points below standard Decreased Significantly -40.7 points 18 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Green 56.5 points below standard Increased Significantly +54.2 points 77 Students	Students with Disabilities Orange 185.3 points below standard Increased Significantly +26.7 points 36 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	 Blue 70.9 points above standard Increased Significantly +62.1 points 55 Students	 Yellow 42.6 points below standard Decreased Significantly - 19.7 points 100 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 97.3 points below standard Increased Significantly +19.3 points 101 Students	5.8 points below standard Increased Significantly +81.1 points 16 Students	Less than 11 Students 1 Student	92.2 points below standard Increased Significantly +29.4 points 17 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
Less than 11 Students 9 Students	Less than 11 Students 9 Students	40 points below standard Increased +9.2 points 184 Students

Conclusions based on this data:

- Although All students Increased Significantly, there is still ample room for growth, with scores still 35 points below standard.
- Asian, Filipino, and students of 2 or more races had higher scores than White and Hispanic students, with Hispanic students scoring 97 points below the standard despite an 19 point increase, and White students 92 points Below standard despite a 29 point increase.
- Students with Disabilities scoring the lowest, at 185 points Below standard.

School and Student Performance Data

Academic Performance English Learner Progress

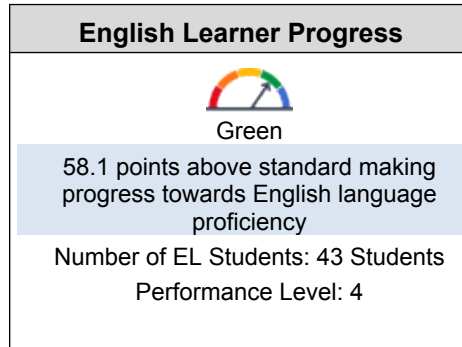
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
3	15	0	25

Conclusions based on this data:

1. Fifteen students, or 35%, Maintained ELPI Level 1, 2L, 2H, 3L, or 3H.
2. Three students Decreased One ELPI Level.
3. Twenty-five students, or 58%, Progressed at Lease One Level,

School and Student Performance Data

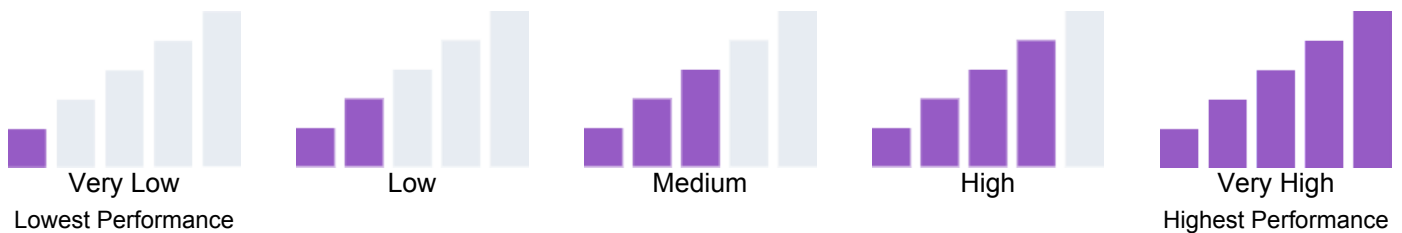
Academic Performance College/Career Report

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.

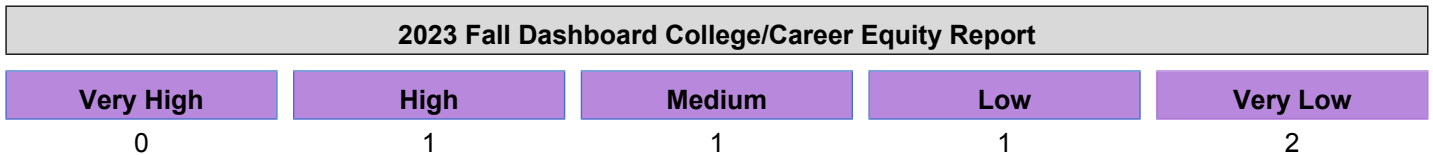
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

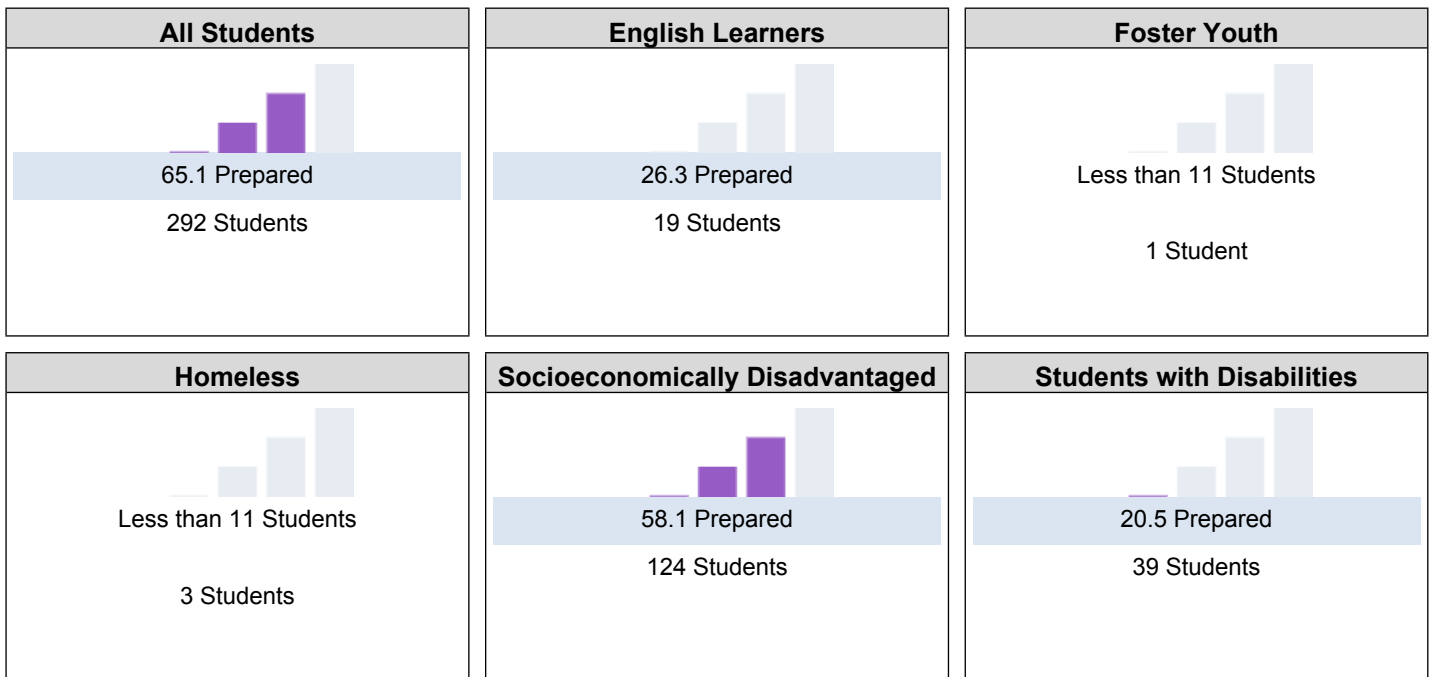


This section provides number of student groups in each level.

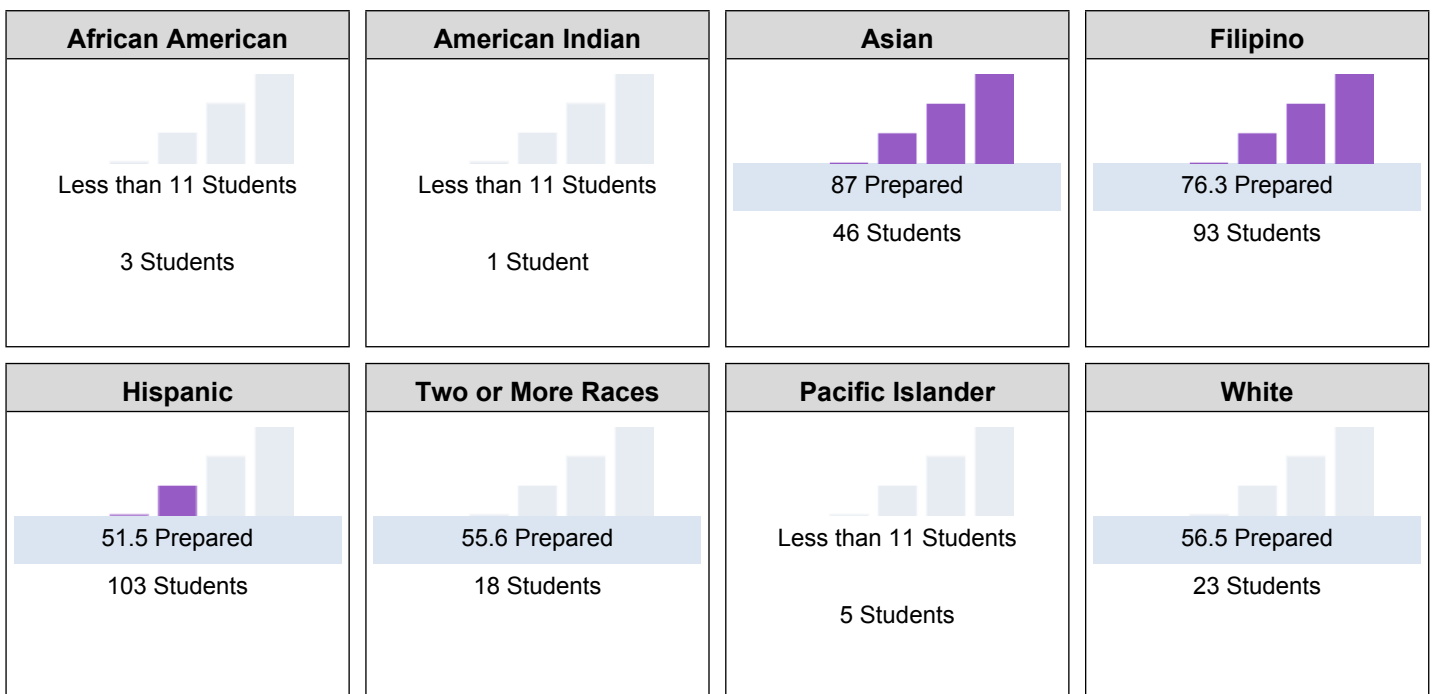


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. The Hispanic subgroup performed the lowest, with 52% Prepared.
2. The Asian subgroup performed highest, with 87% Prepared.
3. All Students scored High, with 65% Prepared. The increase should be celebrated, and there is room for growth—this should be an area of focus sitewide.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

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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.”











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		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

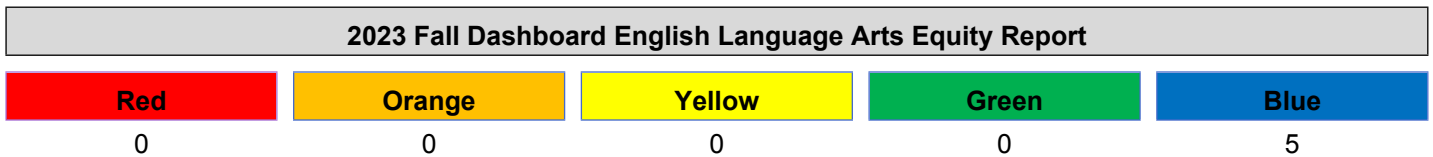
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






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		
All Students Blue 98.6% graduated Increased 1 293 Students	English Learners 100% graduated Increased Significantly 5 19 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Blue 100% graduated Increased 4.2 124 Students	Students with Disabilities Blue 100% graduated Increased Significantly 7.1 39 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 Blue 100% graduated Maintained 0 46 Students	 Blue 97.8% graduated Maintained -0.1 93 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 99% graduated Increased 2.1 104 Students	94.4% graduated Decreased Significantly -5.6 18 Students	Less than 11 Students 5 Students	100% graduated Increased 4.8 23 Students

Conclusions based on this data:

1. Graduation rates for the class of 2022 increased slightly from the previous year, and continues to be an area to celebrate.
2. The subgroup that had the lowest graduation rates was Two or More Races, which Decreased Significantly when compared with the previous Academic Year.
3. Graduation rates for Students with Disabilities Increased Significantly.

School and Student Performance Data

Conditions & Climate Suspension Rate

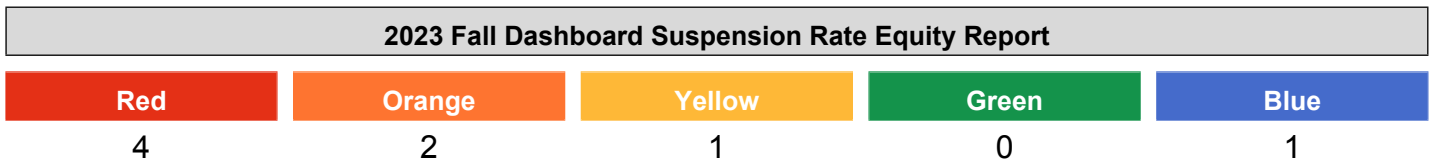
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This section provides number of student groups in each level.



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 Orange 5.9% suspended at least one day Increased Significantly 3.7 1196 Students	English Learners Red 13.8% suspended at least one day Increased 10.9 65 Students	Foster Youth Less than 11 Students 2 Students
Homeless 16.7% suspended at least one day Increased 12.5 18 Students	Socioeconomically Disadvantaged Red 9.6% suspended at least one day Increased Significantly 6 356 Students	Students with Disabilities Red 13.9% suspended at least one day Increased Significantly 5.3 165 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained 0 187 Students</p>	<p align="center"> Orange</p> <p>4.3% suspended at least one day</p> <p>Increased Significantly 3.5 376 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>8.6% suspended at least one day</p> <p>Increased Significantly 5.3 452 Students</p>	<p align="center"> Orange</p> <p>6.9% suspended at least one day</p> <p>Increased 5.5 58 Students</p>	<p>11.8% suspended at least one day</p> <p>Increased 11.8 17 Students</p>	<p align="center"> Yellow</p> <p>5.4% suspended at least one day</p> <p>Maintained 0.1 93 Students</p>

Conclusions based on this data:

1. All subgroups other than Asian experienced an Increase in suspensions.
2. Nearly 6% of All Students were suspended at least one day.
3. Although suspension rates increased year-over-year with a return to the pre-pandemic "normal" (5.8% in 2019), there must also be a return to addressing suspension rates and continuing the pre-pandemic downward trend.

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

High Quality Programs and Student Support

LEA/LCAP Goal

LCAP 1: The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data, and ELPAC/Reclassification data.

Goal 1

At ECHS, we have placed an emphasis on supporting all students to become College and Career Ready. We will be using the following indicators to monitor student progress in attaining College and Career Readiness: Completion rate of A-G (UC/CSU Grad Req), Career and Technical Education (CTE), dual enrollment, and Advanced Placement (AP) courses with a grade of "C" or better; completion rates of CTE pathways; AP exam passing rates; course formative assessment results; and high school graduation rates. We employ Professional Learning Communities (PLCs) to monitor student progress in course completion through the use of a process called "the Cycle of Inquiry" which focuses on the analysis of formative assessments, course grades, and the use of best instructional practices. We will also monitor the progress of our English Learners via the English Language Proficiency Assessment for California (ELPAC).

Specific measurable goals include:

- (1) 3% more students in all subgroups of the Class of 2024 will achieve College and Career Readiness as compared to the graduating Class of 2023. Indicators include: CAASPP Proficiency, Graduation Rate, A-G Completion, CTE Completion, and AP Passing Rates.
- (2) For each Cycle of Inquiry, 80% or more of students in all subgroups will demonstrate that they met or exceeded standards on Common Formative Assessments or district common assessments.
- (3) By Spring 2024, 85% of all English Learners will score at a Level 3 or above on the ELPAC.
- (4) 3% more students in all subgroups will meet or exceed standards on Math and English SBAC assessments when compared to the Spring 2023 results

Identified Need

English Language Learners, Students with Disabilities, and Hispanic students consistently perform lower than their counterparts on the SBAC standardized assessments, and meet A-G requirements and College and Career Readiness indicators at a lower rate than their counterparts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - All	Testing Year 2023 (Class of 2024) - 78% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 80% will Meet or Exceed Standards
CAASPP ELA - English Learner	Testing Year 2023 (Class of 2024) - NA	Testing Year 2024 (Class of 2025) - 18% will Meet or Exceed Standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - Socioeconomically Disadvantaged	Testing Year 2023 (Class of 2024) - 75% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 77% will Meet or Exceed Standards
CAASPP ELA - Students with Disabilities	Testing Year 2023 (Class of 2024) - 21.4% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 24% will Meet or Exceed Standards
CAASPP ELA - Hispanic	Testing Year 2023 (Class of 2024) - 69% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 71% will Meet or Exceed Standards
CAASPP ELA - Filipino	Testing Year 2023 (Class of 2024) - 74% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 76% will Meet or Exceed Standards
CAASPP ELA - Asian	Testing Year 2023 (Class of 2024) - 98% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 98% will Meet or Exceed Standards
CAASPP ELA - White	Testing Year 2023 (Class of 2024) - 80% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 82% will Meet or Exceed Standards
CAASPP ELA - 2 or More Races	Testing Year 2023 (Class of 2024) - 88% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 88% will Meet or Exceed Standards
CAASPP Math - All	Testing Year 2023 (Class of 2024) - 38% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 48% will Meet or Exceed Standards
CAASPP Math - English Learner	Testing Year 2023 (Class of 2024) - NA	Testing Year 2024 (Class of 2025) - 15% will Meet or Exceed Standards
CAASPP Math - Socioeconomically Disadvantaged	Testing Year 2023 (Class of 2024) - 30% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 33% will Meet or Exceed Standards
CAASPP Math - Students with Disabilities	Testing Year 2023 (Class of 2024) - 7% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 13% will Meet or Exceed Standards
CAASPP Math - Hispanic	Testing Year 2023 (Class of 2024) - 20% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 32% will Meet or Exceed Standards
CAASPP Math - Filipino	Testing Year 2023 (Class of 2024) - 39% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 43% will Meet or Exceed Standards
CAASPP Math - Asian	Testing Year 2023 (Class of 2024) - 73% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 80% will Meet or Exceed Standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math - White	Testing Year 2023 (Class of 2024) - 21% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 30% will Meet or Exceed Standards
CAASPP Math - 2 or More Races	Testing Year 2023 (Class of 2024) - 21% Met or Exceeded Standards	Testing Year 2024 (Class of 2025) - 50% will Meet or Exceed Standards
Conditions and Climate / Suspension Rate	CA Dashboard Fall 2023 (2022-23 Academic Year) - 5.9% suspended at least once	CA Dashboard Fall 2024 (2023-24 Academic Year) - 4% will be suspended at least once (decrease of 2%)
College and Career Ready Status	CA Dashboard Fall 2023 (Class of 2024) - 65% Prepared	CA Dashboard Fall 2024 (Class of 2024) - 68% will be prepared (Increase of 3%)

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will review grade reports for each progress reporting term and will implement a Multi-Tiered System of Support (MTSS) to help all students reach a grade of "C" or higher in each course.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Site Discretionary 1000-1999: Certificated Personnel Salaries Extra Hours for teachers to provide Academic Center and tutoring sessions with students
5,000	LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Extra Hours for teachers to provide Academic Support Center and tutoring sessions with students
3,500	Site Discretionary

	1000-1999: Certificated Personnel Salaries Budget 125 - used for after school detention center funding, and other MTSS interventions
1,500	EI Support 1000-1999: Certificated Personnel Salaries Specific after-school academic interventions for English Learners
2,500	Site Discretionary 1000-1999: Certificated Personnel Salaries Extra Hours for ELA instructors to provide after school essay-writing workshops

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Learning Communities will use the Cycles of Inquiry reporting documents to provide the following evidence for their course of study: Scope and sequence; list of priority standards to be assessed; meeting agendas; common lesson plans; common assessments; data analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,500	Site Discretionary 1000-1999: Certificated Personnel Salaries Extra Hours for Instructors and Counselors during Summer to Collaborate: Analyze Data; Curriculum Development; Common Lesson Planning
1,500	Site Discretionary 1000-1999: Certificated Personnel Salaries Substitute cost for release days for ELA and Math teachers to score and analyze common assessment data.
2,500	EI Support 1000-1999: Certificated Personnel Salaries Extra Hours and substitute costs for ELL teachers to collaborate and analyze student data
10,000	LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries

	Extra Hours All Teachers and Counselors during Summer to Collaborate: Analyze Data; Curriculum Development; Common Lesson Planning
20,000	Site Discretionary 1000-1999: Certificated Personnel Salaries Extra Hours All Teachers and Counselors during Fall and Spring semesters to Collaborate: Analyze Data; Curriculum Development; Common Lesson Planning
2,000	Site Discretionary 1000-1999: Certificated Personnel Salaries Substitute cost for release time to score and analyze common assessments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to implement technology and resources designed to support students in achieving College and Career Readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,700	District Funded 5800: Professional/Consulting Services And Operating Expenditures AVID licensing and support
1,200	Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures NewsELA subscription
10,000	Donations 4000-4999: Books And Supplies Additional materials/supplies for course programs
2,150	EI Support 5800: Professional/Consulting Services And Operating Expenditures Contract services/subscriptions for ELL program
1,182	Library Grant

	4000-4999: Books And Supplies Library Materials
5,310	ELO and/or ESSER 5800: Professional/Consulting Services And Operating Expenditures EdPuzzle subscription
636	Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures BrainPop subscription
420	Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures Touchline Software Quick Permit for processing Work Permits and Work Experience credit

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Identify students who are earning D and F grades at each Term reporting period, and create a peer tutoring and academic support program during Flex/Advisory. Focus classes include Algebra 1, Geometry, Algebra 2, English 1CP, and Biology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

LCAP At-Risk Student Support
1000-1999: Certificated Personnel Salaries
Planning time for peer tutor mentor instructors
after school

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Collaborate with district CTE Program Coordinator to reconfigure CTE program offerings. Identify instructors who may be eligible for CTE credentials, and provide support for attaining them. Identify corresponding classes that may be eligible to convert to CTE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost - collaboration with district leadership.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase and support the number of College and Career Readiness course sections and extracurricular activities school-wide for all students, with a focus on increasing enrollment for underrepresented groups. Those courses include those that support the following programs: CTE, AP, Community College Dual Enrollment credit, co-taught general education classes with SPED support, and additional UC/CSU "G" electives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,800

LCAP At-Risk Student Support
5000-5999: Services And Other Operating Expenditures
Travel and Conference for instructors to attend specialized course trainings and certification fees

2,900

Site Discretionary
5000-5999: Services And Other Operating Expenditures
Travel and Conference for instructors to attend specialized course trainings and certification fees

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Expand our focus on identified priority standards (vertical & horizontal scope and sequence) as well as instructional strategies through the site-level Professional Learning Community work, and through the district-level Collaborative Inquiry Cycle.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,500	Site Discretionary 1000-1999: Certificated Personnel Salaries Additional planning hours for site PLC teams to plan and organize curriculum, including lesson planning for new textbook and curriculum adoptions
500	EI Support 1000-1999: Certificated Personnel Salaries Additional planning hours for site PLC teams to plan and organize curriculum, including lesson planning for new textbook and curriculum adoptions
	No cost for district-level administrative collaboration meetings

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We continue to mainstream ELL students in core courses with the assistance of a bilingual paraprofessional. All Early Advanced and Advanced EL students are mainstreamed with extra support coming from the general education teacher. We attempt to group ELL students in social science classes with instructors who are trained to provide targeted support.

2022-23 CAASPP results showed that 78% of all test-takers met or exceeded SBAC English standards, which exceeded the target by seven percentage points. All subgroups except students with disabilities met or exceeded targets. SWDs fell 10% short of the target, though that subgroup did improve over the 2021-22 results by significant margins. 30% of all students met or exceeded Mathematics standards, which was 7% short of the target. In the 2021-22 administration, 22% of all students met standards—although scores increased, the targets were still missed. All subgroups missed math targets except SED, which matched the 30% target. In order to address these declines, instructors will be encouraged to utilize the online practice and training tests, to better-prepare learners for the summative assessments. Additionally, the math department will pilot a

peer tutoring program targeting students who take Algebra 1, Geometry, and Algebra 2. The 2023-24 data will present a new baseline, as this will be the first year that the 3-year math requirements will take hold.

Graduation rates for the class of 2023 increased slightly to 98.6%, which far exceeds the State average. Available data for subgroups shows growth, with the most significant increase of 7% for Students with Disabilities.

65% of students demonstrated they were Prepared for college/career in 2023, an increase from prior years. The Students with Disabilities group was 21% Prepared, which is an area for growth. The overall rate for the class of 2022 who met UC/CSU requirements—a College and Career Readiness indicator—increased from 62% to 70%, exceeding goals. All subgroups experienced an increase, except White and Asian, which fell 1% or less. Data for the class of 2023 is not yet available.

In the 2021-22 school year, English instructors collaborated to create two new yearlong a-g courses: Creative Writing and Film and Literature. Both courses were generally successful, and enrollment increased in the 2023-24 school year. Additionally, members of the World Languages department continued the Spanish for Native Speakers 1 course that was first offered in 2022-23, and began offering Spanish for Native Speakers 2 in the 2023-24 school year. In response to changing district graduation requirements, Algebra 2 co-taught is being offered for the first time in 2023-24. Finally, in response to student and instructor input, AP Environmental Science was offered for the first time in the 2022-23 Academic Year.

In the 2022-23 school year, The percentage of all AP exams with a passing score of 3 or higher dropped from 61% to 56%—the second consecutive year of declines. However, the total number of exams with a score of 3 or higher was 260—the highest level since 2018. This occurred at the same time the school experienced declining enrollment, losing nearly 100 sophomores through seniors during that time. Although the percentage of students taking AP classes increased 6%, the exam success rate has declined. It is clear that we have seen success in increasing enrollment, and eliminating the barriers to access, and more care must be taken to ensure that students are prepared to be successful. Regarding AP test-taking subgroups, Hispanic or Latino students demonstrated an increase in achievement, and slightly exceeded the goal, while all other target groups experienced declines.

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

Distance Learning for over a year had an effect on the development and continuance of the PLC Cycle of Inquiry progress. District-wide benchmarks and a comprehensive database are in development which will help provide structure and timely feedback when looking at a variety of formative and summative assessments. We have slowly been working toward a return to Learning Walks, utilizing a staff-created Walkthrough Instrument focused on student engagement.

We have been relying on the 2018-19 Academic Year as a baseline for getting consistent and comprehensive data for all College and Career indicators, and are now utilizing the 2022-23 Academic Year as a new baseline. We will compare this with data gathered in subsequent years. For this and the other reasons stated, there is a need to continue to include all indicators in this goal and to continue to identify action items that will help all students meet identified goals..

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

We concluded the Focus on Learning process as a site in preparation for the WASC accreditation visit in Spring 2022, and we need to continue incorporating our identified priority areas into this and other goals. We will continue to make it a goal to increase proficiency rates for all target groups, and will reassess goals as we continue to receive baseline data post-pandemic. Most of our strategies will need to focus on the implementation of best instructional practices to support students. We previously scaled back much of our PLC work due to the need to help staff and students acclimate to a return to in-person instruction, and are working toward a return to pre-pandemic levels of engagement in this work, which should include a re-introduction of “Learning Walks” with department chairs. We need to continue incorporating the more comprehensive ELPAC and ELL program monitoring data to better monitor and to better create goal targets for our English Learners.

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

Effective Professional Development

LEA/LCAP Goal

LCAP 2: Professional Development. Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

Goal 2

El Camino High School is committed to providing effective professional development for all staff. By providing ongoing training and support, monitoring the quality of curriculum program implementation and student engagement through walkthrough observations, and using data to inform ongoing improvement efforts, the school can build the capacity and expertise of teachers and improve the quality of instruction for all students. The use of walkthrough observations as a measurement tool ensures that the school is tracking the effectiveness of the professional development and making evidence-based decisions on ongoing training and support.

Specific measurable goals include:

- (1) By Spring 2024, site administrators will conduct at least four walkthroughs for every instructor, utilizing an evidence-gathering and feedback form focused on student engagement.
- (2) By the end of Q3 2024, the Instructional Leadership Team will engage in an evaluation of the efficacy of the walkthrough instrument, and will research and draft an equity-focused instrument to be piloted in Q4 2024.
- (3) By Spring 2024, all teachers will demonstrate proficiency and implementation of the following priority items: Use of Google Classroom as a Learning Management System (LMS); use of Infinite Campus to communicate student academic progress with all stakeholders; use of the Remind communication platform to communicate with students and families; Utilizing the best instructional strategies as identified in the Cycle of Inquiry process, especially strategies to support English Learners and Students with Disabilities
- (4) By Spring 2024, 98% of all teachers will participate in site-level collaboration, as measured by Professional Learning Community collaboration reports.
- (5) By Spring 2024, all Classified staff will participate in training offered, as applicable, in areas such as: The use of attendance protocols and implementation of EveryDay labs; supporting online self-registration and the Annual Enrollment Updated for parents; campus safety and security; and the use of Google tools such as Sheets, Docs, and Drive management.

Identified Need

Based on staff and student feedback, Professional Development goals must continue to shift to instructional strategies and social-emotional learning strategies to support students and staff. With the change from SchoolLoop to Infinite Campus gradebooks and the Remind communication platform in the 2022-23 academic year, we have identified a need for continued technology training—particularly with respect to the proper configuration of Infinite Campus gradebooks. Instructors must continue to engage in Professional Development that allows them to take full advantage of the one-to-one Chromebook paradigm. In Spring 2024, staff will participate in training on culturally responsive teaching, a need identified by the WASC visiting committee during their student interviews.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Needs Assessment Survey	Administered Spring 2023	Calendar topics for 2032-24 school year will reflect Needs Assessment Survey data
PLC collaboration reports	90% of PLCs submitted collaboration reports within 3 days of meetings	100% of PLCs will submit collaboration reports within 3 days of meetings
Classroom Walkthrough Instrument	Administrative team using Student Engagement-focused Walkthrough Instrument developed with all staff in 2019 for the purpose of staff Learning Walks.	The Administrative Team, in partnership with the Instructional Leadership Team, will develop a new Walkthrough Instrument focused on Equity and the district Portrait of a Graduate Aims. All four administrators will conduct a walkthrough for every instructor at least once during the academic year (every instructor will receive feedback from one Administrator each quarter)
Google Classroom, Google Workspace, and Infinite Campus usage	All teachers to continue to use Google Classroom as a learning platform, and Infinite Campus to communicate academic performance with stakeholders.	All teachers to continue to use Google Classroom as a learning platform, and Infinite Campus to communicate academic performance with stakeholders.
PD Participation	All teachers and staff to attend district-wide trainings	All teachers and staff to attend district-wide trainings
Faculty Meeting Agendas - PD Calendar	Staff Meetings and collaboration days will be primarily used for PLC development and other important site level trainings	Staff Meetings and collaboration days will be primarily used for PLC development and other important site level trainings with a 98% attendance at faculty meetings

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use results of a needs assessment survey to determine PD topics for the 2023-24 Professional Development Calendar.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

Site Discretionary
1000-1999: Certificated Personnel Salaries
Potential hours for training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Classified Staff

Strategy/Activity

Provide workshops and trainings for Classified staff on: Student database systems; online registration; use of Google Workspace; discipline reporting and protocols; in-class support by paraprofessionals

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCAP At-Risk Student Support
2000-2999: Classified Personnel Salaries
Workshop fees and trainings after hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Teachers new to ECHS

Strategy/Activity

Provide new teacher support and program training (other than the district Induction program).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Site Discretionary 1000-1999: Certificated Personnel Salaries Additional hours to attend new-teacher collaboration meetings
1,500	Site Discretionary 1000-1999: Certificated Personnel Salaries Additional hours for peer-trainers to plan and facilitate meetings
500	Gift Fund 0001-0999: Unrestricted: Locally Defined Materials and supplies for new teacher training meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Staff

Strategy/Activity

Improve communication among staff and instructional support for students, including English Language Learners and students with IEPs or 504s, including Multi-tiered System of Supports professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Site Discretionary 1000-1999: Certificated Personnel Salaries Additional hours for counselors to engage in professional development aimed at supporting the 504 process, including gathering team members, drafting a plan, and communicating completed plans to stakeholders.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Certificated Staff

Strategy/Activity

Develop a Professional Development calendar using our Important Meeting Dates document to include the following: Faculty meetings to address the following priority topics: implementing EL instructional strategies, common lesson planning, MTSS academic support, and implementation of

Social Emotional Learning strategies; Department meetings and Collaboration Day meetings to include: Cycle of Inquiry planning, training, and implementation; and District-level Collaboration Day meetings to include: District-level scope and sequence, and a pilot of the Collaborative Cycle of Inquiry.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Site Discretionary 1000-1999: Certificated Personnel Salaries Additional hours for Instructional Leadership Team to meet prior to the start of the Academic Year

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The professional development topics listed in this goal include a focus on social-emotional health and wellbeing. Thus, samples and evidence given in this document show a shift of focus to supporting best instructional practices and how to provide additional support to staff and students that are working to meet their social-emotional learning needs. Professional Development endeavors are often the result of feedback forms from staff to identify priority areas for support, and direct requests are given priority. For instance, co-teaching teams identified a need for foundational training and support, and requested that several members attend a conference facilitated by the Bureau of Education & Research (BER).

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

Although the Restorative Practices professional development was generally well-received, some staff members indicated that the training would have been more beneficial had it occurred earlier in the Academic Year. Feedback for the co-teacher training was regarded in a similar fashion, with improvement primarily focused on a desire for the training to take place prior to the first day of class. Our collaborative work with district-level Directors and Teachers on Special Assignment (TOSAs) will continue, with a focus on ensuring that our site-based PD supports district-wide PD goals. For instance, a significant amount of professional development and support must be directed toward piloting the Collaborative Inquiry Cycle.

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

The primary change to this goal is to consider how we can support instructors in their PLC cycles of inquiry, and to ensure the process maintains a focus on reflection and improving instructional practices.

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, parent, and community engagement

LEA/LCAP Goal

LCAP 3: Student, Parent & Community Engagement. Improve stakeholder engagement through an increase in participation in site and district parent groups such as SSC, PTSA, and ELAC, as well as in Boosters meetings (Athletic, Dance, and Music), as measured by attendance sign-in sheets.

Goal 3

El Camino High School seeks to foster a culture of engagement and collaboration among students, parents, and the community to support student achievement and well-being. By increasing engagement and involvement, we can create a more positive and inclusive school environment that promotes growth, development, and success for all students.

Specific measurable goals include:

- (1) By Spring 2024, unexcused absences and late arrivals will have decreased 5% when compared to the 2022-23 Academic Year.
- (2) 2023-24 attendance logs will show a 3% increase in participation in PTSA, SSC, and ELAC meetings over the previous year.
- (3) By Spring 2024, Suspension rates will have decreased by 10% when compared to the 2022-23 Academic Year.
- (4) By Spring 2024, all instructors will utilize the Minga system to create Hall passes for students, and at least three events will utilize the Minga check-in and student-engagement monitoring system.

Identified Need

We do not have enough evidence to show that we have significantly increased participation at school meetings. The Senior Exit Survey also shows that, although more students are utilizing wellness services, there is still a need to promote awareness. Spring 2022 data show a large increase in late arrivals and unexcused absences when compared with pre-pandemic levels. The Focus on Learning Self Study identified a need for an increased awareness of the School Site Council among all stakeholders, as well as increased access to social-emotional supports for students and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Awareness and utilization of Counseling services	Class of 2023 Exit Survey indicates 40% used Counseling services often	Increase the percentage of Seniors utilizing counseling services to 50%
Suspension Rates	5% of students suspended at least once in 2022-23	4% or fewer students will be suspended at least once in 2023-24.
Parent participation at PTSA meetings	2022-23 ~1% of all students' families represented; less than	2023-24 rates to increase to 2% representation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1% of underrepresented homes	
Minga engagement platform usage for events	2023-24 Pilot Year; Establishing Baseline	At least three events will utilize the check-in feature to measure student engagement in extracurricular activities
Minga engagement platform usage for hall passes	2023-24 Pilot Year; Establishing Baseline	All students and instructors will utilize the Minga system to create and monitor hallway passes

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administer Daybreak Universal Screener during Flex to identify students who need tiered social-emotional supports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
None Specified
No additional cost. Daybreak contract is a district expenditure.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Stakeholders

Strategy/Activity

Improve communication about the purpose, resources, decisions from the School Site Council to all stakeholders, including a centralized and streamlined information/communication hub. Facilitate workshops for drafting School Site Council proposals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150

Source(s)

Site Discretionary
1000-1999: Certificated Personnel Salaries
Additional time for facilitator to plan and conduct
SSC Proposal training meeting

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Address discipline rates for equity groups. Compare suspensions by ethnicity as a percentage of student suspensions (PSS) to population by ethnicity as a percentage of student population (PSP) also known as percent of cumulative enrollment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Staff and Students

Strategy/Activity

Update and maintain access to technology for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

Site Discretionary
4000-4999: Books And Supplies

Replacement laptops, additional hotspots, charging stations, updating lab computer stations

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Link Crew students and staff will continue to implement strategies and events that are designed to help the incoming 9th grade class acclimate to high school life. Incentive prizes for academic and behavior achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Site Discretionary
5000-5999: Services And Other Operating Expenditures
Link Crew Operating Costs

2,000

Donations
5000-5999: Services And Other Operating Expenditures
Student Recognition prizes and incentives (donated by Rotary Club)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Chronically absent students

Strategy/Activity

Site administration and the Attendance Office Clerks will be trained to implement the Everyday Labs attendance support system, and Campus Security personnel will facilitate an afterschool Detention center for chronically tardy students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1250

Source(s)

Site Discretionary
2000-2999: Classified Personnel Salaries

	Dedicated after-school and lunch detention centers, to be staffed by classified Campus Security personnel.
1000	Site Discretionary 2000-2999: Classified Personnel Salaries Site administration and the Attendance Office Clerks will be trained to implement the Everyday Labs attendance support system.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All stakeholders

Strategy/Activity

WASC Visit preparation, including additional Focus Group meetings to review the Focus on Learning Report. WASC Visit to take place during the 2024-25 Academic Year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Donations 5000-5999: Services And Other Operating Expenditures Materials, campus beautification projects
2,500	Site Discretionary 1000-1999: Certificated Personnel Salaries Additional hours to edit, compile, and review Focus on Learning accreditation report

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Stakeholders

Strategy/Activity

Utilize ESSER funds to purchase TV panels for the remainder of learning spaces that do not have a new one, as well as a larger display for the library. Update the outdated computer lab in Room 5; review additional proposals for use of ESSER funds

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

50,000

Source(s)

ELO and/or ESSER
4000-4999: Books And Supplies
Remaining ESSER funds — \$50,0000 —
subject to School Site Council proposals and
review by district office

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to increase access to social emotional support for students and staff. Staff will work with student leadership to develop resources to address the following topics: Mental health and wellness, cultural awareness/competency, sexual harassment, and other identified areas for support. A certificated instructor will collaborate with a Wellness Counselor to develop a Peer Counseling / Wellness Ambassador program to start the 2024-25 Academic Year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

LCAP At-Risk Student Support
1000-1999: Certificated Personnel Salaries
Counseling and instructor planning or meeting
hours

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize the Minga Campus Management platform to track and promote student engagement in extracurricular activities, to speed up lines in the cafeteria by using a student ID barcode, to monitor student class time and breaks, to limit unauthorized student gatherings during class time, and to efficiently move students during Flex.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

ELO and/or ESSER

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Counselors, AP teachers, and administrators worked to recruit and support underrepresented students to enroll in AP courses in 2020 and saw an increase in the number of students that enrolled in AP Science courses. We also ensured that all AP teachers had the opportunity to go to training if they hadn't done so recently to help them get the latest support strategy to help students that were taking AP courses for the first time. In addition, during the 2021-22 Academic Year we surveyed students and staff regarding their interests, and added a new AP course—AP Environmental Science—during the 2022-23 Academic Year. This course is intended to “flip” with AP Biology, which is currently offered every-other-year. We reviewed the survey data from EOS and developed areas for focus—mainly recruitment and academic support strategies. We have tried to increase the number of parent participants at meetings by continuing to hold meetings online (Zoom) - we have seen an increase in attendance at PTSA, slightly at ELAC, and consistent attendance at School Site

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

Given the complexity, difficulties, and stress of everyday life, many parents find it difficult or daunting to participate in school meetings or other events that take time away from their families. Although we have seen a significant increase in participation in PTSA meetings, we always hope to see more, and ELAC and SSC meeting attendance is still low. We saw a significant increase in first-time or underrepresented students enrolling in AP courses, but the overall enrollment is still not meeting targets.

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

In an effort to bring tardy and unexcused absences back to pre-pandemic levels, we will add detention protocols that are separate from the after school Academic/Homework center. Working in conjunction with the district office, we will begin utilizing the Everyday Labs platform to encourage students and families to attend school regularly and on time.

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

Special Education

LEA/LCAP Goal

LCAP 4: Special Education. The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

Goal 4

El Camino High School is committed to maintaining the Least Restrictive Environment (LRE) for students with IEPs, while ensuring that their needs are met and they make progress towards meeting their individual goals. By identifying students who may need special education services, providing a range of support, and promoting collaboration among teachers, staff, and families, we can ensure that students with IEPs are successful and included in the general education environment to the fullest extent possible. ECHS will continue to enhance the co-teaching program by increasing the number of co-taught sections offered when compared to the previous academic year, reviewing IEPs to ensure students are scheduled appropriately, and identifying students with IEPs who would be successful transferring from Specialized Academic Instruction (SAI) courses to less restrictive co-taught General Education courses. Additionally, achieving these goals will improve a-g completion rates and the College and Career Readiness indicator.

Specific measurable goals include:

- (1) By Spring 2024, course requests for the following academic year will demonstrate that 29% of students with disabilities will be in the General Education environment less than 40% of the day.
- (2) By Spring 2024, course requests for the following academic year will demonstrate that 42% of students with disabilities will be in the General Education environment more than 80% of the day.
- (3) By Spring 2024, Master Schedule projections for the following academic year will indicate that 100% of co-teaching teams will have a common prep period.
- (4) By Spring 2024, the percentage of students with disabilities who earn a "C" or above will be within 6% of students without disabilities in the same co-taught classes.

Identified Need

It is imperative that all students with disabilities are appropriately placed in the least restrictive environment. Students with disabilities should be supported to perform at the same academic level as all students in co-taught a-g classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Least Restrictive Environment — In the General Education Environment 40% or less throughout the day	In 2022-23: 32% of students with disabilities were in the General Education environment less than 40% of the day	By Fall 2023, fewer than 29% of students with disabilities will be in the General Education environment less than 40% of the day

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Least Restrictive Environment — In the General Education Environment 80% or more throughout the day	In 2022-23: 39% of students with IEPs were in the General Education environment more than 80% of the day	By Fall 2023, more than 42% of students with disabilities will be in the General Education environment more than 80% of the day.
Aligned/common prep period for co-teaching teams	2022-23: 57% of co-teaching teams share a common prep 2023-24: 90% of co-teaching teams share a common prep	By Fall 2024, 100% of co-teaching teams will have a common prep period.
Percentage of students with disabilities earning a "C" or better in course-alike co-taught classes	71% of SWD and 85% of SWoD earned a "C" or better in co-taught classes—a gap of 14%	By Spring 2024, the percentage of students with disabilities who earn a "C" or above will be within 10% of students without disabilities in co-taught classes.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

Provide follow-up training for co-teaching teams through the Best, Powerful Co-teaching strategies workshop providers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Extra hours for three hour-long Professional Development sessions for co-teaching teams to be facilitate by the district.
6000	LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures "Best, Powerful Co-teaching strategies" workshop fees and substitute costs for all co-teaching teams

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

Increase the number of co-taught courses offered by identifying an area of need in the social sciences department, with a goal of decreasing the number of students outside the general education environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

LCAP At-Risk Student Support
1000-1999: Certificated Personnel Salaries
Train a General Education social science instructor and Special Education instructor during summer professional development, with a goal of expanding the co-teaching program and providing opportunities for students with IEPs to participate in the general education environment.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

Provide co-teachers additional hours for collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,160

Source(s)

LCAP At-Risk Student Support
1000-1999: Certificated Personnel Salaries
Provide each co-teaching team to collaborate outside the common prep time; Evidence includes meeting agendas and work product - 8 hours for 8 teams; 36 additional hours for 1 team that does not have a common prep. $36 \times 2 + 8 \times 8$

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

Align prep periods for all co-teaching teams

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost. Prioritize in the Master Schedule.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

Train all Case Managers how to calculate percentages for students in General Education, ensure every student is correctly placed, and data are reported accurately.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

LCAP At-Risk Student Support
1000-1999: Certificated Personnel Salaries
60 min x 10 Case Managers for percentage calculator training and to revise IEP Service Hours in SEIS

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

Train Case Managers how to calculate in and out of gen ed accurately, and ensure every student on their caseload is correctly placed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

LCAP At-Risk Student Support
1000-1999: Certificated Personnel Salaries
Hours for a lead transition Case Manager to research the Middle School course structure and Special Education program, and to create a transition planning document to be utilized by all transition Case Managers at the Middle and High School levels.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Master Schedule design was started early in the Spring semester, with a stated focus goal of aligning planning periods for 100% of co-teaching teams; the final draft met this goal. A last-minute personnel change required significant shifting of planned teaching assignments, and planners were able to maintain ~95% alignment. In the 2022-23 Academic Year, co-teaching teams engaged in a district-led three part training, as well as an instructor-selected all day workshop facilitated by BER (Bureau of Education & Research)

In Fall 2022, 32% of students with IEPs were in the General Education environment less than 40% of the day—a favorable 11% decrease over the previous academic year. In Fall 2022, 39% of students with IEPs were in the General Education environment more than 80% of the day—a favorable 7% increase over the previous academic year. In Fall 2023, 20% of students with IEPs were in the General Education environment less than 40% of the day—a favorable 12% decrease over the previous academic year. In Fall 2023, 39% of students with IEPs were in the General Education environment more than 80% of the day—no change from the previous academic year.

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

The team must engage in further analysis of co-taught achievement data, and identify trends. For instance, it would be helpful to understand whether the gaps are magnified at specific grade levels, or among specific co-teaching teams. PLC assessment data might show whether gaps are primarily related to performance on assessments.

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

Students would be well-served by expanding the co-teaching program to include social sciences. The goal should be to identify the greatest area of need (Modern World or US History) as well as potential team members who would be most effective as members of a co-teaching team. A transition team needs to be better-equipped to facilitate the matriculation of middle school students to our site. The services and Special Education paradigm at the middle school level is different than high school, and students are not always placed appropriately as freshmen as a result. If our Case Managers had a more thorough understanding of special education at middle schools, and middle school Case Managers had a better understanding of the high school paradigm, it may be possible to address the goals we've set for ensuring all students are individually placed in the least restrictive environment from day one.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

LEA/LCAP Goal

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	\$209,858.00

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 (\$)
District Funded	\$4,700.00
Donations	\$14,000.00
EI Support	\$6,650.00
ELO and/or ESSER	\$61,310.00
Gift Fund	\$500.00

LCAP At-Risk Student Support	\$45,960.00
Library Grant	\$1,182.00
Site Discretionary	\$75,556.00

Subtotal of state or local funds included for this school: \$209,858.00

Total of federal, state, and/or local funds for this school: \$209,858.00

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
Site Discretionary	143171.00	67,615.00
Site Allocation	3500.00	3,500.00
Site Allocation	100000.00	100,000.00
Instructional Media	2243.00	2,243.00
Site Allocation	58650.00	58,650.00
EI Support	5594.00	-1,056.00
LCAP At-Risk Student Support	87344.00	41,384.00
Gift Fund	112011.97	111,511.97
Local Categorical	7227.78	7,227.78

Expenditures by Funding Source

Funding Source	Amount
District Funded	4,700.00
Donations	14,000.00
EI Support	6,650.00
ELO and/or ESSER	61,310.00
Gift Fund	500.00
LCAP At-Risk Student Support	45,960.00
Library Grant	1,182.00
Site Discretionary	75,556.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	500.00
1000-1999: Certificated Personnel Salaries	102,310.00
2000-2999: Classified Personnel Salaries	4,250.00

4000-4999: Books And Supplies	63,682.00
5000-5999: Services And Other Operating Expenditures	18,700.00
5800: Professional/Consulting Services And Operating Expenditures	20,416.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	District Funded	4,700.00
4000-4999: Books And Supplies	Donations	10,000.00
5000-5999: Services And Other Operating Expenditures	Donations	4,000.00
1000-1999: Certificated Personnel Salaries	EI Support	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	EI Support	2,150.00
4000-4999: Books And Supplies	ELO and/or ESSER	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	ELO and/or ESSER	11,310.00
0001-0999: Unrestricted: Locally Defined	Gift Fund	500.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	35,160.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	2,000.00
5000-5999: Services And Other Operating Expenditures	LCAP At-Risk Student Support	8,800.00
4000-4999: Books And Supplies	Library Grant	1,182.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	62,650.00
2000-2999: Classified Personnel Salaries	Site Discretionary	2,250.00
4000-4999: Books And Supplies	Site Discretionary	2,500.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	5,900.00
5800: Professional/Consulting Services And Operating Expenditures	Site Discretionary	2,256.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3
Goal 4

101,798.00
14,000.00
72,900.00
21,160.00

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
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
James Briano	Principal
Rachel McDonald	Classroom Teacher
Marta Aristikessian	Classroom Teacher
Montez Petaia	Other School Staff
Jeremiah Darius David	Secondary Student
Cherie Kalei Alonzo	Parent or Community Member
Cianna De La Cruz	Secondary Student
Mary Musallam	Parent or Community Member
Leilaney Pacumio	Secondary Student
Nayeli Molina	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 13 December 2023.

Attested:



Principal, James Briano on 13 December 2023

SSC Chairperson, Leilaney Pacumio on 13 December 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019