



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Camino High School	41690704132551	December 17, 2025	May 7, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by El Camino High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	15
Overall Performance	17
Academic Performance.....	19
Academic Engagement.....	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	40
Goal 3.....	45
Goal 4.....	50
Goal 5.....	51
Goal 6.....	53
Goal 7.....	54
Goal 8.....	55
Goal 9.....	56
Goal 10.....	57
Budget Summary	58
Budget Summary	58
Other Federal, State, and Local Funds	58
Budgeted Funds and Expenditures in this Plan.....	59
Funds Budgeted to the School by Funding Source.....	59
Expenditures by Funding Source	59
Expenditures by Budget Reference	59
Expenditures by Budget Reference and Funding Source.....	59

Expenditures by Goal60
School Site Council Membership61
Recommendations and Assurances62
Instructions.....63
Appendix A: Plan Requirements70
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements73
Appendix C: Select State and Federal Programs76

Plan Description

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

This plan is being used by El Camino High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

El Camino High School's one-year School Plan for Student Achievement (SPSA) focuses on clearly defined goals and actions that are aligned with the District's Local Control and Accountability Plan (LCAP) goals and Strategic Priorities. The plan is informed by multiple data sources and reflects a balanced focus on academic achievement, student engagement and well-being, and the development of equitable, coherent systems of support.

The initiatives outlined in this plan are designed to strengthen high-quality instruction, improve student belonging and engagement, and ensure timely and effective supports for students at risk of not meeting academic or behavioral expectations. Key strategies include targeted academic interventions, professional collaboration and instructional coherence, expanded student wellness supports, and intentional efforts to improve attendance, school climate, and access to learning opportunities.

The SPSA is grounded in ongoing data review, continuous improvement practices, and the school's WASC self-study and mid-cycle action planning. Through alignment with district priorities and site-identified needs, this plan provides a focused roadmap for improving outcomes for all students while centering equity, sustainability, and student success.

Educational Partner Involvement

How, when, and with whom did El Camino High 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

Educational partners play a central role in El Camino High School's continuous improvement process and in the development, implementation, and monitoring of the School Plan for Student Achievement (SPSA). Input from certificated and classified staff, students, families, and site and district leadership informs all phases of the planning cycle.

As part of the school's WASC self-study and mid-cycle action planning process, staff members, including classified employees, participated in structured opportunities to analyze data, reflect on instructional practices, and provide feedback on identified needs and priorities. This collaborative work informed the school's needs assessment and helped shape the focus areas reflected in the SPSA goals.

The Instructional Leadership Team (ILT), composed of the Principal, Assistant Principals, Department Leads, and the Director of Student Activities, reviewed relevant data sources—including the prior year SPSA, LCAP priorities, department goals, and student performance data—at the start of the school year to guide instructional priorities and Professional Learning Community (PLC) focus areas. Throughout the year, staff engage in PLC cycles to review student data and instructional practices aligned to the SPSA goals.

The School Site Council (SSC), which includes parents, students, teachers, classified staff, and administrators, reviewed the SPSA Needs Assessment and proposed actions and expenditures during multiple meetings. Revisions to the plan were discussed and refined based on SSC feedback, with final approval occurring in accordance with district timelines. Ongoing monitoring of the SPSA is conducted through regular reviews of attendance, assessment data, survey results, PLC findings, and committee updates to ensure progress toward goals and to identify emerging needs.

In addition, the school benefits from district-provided supports and third-party consultants who assist with areas such as professional learning, instructional alignment, and student support systems. These partners provide guidance and resources that support site-identified priorities while implementation and decision-making remain grounded in the collaborative work of the school community.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

None currently identified.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

El Camino HS overall performance for 2025: English Language Arts (GREEN); Mathematics (YELLOW); English Learner Progress (BLUE); College/Career (YELLOW); Graduation Rate (BLUE); Suspension Rate (GREEN)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following ECHS student groups were two or more levels below the "All Student" performance: English Language Arts: All Students (GREEN) - Students w/Disabilities (RED) College/Career: All Students (YELLOW) - Students w/Disabilities (ORANGE) Graduation Rate: All Students (BLUE) - Students w/Disabilities (ORANGE) Suspension Rate: All Students (GREEN) - English Learners (RED) <https://www.caschooldashboard.org/reports/41690704132551/2025/>

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for El Camino High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.26%	0.37%	0.19%	3	4	2
African American	0.77%	0.64%	0.57%	9	7	6
Asian	15.86%	16.27%	15.57%	186	177	155
Filipino	31.88%	31.71%	32.10%	374	345	348
Hispanic/Latino	37.17%	38.05%	37.89%	436	414	416
Pacific Islander	1.36%	0.92%	1.42%	16	10	14
White	7.84%	6.43%	6.17%	92	70	70
Two or More Races	4.86%	5.61%	6.08%	57	61	65
Not Reported	0%	%	%	0		
Total Enrollment				1173	1088	1076

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 8	1		
Grade 9	282	219	295
Grade 10	284	283	228
Grade 11	308	280	296
Grade 12	298	306	278
Total Enrollment	1,173	1,088	1097

Conclusions based on this data:

- Overall enrollment continues to decline (from 1,235 in 2021–22 down to 1,053 in 2024–25), reflecting a multi-year downward trend.
- Hispanic and Asian student populations have both slightly increased as a percentage of total enrollment, while Filipino, White, and African American percentages have declined or held steady.
- Grade 9 enrollment trended upward in 2024-24, following a sharp decline in 2023-24.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	52	52	60	4.4%	4.8%	5.7%
Fluent English Proficient (FEP)	387	356	352	33.0%	32.7%	33.4%

Conclusions based on this data:

1. The number and percent of population of English Learners at ECHS increased in 2024-25.
2. The total number of students who were Fluent English Proficient (FEP) in 2024-25 continued to decline, though the percentage rose slightly to 33.4%.
3. With the continued increase in the ELL/ML population, ECHS must evaluate and potentially alter existing supports and that will ensure the success of this cohort.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	300	270	271	287	262	265	287	262	265	95.7	97	97.8
All Grades	300	270	271	287	262	265	287	262	265	95.7	97	97.8

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2646.	2637.	2638.	38.33	38.55	42.26	39.72	34.35	31.70	14.29	14.89	12.08	7.67	12.21	13.96
All Grades	N/A	N/A	N/A	38.33	38.55	42.26	39.72	34.35	31.70	14.29	14.89	12.08	7.67	12.21	13.96

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	35.19	35.50	30.94	56.10	51.53	55.09	8.71	12.98	13.96
All Grades	35.19	35.50	30.94	56.10	51.53	55.09	8.71	12.98	13.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	45.45	44.27	45.66	45.80	40.46	40.75	8.74	15.27	13.58
All Grades	45.45	44.27	45.66	45.80	40.46	40.75	8.74	15.27	13.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	20.91	21.37	20.00	75.26	71.37	69.81	3.83	7.25	10.19
All Grades	20.91	21.37	20.00	75.26	71.37	69.81	3.83	7.25	10.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	36.93	36.64	39.62	58.19	54.58	51.32	4.88	8.78	9.06
All Grades	36.93	36.64	39.62	58.19	54.58	51.32	4.88	8.78	9.06

Conclusions based on this data:

1. Slight shift to more extreme performance levels continued: Compared to 2022–23 and 2024–25, a higher percentage of 11th-graders did not meet standards in 2024–25, while the percentage exceeding standards also nudged upward—indicating a growing reduction in the “middle” band.
2. The "Listening" domain showed the largest increases in “below standard”.
3. Overall scores remain above 2021–22 levels. After a greater percentage of students did not meet standards in 2023-24, the trend changed, and the mean scale score and above-standard rates in 2024–25 surpassed those from years 2016-2022, demonstrating sustained growth over time.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	300	270	271	287	265	265	287	265	265	95.7	98.1	97.8
All Grades	300	270	271	287	265	265	287	265	265	95.7	98.1	97.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2592.	2590.	2591.	14.98	20.75	18.49	23.00	16.98	21.89	28.92	24.53	21.51	33.10	37.74	38.11
All Grades	N/A	N/A	N/A	14.98	20.75	18.49	23.00	16.98	21.89	28.92	24.53	21.51	33.10	37.74	38.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	23.34	21.89	21.13	39.02	42.64	43.40	37.63	35.47	35.47
All Grades	23.34	21.89	21.13	39.02	42.64	43.40	37.63	35.47	35.47

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.65	21.89	19.25	59.93	55.85	60.00	17.42	22.26	20.75
All Grades	22.65	21.89	19.25	59.93	55.85	60.00	17.42	22.26	20.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.68	18.11	19.25	61.32	58.11	58.49	23.00	23.77	22.26
All Grades	15.68	18.11	19.25	61.32	58.11	58.49	23.00	23.77	22.26

Conclusions based on this data:

1. The shift to the extremes seen from 2022–23 to 2023–24 was slightly mitigated, with the same percentage of students achieving “Standard Not Met”, and a slightly lower percentage achieving “Standard Exceeded” in 2024-25, with a corresponding increase in the percentage of students achieving “Standard Met”.
2. Overall scores were stable, indicating that prior improvements have mostly been maintained.
3. Mixed results by domain: “Problem Solving & Modeling/Data Analysis” saw a slight dip in the percentage of students scoring “Above Standard,” though there was an increase in the “% At or Near Standard” and decrease in the “% Below Standard”

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](http://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	1560.4	1551.0	*	1580.2	1575.0	*	1539.8	1526.6	9	12	25
10	1565.9	1591.3	*	1572.1	1615.2	*	1559.1	1566.8	*	21	12	10
11	*	1545.7	*	*	1564.2	*	*	1526.8	*	9	19	10
12	1594.8	*	1547.3	1586.4	*	1565.4	1602.5	*	1528.6	11	5	15
All Grades										50	48	60

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	36.36	20.00	*	9.09	28.00	*	36.36	32.00	*	18.18	20.00	*	11	25
10	23.81	50.00	*	47.62	25.00	*	14.29	16.67	*	14.29	8.33	*	21	12	*
11	*	21.05	*	*	21.05	*	*	21.05	*	*	36.84	*	*	19	*
12	36.36	*	20.00	36.36	*	26.67	18.18	*	26.67	9.09	*	26.67	11	*	15
All Grades	26.00	29.79	23.33	50.00	19.15	25.00	16.00	29.79	31.67	8.00	21.28	20.00	50	47	60

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	45.45	36.00	*	27.27	28.00	*	18.18	24.00	*	9.09	12.00	*	11	25
10	52.38	66.67	*	28.57	16.67	*	9.52	0.00	*	9.52	16.67	*	21	12	*
11	*	31.58	*	*	36.84	*	*	21.05	*	*	10.53	*	*	19	*
12	45.45	*	40.00	45.45	*	20.00	9.09	*	26.67	0.00	*	13.33	11	*	15
All Grades	38.00	40.43	40.00	48.00	36.17	30.00	10.00	12.77	18.33	4.00	10.64	11.67	50	47	60

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	0.00	0.00	*	36.36	16.00	*	9.09	40.00	*	54.55	44.00	*	11	25
10	0.00	8.33	*	47.62	41.67	*	33.33	33.33	*	19.05	16.67	*	21	12	*
11	*	10.53	*	*	10.53	*	*	26.32	*	*	52.63	*	*	19	*
12	9.09	*	0.00	63.64	*	20.00	18.18	*	33.33	9.09	*	46.67	11	*	15
All Grades	10.00	6.38	1.67	44.00	23.40	16.67	34.00	23.40	43.33	12.00	46.81	38.33	50	47	60

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	0.00	12.00	*	63.64	36.00	*	36.36	52.00	*	11	25
10	14.29	0.00	*	66.67	91.67	*	19.05	8.33	*	21	12	*
11	*	5.26	*	*	36.84	*	*	57.89	*	*	19	*
12	27.27	*	13.33	63.64	*	40.00	9.09	*	46.67	11	*	15
All Grades	12.00	2.13	11.67	78.00	57.45	41.67	10.00	40.43	46.67	50	47	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	90.91	76.00	*	9.09	16.00	*	0.00	8.00	*	11	25
10	76.19	83.33	*	14.29	8.33	*	9.52	8.33	*	21	12	*
11	*	84.21	*	*	5.26	*	*	10.53	*	*	19	*
12	90.91	*	80.00	9.09	*	13.33	0.00	*	6.67	11	*	15
All Grades	82.00	87.23	81.36	14.00	6.38	10.17	4.00	6.38	8.47	50	47	59

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	9.09	0.00	*	36.36	40.00	*	54.55	60.00	*	11	25
10	14.29	8.33	*	61.90	66.67	*	23.81	25.00	*	21	12	*
11	*	15.79	*	*	31.58	*	*	52.63	*	*	19	*
12	36.36	*	0.00	36.36	*	33.33	27.27	*	66.67	11	*	15
All Grades	22.00	10.64	1.69	56.00	40.43	40.68	22.00	48.94	57.63	50	47	59

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	0.00	0.00	*	80.00	72.00	*	20.00	28.00	*	10	25
10	0.00	0.00	*	85.71	91.67	*	14.29	8.33	*	21	12	*
11	*	0.00	*	*	57.89	*	*	42.11	*	*	19	*
12	18.18	*	6.67	72.73	*	60.00	9.09	*	33.33	11	*	15
All Grades	8.00	0.00	1.69	84.00	76.09	72.88	8.00	23.91	25.42	50	46	59

Conclusions based on this data:

1. Gradual increase in higher-level performance: A growing percentage of test-takers have moved into Level 4 (Well Developed) over the three-year period, particularly in the oral domains (Listening and Speaking).
2. Reading, writing, speaking, and listening domains all saw increases in the percentage of students scoring “Beginning” performance levels; a reflection in the increased number of Level 1 & 2 English Language Learners at ECHS.
3. The number of test-takers increased 25% in 2024-25.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1053	27.9%	5.7%	0.1%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	5.7%
Foster Youth	1	0.1%
Homeless	20	1.9%
Socioeconomically Disadvantaged	294	27.9%
Students with Disabilities	152	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.6%
American Indian	2	0.2%
Asian	164	15.6%
Filipino	338	32.1%
Hispanic	399	37.9%
Two or More Races	64	6.1%
Pacific Islander	15	1.4%
White	65	6.2%

Conclusions based on this data:

1. The total number and percentage of Students with Disabilities continued to rise. It had risen from 11% in 2019-20, to 12.4% in 2021-22, to 13.6% in 2022-23, remained relatively unchanged at 13.3% in 2023-24, and is currently at 14.4%
2. The Total Enrollment declined in 2024-25; from 1,173 in 2022-23 to 1,053 in 2024-25; a decrease of 120 students over two years.
3. The percentage of Hispanic Learners continued to increase slightly, while the percentage of Filipino Learners decreased slightly, continuing a multi-year trend.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Green

Mathematics



Yellow

English Learner Progress



Blue

College/Career



Yellow

Conclusions based on this data:

1. ELA exceeded the State averages, and is at the Green indicator level due to a slight decrease in results year-over-year. Math scores exceeded the State average, but remain an area of need, as scores did not increase year-over-year.
2. The College/Career indicator decreased to Yellow, indicating an area of growth.
3. Suspension rates decreased again in 2024-25; the growth is reflected in the Green indicator.

School and Student Performance Data

Academic Performance English Language Arts

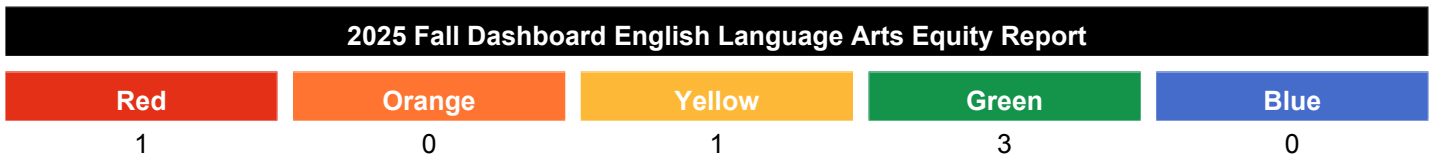
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>57.3 points above standard</p> <p>Maintained 0.7 points</p> <p>263 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>34.7 points below standard</p> <p>Increased 46.2 points</p> <p>25 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>20.4 points above standard</p> <p>Declined 20.6 points</p> <p>69 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>114.7 points below standard</p> <p>Declined 16.9 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>131.2 points above standard</p> <p>Declined 3.4 points</p> <p>46 Students</p>	<p>Filipino</p>  <p>Green</p> <p>67.8 points above standard</p> <p>Declined 8.6 points</p> <p>94 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>23.2 points above standard</p> <p>Increased 14.5 points</p> <p>80 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>55.9 points above standard</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>39.9 points above standard</p> <p>Declined 35.1 points</p> <p>20 Students</p>

Conclusions based on this data:

1. Students with Disabilities declined 16.9 points, with scores 114.7 points Below standard.
2. Asian students have shown the highest proficiency rates, followed by Filipino students. Hispanic students scored lowest compared to other race/ethnicity groups; although this group increased 14.5 Points and was 23.2 points above standard.
3. Socioeconomically Disadvantaged students declined 20.6 points year-over-year, and was 20.4 points Above standard.

School and Student Performance Data

Academic Performance Mathematics

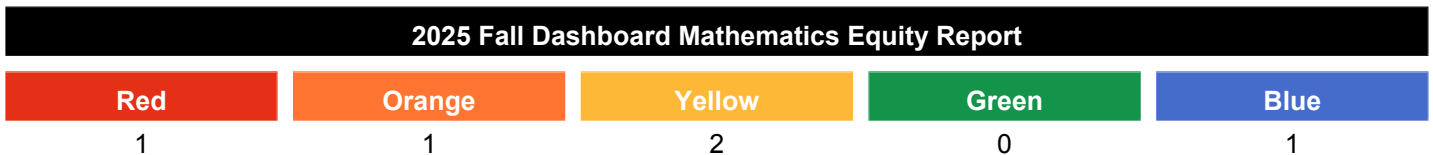
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>34.5 points below standard</p> <p>Maintained 1.8 points</p> <p>263 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>162 points below standard</p> <p>Increased 6.9 points</p> <p>26 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>91.6 points below standard</p> <p>Declined 47.3 points</p> <p>69 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>212 points below standard</p> <p>Declined 30.6 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>81.1 points above standard</p> <p>Increased 8.9 points</p> <p>46 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>23.3 points below standard</p> <p>Declined 18.7 points</p> <p>94 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>93.4 points below standard</p> <p>Increased 13.9 points</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>64.9 points below standard</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>56 points below standard</p> <p>Declined 94.8 points</p> <p>20 Students</p>

Conclusions based on this data:

1. Overall, students maintained achievement rates, and there is still ample room for growth, with scores 35 points below standard.
2. Asian and Filipino Learners had higher scores than Hispanic Learners, with Hispanic Learners scoring 93.4 points below the standard, despite an increase of 14 points.
3. Students with Disabilities scoring the lowest, at 212 points Below standard, which was a decrease of 30.6 points; a significant area for growth.

School and Student Performance Data

Academic Performance Science

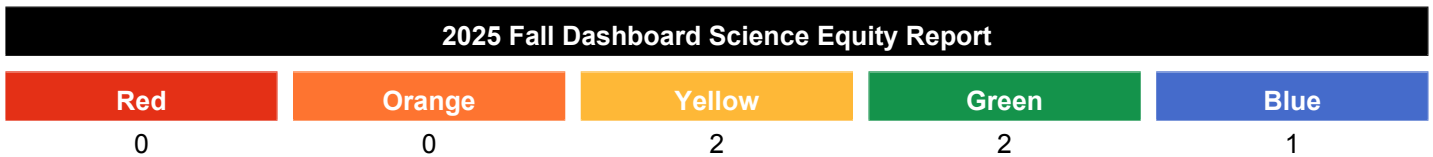
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>61.1 science points</p> <p>Maintained 1.1 points</p> <p>254 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>35.3 science points</p> <p>Declined 5 points</p> <p>24 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>55 science points</p> <p>Declined 5.1 points</p> <p>64 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>36.8 science points</p> <p>Increased 3.3 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>77.6 science points</p> <p>Increased 3.2 points</p> <p>37 Students</p>	<p>Filipino</p>  <p>Green</p> <p>63 science points</p> <p>Increased 3.3 points</p> <p>81 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>51 science points</p> <p>Maintained -0.5 points</p> <p>106 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>69.7 science points</p> <p>Increased 15.6 points</p> <p>18 Students</p>

Conclusions based on this data:

1. All students scored 61.1 points, a minor increase year-over-year.
2. Students with Disabilities scored 36.8 science points, the highest performance for this group among the Math, ELA, and CAST assessments.
3. English learned scored 35.3 science points, a decline of 5 points year-over-year.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 71.1 making progress. Number Students: 45 Students	Long-Term English Learner Progress  No Performance Color 61.9 making progress. Number Students: 21 Students

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

2025 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
6.7%	15.6%	0%	71.1%

Conclusions based on this data:

- 6.7% of students Decreased One ELPI Level.
- 71% of student progressed at least one ELPI Level, indicating significant growth when compared with 52% in 2023-24 and 58% in 2022-23.
- The overall increase in performance of 16.3% elevated ECHS to the "BLUE" status indicator on the California Dashboard.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

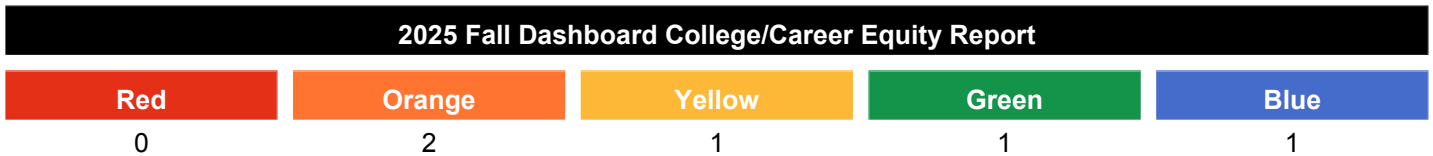
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>Prepared 68.8%</p> <p>Declined 2.4%</p> <p>272 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Prepared 32.1%</p> <p>Declined 17.9%</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Prepared 33.3%</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>Prepared 66.4%</p> <p>Declined 2.3%</p> <p>131 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>Prepared 14.7%</p> <p>Declined 16.1%</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>Prepared 91.9%</p> <p>Declined 2.6%</p> <p>37 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>Prepared 77.4%</p> <p>Increased 4%</p> <p>84 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>Prepared 53.4%</p> <p>Declined 3.7%</p> <p>116 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Prepared 75%</p> <p>Increased 10.3%</p> <p>20 Students</p>

Conclusions based on this data:

1. The Students with disabilities subgroup performed the lowest, with 14.7% Prepared; a decrease of 16.1%.
2. The Asian subgroup performed highest, with 91.9% Prepared, though this was a decline of 2.6%
3. College and Career Readiness should be a focus priority for ECHS in 2025-26.

School and Student Performance Data

Academic Engagement Graduation Rate

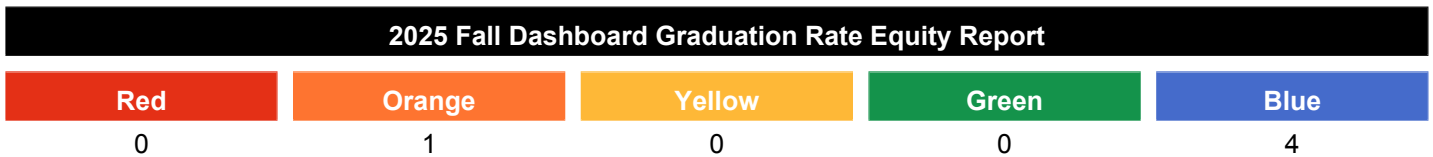
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>97.4% graduated</p> <p>Increased 1.1%</p> <p>272 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>96.4% graduated</p> <p>Increased 3.6%</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>100% graduated</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>97.7% graduated</p> <p>Increased 2%</p> <p>131 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>82.4% graduated</p> <p>Declined 2.3%</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>100% graduated</p> <p>Increased 3.7%</p> <p>37 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>98.8% graduated</p> <p>Maintained 0.7%</p> <p>84 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>96.6% graduated</p> <p>Increased 1.3%</p> <p>116 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>90% graduated</p> <p>Declined 4.1%</p> <p>20 Students</p>

Conclusions based on this data:

1. Graduation rates for the class of 2025 increased slightly from the previous year, maintaining a very high rate compared with state averages.
2. The subgroup with the largest decrease was "White", with a 90% graduation rate and a decline of 4%
3. Graduation rates for Students with Disabilities declined 2.3% in 2025, after declining 15.4% in 2024, though the 82% graduation rate remained above State Averages.

School and Student Performance Data

Conditions & Climate Suspension Rate

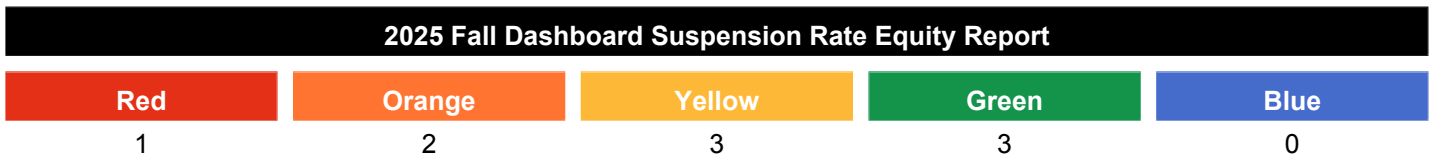
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.3% suspended at least one day</p> <p>Declined 0.3%</p> <p>1092 Students</p>	<p>English Learners</p> <p>Green</p> <p>6% suspended at least one day</p> <p>Declined 4.4%</p> <p>83 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>7.7% suspended at least one day</p> <p>Declined 1.8%</p> <p>39 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>5% suspended at least one day</p> <p>Increased 0.5%</p> <p>20 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>339 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>11.9% suspended at least one day</p> <p>Increased 1.4%</p> <p>159 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.2%</p> <p>166 Students</p>	<p>Filipino</p>  <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 0.5%</p> <p>341 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>6.4% suspended at least one day</p> <p>Declined 0.5%</p> <p>424 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 3.6%</p> <p>69 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>6.7% suspended at least one day</p> <p>Declined 1.7%</p> <p>15 Students</p>	<p>White</p>  <p>Yellow</p> <p>4.3% suspended at least one day</p> <p>Maintained 0.1%</p> <p>69 Students</p>

Conclusions based on this data:

1. All subgroups other than Students with Disabilities and Socioeconomically Disadvantaged maintained or experienced a decrease in suspension rates.
2. 4.3% of All Students were suspended at least one day, a slight decline, which followed a decline of 1.2% in 2023-24.
3. Although suspension rates decreased year-over-year, Students with Disabilities continue to be an area of focus due to a 12% suspension rate; a high percent when compared with all other subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

EXCEPTIONAL INSTRUCTION

El Camino High School is committed to providing exceptional instruction that ensures all students experience rigorous, engaging, and equitable learning opportunities. Through coherent instructional practices, strong Professional Learning Communities, and targeted academic supports, the school will strengthen student achievement, close persistent opportunity gaps, and prepare students to graduate College and Career Ready.

This goal focuses on improving Tier 1 instructional quality across classrooms, strengthening the use of data through PLC Cycles of Inquiry, and expanding academic supports through MTSS structures. Particular attention is given to English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students to ensure access to grade-level content, effective language development, inclusive practices, and rigorous coursework. By aligning curriculum, assessment, and instruction to district frameworks and the Portrait of a Graduate, ECHS will continue building instructional coherence and equitable outcomes for all learners.

Specific measurable goals include:

1. SBAC ELA – Increase Proficiency for All Subgroups

Increase the percentage of students meeting or exceeding standards on SBAC ELA by 3 percentage points overall and for each major subgroup (Asian, Filipino, Hispanic, White, SWD, EL, SED, Two or More) when compared with 2025 results.

2. SBAC Math – Increase Proficiency for All Subgroups

Increase the percentage of students meeting or exceeding standards on SBAC Math by 3 percentage points overall and for each subgroup when compared with 2025 results.

3. ELPI/ELPAC – Maintain High Growth and Reduce Regression

Decrease Rate: Reduce the percentage of students who decreased at least one ELPI level to 5% or less (2025 baseline = 7.10%).

ELPAC Levels: Increase the percentage of ELs scoring at Level 3/4 by 3 percentage points compared to spring 2025.

4. Course Performance – Reduce D/F Rates Through MTSS and PLC Cycles of Inquiry

Reduce the percentage of students earning one or more D/F grades by 10% schoolwide, with particular focus on Algebra 1, Geometry, Algebra 2, English 1CP, and Biology.

5. College & Career Readiness (CCR) – Increase CCR Status for All Subgroups

Increase each subgroup's College and Career Readiness rate by 5 percentage points over 2025 outcomes, as reported by the California Dashboard.

6. A–G Completion – Improve UC/CSU Readiness

Increase A–G completion rates by 5 percentage points overall and for each subgroup, compared to Class of 2025 results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: EXCEPTIONAL INSTRUCTION

Exceptional instruction is the foundation that our students need to learn, thrive as people, navigate their future, and impact our society. If we want to see great instruction in every SSFUSD classroom, we need to take a multi-pronged approach. We will strengthen our instructional foundations, including: clarifying our instructional vision, adopting high-quality curriculum, and investing in teachers' professional learning, so they can implement research-based instructional strategies. We will act intentionally to meet the needs of historically-underserved and marginalized students, including English learners and students with disabilities. And we will test and grow innovative, engaging new learning experiences so students can develop the abilities we describe in our Portrait of a Graduate.

LCAP 5: EQUITY-CENTERED SYSTEMS

Transformational change will only happen if we are willing to move away from business as usual. This plan is rooted in our district's core values, including a deep commitment to advancing equity within and across our schools, as defined in our SSFUSD Board Equity Policy. To live these values, we must be willing to look critically at how we do things across the district, work with partners who have experience and expertise in this area, and make changes to keep equity at the center of our decision-making, including centering our efforts on the needs of students who have been historically marginalized or less successful. We will build a shared understanding of what equity looks like in practice, and allocate our resources (people, time, facilities, and money) equitably and sustainably to our students and schools, in alignment with the priorities in this plan. That includes being transparent about our decision-making, our progress, and our outcomes. And it means being clear about what success looks like, gathering data and reflecting regularly to check our progress, and adjusting course to ensure we achieve our shared goals.

Portrait of a Graduate Aim
LEARN

State Priorities addressed by this goal

Priority 1: Basic (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Analysis of 2025 academic performance data shows persistent achievement gaps for English Learners, Students with Disabilities, and Hispanic students across SBAC ELA and Math, A-G completion, and College and Career Readiness indicators. While growth is evident in areas such as ELPI progress and AP performance, these gains are not yet translating into equitable outcomes across all student groups.

In addition, instructional practices, common formative assessments, and intervention structures are implemented with varying levels of consistency across departments. MTSS supports, including the use of Flex time for academic intervention, require greater coherence and clarity to ensure timely identification and support for students experiencing academic difficulty. These findings highlight the need to strengthen Tier 1 instruction, improve alignment through PLCs, and refine targeted academic supports to ensure all students can access and succeed in rigorous coursework.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA – All Students	74% Met/Exceeded	77% Met/Exceeded
SBAC ELA – Asian	98%	98% (maintain high performance)
SBAC ELA – Filipino	78%	81%
SBAC ELA – Hispanic	63%	66%

SBAC ELA – White	70%	88%
SBAC ELA – Two or More Races	73%	76%
SBAC ELA – Students with Disabilities	19%	22%
SBAC ELA – English Learners	15% (2023-24 data)	20%
SBAC ELA – Socioeconomically Disadvantaged	57%	60%
SBAC Math – All Students	40%	43%
SBAC Math – Asian	78%	81%
SBAC Math – Filipino	47%	50%
SBAC Math – Hispanic	20%	23%
SBAC Math – White	30%	33%
SBAC Math – Two or More Races	40%	43%
SBAC Math – Students with Disabilities	0%	5%
SBAC Math – English Learner	10% (2023-24 data)	15%
SBAC Math – Socioeconomically Disadvantaged	21%	25%
CAST – All Students	48% Met/Exceeded	51% Met/Exceeded
CCR – All Students	69% Prepared	73% Prepared

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>PLC Cycles of Inquiry & Instructional Coherence</p> <p>Teachers will engage in structured Professional Learning Community (PLC) Cycles of Inquiry focused on high-quality instruction, common formative assessments, academic discourse, and the analysis of student work. Teams will calibrate expectations, align units, identify essential standards, monitor student progress, and implement data-driven re-teaching. Admin will support PLCs through structured protocols, templates, and collaboration time.</p>	All Students, English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students	<p>10,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Teacher collaboration, PLC planning, data analysis, calibration 8,000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries PLC work focused on subgroup analysis and instructional refinement</p>
1.2	<p>High-Quality Instruction & Academic Discourse</p> <p>Provide professional learning and instructional resources to support academic discourse, literacy across the curriculum, and rigorous engagement aligned to District instructional frameworks. Walkthroughs and learning rounds will be used to provide targeted feedback and identify needs.</p>	All Students, English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students	<p>6,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Professional learning, instructional walkthroughs, coaching cycles 4,000 Site Discretionary 4000-4999: Books And Supplies</p>

			Instructional materials to support literacy and discourse strategies
1.3	<p>MTSS – Course Performance, D/F Reduction & Intervention</p> <p>Strengthen MTSS by monitoring D/F rates each grading period, expanding tutoring, improving Flex/Advisory effectiveness, and coordinating targeted interventions in core subjects. Counselors, case managers, EL teachers, and administrators will collaborate to provide timely supports.</p>	All Students, English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students	<p>12,000</p> <p>Site Discretionary</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>After-school tutoring, intervention coordination, Flex supports</p> <p>10,000</p> <p>Site Discretionary</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Paraprofessional and intervention support for targeted students</p> <p>District Funded</p>
1.4	<p>Strategy/Activity 4: EL Supports & ELPI/ELPAC Growth</p> <p>Provide targeted English Learner supports including integrated and designated ELD, ELLevation progress monitoring, paraeducator assistance, and professional development. Support ELPI/ELPAC growth through small group instruction and Newcomer supports.</p>	English Learners, Newcomer Students, Students with Disabilities	<p>9,000</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Designated/integrated ELD instruction and EL collaboration time</p> <p>7,000</p> <p>EI Support</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Paraeducator and small-group EL support</p>
1.5	<p>Strategy/Activity 5: College & Career Readiness A–G Completion & Postsecondary Access</p> <p>Expand supports for A–G completion, college/career readiness planning, and equitable access to CCR pathways. Activities include counseling collaboration, family workshops, academic planning tools, and outreach for EL and SWD students.</p>	All Students, English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students	<p>6,000</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Counseling collaboration, CCR planning, family workshops</p> <p>2000</p> <p>LCAP At-Risk Student Support</p> <p>4000-4999: Books And Supplies</p> <p>Academic planning tools and CCR materials</p>
1.6	<p>Advanced Placement, Dual Enrollment & CTE Access</p> <p>Increase equitable access to AP, Dual Enrollment, and CTE pathways through targeted recruitment, AP tutoring and exam preparation, and DE/CTE alignment with student interest. Provide materials and professional development for instructors.</p>	All Students, English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students	<p>8,000</p> <p>Site Discretionary</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>AP tutoring, and exam prep</p> <p>4000</p> <p>Site Discretionary</p> <p>4000-4999: Books And Supplies</p>

			AP instructional materials and exam preparation resources
1.7	<p>Inclusive Practices & Supports for Students with Disabilities</p> <p>Develop and support inclusive instructional practices through general/special education collaboration, supplemental materials, paraeducator support, and professional learning on differentiation and Universal Design for Learning (UDL).</p>	All Students	<p>5,000 LCAP At-Risk Student Support 2000-2999: Classified Personnel Salaries Paraeducator/SE support to strengthen inclusive practices, in-class support, and small-group intervention aligned to IEP needs 3000 LCAP At-Risk Student Support 4000-4999: Books And Supplies Supplemental instructional materials and accommodations supports (UDL-aligned resources, adapted materials, differentiation tools) 1,000 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures Professional learning/support for inclusive practices (UDL/differentiation), including training materials or contracted support as needed</p>
1.8	<p>Instructional Technology & Supplemental Learning Tools</p> <p>Provide access to supplemental digital learning platforms (NewsELA, EdPuzzle, BrainPop, Kami, DIFIT), classroom technology, and tools that support differentiated instruction and language/literacy development</p>	All Students, English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students	<p>4,500 Site Discretionary 5000-5999: Services And Other Operating Expenditures Digital platform licenses/subscriptions supporting differentiated instruction and language/literacy development (e.g., NewsELA, EdPuzzle, BrainPop, Kami, Diffit) 1,500 Site Discretionary 4000-4999: Books And Supplies Supplemental instructional/technology supplies to support implementation (classroom materials, peripherals, or small tech supplies used with platforms)</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2024–25 school year, El Camino High School implemented a coordinated set of instructional strategies focused on strengthening Tier 1 instruction, improving instructional coherence, and expanding access to rigorous coursework. Key actions included structured PLC Cycles of Inquiry, instructional walkthroughs aligned to equity-centered practices, targeted academic interventions through MTSS, and focused supports for English Learners and Students with Disabilities.

PLC structures were implemented consistently across departments, with teachers engaging in common formative assessments, data analysis, and instructional planning. Walkthrough data and PLC artifacts indicate that many classrooms demonstrated strong routines and expectations, and overall student performance in English Language Arts remained high. Additionally, English Learners demonstrated notable progress on ELPI indicators, reflecting the effectiveness of designated and integrated ELD supports.

While these strategies contributed to measurable gains in specific areas, their overall effectiveness varied due to differences in implementation fidelity and instructional consistency across classrooms and departments. These findings underscore the need to strengthen coherence and alignment across instructional practices to ensure all students benefit equitably.

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

The majority of strategies and budgeted expenditures were implemented as intended. Funds allocated for PLC collaboration, instructional supports, intervention staffing, and instructional materials were utilized to support site-identified priorities aligned to the SPSA.

However, some strategies required mid-year adjustments. In particular, instructional intervention supports were deployed more flexibly than initially planned in response to emerging student needs, and additional emphasis was placed on inclusive practices and targeted subgroup supports. While these adjustments did not result in significant budget variances, they revealed the need for clearer distinctions between staffing, materials, and service expenditures, as well as more precise alignment between strategies and budget lines.

No major unspent funds were identified; rather, the analysis highlighted opportunities to refine budget structures to better reflect the actual implementation of services.

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.

Several refinements will be incorporated into the 2025–26 SPSA Goal 1 to strengthen alignment with LCAP “Exceptional Instruction,” improve coherence across strategies, and more directly target areas of need:

Refine Measurable Outcomes:

The 2025–26 measurable goals will include clearer, more streamlined targets focused on the highest-leverage indicators: SBAC ELA & Math, ELPI/ELPAC growth, CCR, A–G, and course performance. This simplifies the previous structure while maintaining accountability for subgroup improvement.

Strengthen MTSS & Course Performance Monitoring:

The plan will expand systems for monitoring D/F rates each grading period, with earlier interventions, more consistent use of Flex supports, and increased collaboration between counselors, EL teachers, case managers, and PLCs.

Clarify EL Goals Using ELPI:

Since ELPI proved to be a reliable and meaningful indicator of progress, the SPSA will incorporate ELPI growth and regression reduction as official measurable outcomes, alongside ELPAC proficiency levels.

Improve A–G and CCR Targeted Supports:

The plan will focus on proactive course placement, credit monitoring, and expanded supports for Algebra 1, Geometry, ELA 1CP, and Biology. The school will also refine its AP identification process using staff/student data to increase readiness and success for underrepresented groups.

Increase Coherence in PLC Cycles of Inquiry:

PLC expectations will be sharpened to emphasize the use of common assessments, clear performance criteria, academic discourse strategies, and data-informed re-teaching.

Align All Strategies to “Exceptional Instruction”:

Every strategy and activity in the updated SPSA will explicitly connect to instructional foundations: high-quality curriculum, professional learning, and equitable access to rigorous coursework.

These changes strengthen instructional coherence, better support historically underserved learners, and align the school’s improvement efforts to district priorities for exceptional instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engaged Students

El Camino High School is committed to fostering a school environment where students feel safe, connected, and supported. When students experience a strong sense of belonging and engagement, they are more likely to attend school regularly, participate in learning, and demonstrate positive social-emotional outcomes.

This goal centers on strengthening school climate, improving attendance and engagement, increasing access to wellness supports, and expanding opportunities for meaningful student connection through clubs, activities, athletics, and leadership. By refining systems such as Advisory/Flex and MTSS behavioral supports, ECHS will continue building a positive, inclusive culture that promotes student well-being and success.

Specific measurable goals include:

1. Chronic Absenteeism — Reduce by 3 Percentage Points

Reduce the percentage of students who are chronically absent (10%+ absences) by 3 points schoolwide, with improvements for all major subgroups.

2. On-Time Attendance — Improve Daily On-Time Rate by 5 Points

Increase the percentage of students arriving on time each day by 5 percentage points, using Minga and Infinite Campus data as verification tools.

3. Minga Implementation Fidelity — 90% Staff Utilization

By Spring 2026:

90% of teachers consistently use Minga for hall passes.

All major school events (rallies, dances, club fairs, performances) use Minga check-in.

Increase student event participation by 10% from 2025 baselines.

4. Suspension Rate — Reduce by 10%

Reduce overall suspensions by 10%, with targeted reductions for SWD, EL, and SED students.

5. Wellness and Belonging — Increase Positive Survey Responses by 5 Points

Increase the percentage of students who report feeling safe, connected, and supported on the California Healthy Kids Survey (CHKS) by 5 percentage points.

6. Trusted Adult Metric — Increase by 5 Points

Increase the percentage of students reporting at least one trusted adult on campus by 5 percentage points.

7. Student Connection to Clubs, Activities, or Teams — Increase by 5 Points

Increase the percentage of students who report being connected to at least one school-sponsored club, activity, athletic team, or leadership opportunity by 5 percentage points, as measured through schoolwide surveys and Minga participation data. Particular attention will be given to increasing participation among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District and State Priorities to which this School Goal is Aligned

LCAP 2: ENGAGING STUDENTS

Students must be present, emotionally-prepared, and eager to engage with exceptional instruction. Deep learning begins with students feeling seen, safe, and connected. Fostering student well-being, a positive school culture, growth mindsets, and an unwavering belief that all students can learn at high levels is crucial for their academic progress and future success. Our focus includes providing resources to ensure all students feel a sense of belonging and a desire to engage in learning every day. We are committed to preparing students to be self-directed learners, responsible citizens, and future leaders.

Portrait of a Graduate Aims
THRIVE, NAVIGATE

State Priorities addressed by this goal

Priority 3: Parental Involvement (Engagement) (supporting, but not leading)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although ECHS has made measurable progress in attendance and suspension rates, student engagement and sense of belonging vary across student groups. Data and student feedback indicate that some students, particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, experience lower levels of school connectedness and participation in extracurricular activities.

In addition, systems intended to support engagement and accountability, such as Advisory/Flex and Minga, are not yet implemented with consistent expectations across all settings. These findings underscore the need for intentional, student-centered strategies that strengthen engagement, improve access to activities and supports, and ensure students feel known and supported by adults on campus.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	2024-25 (EveryDay Labs): 18.6%	Maintain gains and reduce by an additional 3 percentage points
Attendance Rate	2024-25 (IC): 31% reduction in late arrivals year-over-year; 19,898 late arrivals	Maintain =93.6% schoolwide
Daily On-Time Arrival	Administrative team using Student Engagement-focused Walkthrough Instrument developed with all staff in 2019 for the purpose of staff Learning Walks.	Increase on-time arrival by 20 percentage points; =15,918 tardies
Suspension Rate	4.3% (decreased)	0.5% reduction
Suspension Disproportionality	Disproportionate for EL, SWD, SED	Reduce subgroup disproportionality
Minga Hall Pass Usage	Inconsistent implementation	90% of certificated staff consistently use Minga
Students Connected to a Club/Activity/Team	Baseline to be established (Club Rosters from ASB) (Athletic Team Rosters) (Performing Arts Rosters)	Increase by 5 percentage points

Students Reporting a Caring Adult	2024-25 CHKS: 61% (increase of 5% from 2021)	Increase by 3 percentage points
-----------------------------------	--	---------------------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Strengthen Tier 1 Attendance Monitoring and On-Time Arrival</p> <p>Implement consistent attendance call-outs and follow-ups. Use Minga and IC dashboards to identify emerging patterns (by period, by subgroup). Reinforce classroom-level routines that support timely arrival.</p>	All students	5,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Extra hours for teachers and administrators to conduct attendance monitoring, parent meetings, and on-time arrival interventions 1,000 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures Attendance campaign materials, incentives, and outreach supports
2.2	<p>Improve Fidelity and Consistency of Minga Implementation</p> <p>Professional development and refresher training for hall pass expectations. Require Minga use during Advisory/Flex. Expand Minga check-in for all large school events.</p>	All students	2,500 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Staff training, monitoring, and implementation support for Minga expectations 1,500 LCAP At-Risk Student Support 2000-2999: Classified Personnel Salaries Staff training, monitoring, and implementation support for Minga expectations 6,500 Site Discretionary 5000-5999: Services And Other Operating Expenditures Minga software license and platform access
2.3	<p>Enhance Wellness, Social-Emotional Supports, and Access to Daybreak/CHKS</p> <p>Administer Daybreak screener annually. Use CHKS data and MTSS Tier 1 planning. Expand Peer Counseling and Wellness Center programming.</p>	All students; with added focus on ML, SWD, SED	3,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Extra hours for Wellness Team coordination, Peer Counseling supervision, and planning 750 LCAP At-Risk Student Support 4000-4999: Books And Supplies

			Wellness materials, SEL resources, and student workshops
2.4	<p>Increase Student Voice and Leadership Opportunities</p> <p>Conduct student focus groups and listening sessions each semester. Expand student representation in SSC, PTSA, and schoolwide initiatives. Provide leadership development for club leaders and ASB.</p>	All students	<p>2,000</p> <p>Site Discretionary</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Staff coordination of student voice activities, focus groups, and leadership development</p> <p>500</p> <p>Site Discretionary</p> <p>4000-4999: Books And Supplies</p> <p>Materials for student leadership workshops and engagement activities</p>
2.5	<p>Promote Positive School Climate Through Events and Culture-Building</p> <p>Increase participation in rallies, assemblies, and cultural events. Expand Advisory/Flex community-building curriculum. Support student-led inclusion campaigns (affirming spaces, identity clubs).</p>	All students	<p>4,000</p> <p>Site Discretionary</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Event materials, equipment, and student recognition activities</p> <p>1,000</p> <p>Site Discretionary</p> <p>4000-4999: Books And Supplies</p> <p>Culture-building materials (posters, signage, celebration items)</p>
2.6	<p>Reduce Suspensions Through Restorative and Preventive Practices</p> <p>Increase restorative practices training and implementation. Monitor discipline data by subgroup. Provide targeted Tier 2 support for students with repeated incidents.</p>	All students; targeted to EL, SWD, SED	<p>2,500</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Extra hours for restorative conferences, intervention meetings, and Tier 2 behavioral supports</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2024–25 school year, El Camino High School implemented a coordinated set of actions to strengthen student belonging, engagement, and well-being through improved attendance systems, schoolwide behavior supports, student engagement monitoring, and expanded opportunities for participation in school activities. Key strategies included strengthening attendance outreach and monitoring, implementing Minga with greater consistency for hall passes and event participation, expanding restorative and preventive behavior supports, and increasing access to clubs, activities, athletics, and schoolwide events.

Administrators, counselors, deans, and classified staff collaborated to monitor attendance and discipline data regularly, respond to early warning indicators, and engage students and families through targeted outreach. Schoolwide

expectations for behavior and supervision were reinforced, and student engagement data were used to inform interventions and programming decisions. Overall, actions were implemented as planned, with increasing consistency and effectiveness over the course of the year.

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

There were no major differences between the intended implementation of strategies and the budgeted expenditures for this goal. Funds allocated to attendance monitoring, student engagement systems, wellness supports, and school climate initiatives were used as planned to support site-identified priorities.

As the year progressed, some strategies were implemented with greater emphasis than originally anticipated, particularly in the areas of attendance outreach, Minga implementation, and restorative and preventive behavior supports. These adjustments were responsive to emerging student needs and were implemented within existing budget allocations. No significant variances in expenditures occurred; rather, resources were deployed flexibly to maximize impact.

The analysis of 2024–25 implementation highlighted the need for clearer distinctions between staffing, materials, and service-based supports in order to better reflect actual practice. As a result, the 2025–26 SPSA budget for Goal 2 has been disaggregated more precisely to align strategies with specific expenditure categories, improving transparency and accountability without changing the overall level of investment.

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.

Based on this analysis, the following refinements are incorporated into the 2025–26 SPSA Goal 2:

Clarify and Strengthen Engagement Metrics: The plan now includes clearly defined, measurable outcomes such as student participation in clubs, activities, and teams, attendance rates, and survey-based belonging indicators.
Address Discipline Disproportionality: Strategies will explicitly target suspension reduction for Students with Disabilities through MTSS-aligned behavioral supports and inclusive practices.
Increase Minga Fidelity: Expectations for Minga usage are formalized, with measurable targets for staff implementation and student participation tracking.
Center Student Belonging and Well-Being: The revised goal emphasizes student connection to adults, activities, and school culture as foundational to engagement and achievement.
Improve Vertical Alignment: Goal 2 is now explicitly aligned to LCAP Goal 2 and district priorities for student engagement, well-being, and school climate.

These changes are reflected in SPSA Goal 2: Engaging Students, including revised Specific Measurable Goals, Annual Measurable Outcomes, and updated Strategies and Activities

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equity-Centered Systems

El Camino High School is committed to strengthening equitable, coherent systems that ensure all students receive timely, appropriate, and effective academic, behavioral, and social-emotional supports. This goal focuses on refining schoolwide structures—rather than isolated programs—to improve consistency, transparency, and accountability in how supports are identified, delivered, monitored, and adjusted.

By strengthening Multi-Tiered Systems of Support (MTSS), clarifying processes such as SSTs, 504 plans, and intervention entry and exit criteria, and improving the use of data to guide decision-making, ECHS will reduce reliance on individual discretion and ensure equitable access to supports for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other historically underserved groups. This systems-focused approach supports sustainability, alignment across departments, and continuous improvement.

Specific measurable goals include:

1. MTSS Framework — Document and Implement Schoolwide

By Spring 2026, El Camino High School will develop, document, and implement a clear, site-specific Multi-Tiered System of Supports (MTSS) framework that defines Tier 1, Tier 2, and Tier 3 academic, behavioral, and social-emotional supports, including consistent referral pathways and entry/exit criteria shared with all staff.

2. Early Identification of Students Needing Support — Improve Timeliness and Consistency

By Spring 2026, the school will establish and consistently use a data-informed early identification process to identify students in need of academic, behavioral, or social-emotional supports, using attendance, course performance, behavior, and screening data, with regular monitoring throughout the school year.

3. Intervention Tracking and Progress Monitoring — 100% Documentation

By Spring 2026, 100% of students receiving Tier 2 or Tier 3 interventions will have documented intervention plans and progress monitoring records, ensuring consistency, accountability, and data-informed adjustments to supports.

4. SST and 504 Processes — Improve Consistency and Timeliness

By Spring 2026, Student Study Team (SST) and 504 referral, meeting, and follow-up processes will be implemented consistently across the site, with improved timelines, standardized documentation, and clearer communication with families.

5. Flex Period as an Intervention Tool — Define and Implement Expectations

By Spring 2026, Flex time will be implemented with clearly defined expectations as a structured intervention and support period aligned to MTSS goals, with systems in place to track student participation and the purpose of Flex-based supports.

6. Equitable Access to Supports — Reduce Disparities Across Subgroups

By Spring 2026, the school will reduce disparities in access to academic, behavioral, and social-emotional interventions among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, ensuring more equitable participation in Tier 2 and Tier 3 supports.

7. Collaboration and Role Clarity — Strengthen Support Team Coordination

By Spring 2026, administrators, counselors, teachers, and support staff will demonstrate improved role clarity and coordination in supporting students, as evidenced by consistent use of shared protocols, regular data review meetings, and documented follow-up actions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District and State Priorities to which this School Goal is Aligned

LCAP 5: EQUITY-CENTERED SYSTEMS

Transformational change will only happen if we are willing to move away from business as usual. This plan is rooted in our district's core values, including a deep commitment to advancing equity within and across our schools, as defined in our SSFUSD Board Equity Policy. To live these values, we must be willing to look critically at how we do things across the district, work with partners who have experience and expertise in this area, and make changes to keep equity at the center of our decision-making, including centering our efforts on the needs of students who have been historically marginalized or less successful. We will build a shared understanding of what equity looks like in practice, and allocate our resources (people, time, facilities, and money) equitably and sustainably to our students and schools, in alignment with the priorities in this plan. That includes being transparent about our decision-making, our progress, and our outcomes. And it means being clear about what success looks like, gathering data and reflecting regularly to check our progress, and adjusting course to ensure we achieve our shared goals.

LCAP 3: PURPOSEFUL PARTNERSHIPS

The power of our school system extends well beyond the school walls. Realizing our vision will require working hand-in-hand with families who are the utmost experts on their children. In the coming years, we will ensure there are transparent systems that give families a rich understanding of their students' progress, and empower them to work alongside schools to support their children. We will also leverage the broader community assets of South San Francisco and the Bay Area to provide catalytic experiences that leave students fired up and ready for the real world that awaits them.

Portrait of a Graduate Aims

NAVIGATE

State Priorities addressed by this goal

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Analysis of schoolwide practices indicates that while many supports exist for students, systems for identifying need, coordinating interventions, and monitoring progress are implemented inconsistently across departments and teams. MTSS structures, including academic interventions, behavioral supports, and social-emotional services, lack uniform entry and exit criteria, clear documentation, and consistent progress monitoring.

Additionally, processes related to SSTs, 504 plans, Flex-based interventions, and data use vary by student group and case manager, leading to inequitable access and uneven implementation. These inconsistencies place an undue burden on individual staff members and create gaps in support for students most in need. Strengthening coherent, equitable systems is essential to ensuring that student supports are proactive, transparent, and sustainable.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MTSS Framework Documentation	Partial / informal documentation	Fully documented MTSS framework defining Tier 1, 2, and 3 supports, shared with all staff
Early Identification Process	Inconsistent use across teams	Clear early identification process implemented and used consistently throughout the year

Students with Documented Tier 2/3 Interventions	Inconsistent documentation	100% of students receiving Tier 2 or Tier 3 supports have documented intervention plans reviewed at least once per grading period
Progress Monitoring for Interventions	At least three events will utilize the Minga check-in feature to measure student engagement in extracurricular activities.	Regular progress monitoring documented for 100% of Tier 2/3 students
SST and 504 Timeliness	Variable timelines and processes	Standardized SST and 504 processes implemented with improved timeliness and documentation
Flex Used for Intervention Purposes	Inconsistent and untracked use	Defined Flex expectations implemented; student participation tracked by purpose
Equitable Access to Supports by Subgroup	Disparities evident	More equitable participation in Tier 2/3 supports across EL, SWD, and SED students
Support Team Collaboration & Role Clarity	Varies by department	Consistent use of shared protocols and regular coordination meetings documented

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strengthen MTSS Structures and Documentation Develop and refine a clear, site-specific MTSS framework that defines Tier 1, Tier 2, and Tier 3 supports across academic, behavioral, and SEL domains. Establish consistent entry and exit criteria, clarify referral pathways, and document expectations for all staff. Ensure alignment with counseling, special education, and administrative processes.	All students, with targeted benefit for EL, SWD, and SED students	4,500 Site Discretionary 1000-1999: Certificated Personnel Salaries Development, documentation, and staff training on the site-specific MTSS framework, including entry/exit criteria and referral pathways 1,500 Site Discretionary 5000-5999: Services And Other Operating Expenditures MTSS documentation tools, templates, and system supports (digital or printed)
3.2	Improve Data Use for Early Identification and Progress Monitoring Strengthen the use of attendance, behavior, course performance, and assessment data to identify students in need of support earlier in the year. Establish regular data review cycles among counselors, administrators, and support teams to monitor student progress and adjust interventions as needed.	All students	3,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Data review meetings, analysis of attendance/behavior/course performance data, and coordination among counselors and administrators 1,000 Site Discretionary 5000-5999: Services And Other Operating Expenditures Data tracking tools, dashboards, or system

			supports to improve progress monitoring
3.3	<p>Clarify and Strengthen SST and 504 Processes</p> <p>Standardize SST and 504 referral, meeting, documentation, and follow-up processes to ensure consistency, timeliness, and clarity. Provide guidance and tools to staff to support effective meetings, documentation, and communication with families.</p>	Students receiving or referred for Tier 2 and Tier 3 supports	<p>2,000 Site Discretionary 1000-1999: Certificated Personnel Salaries SST and 504 coordination, meetings, and case review time 1,000 Site Discretionary 2000-2999: Classified Personnel Salaries Clerical and coordination support for scheduling, documentation, and family communication</p>
3.4	<p>Define Flex Period Expectations for Academic and SEL Interventions</p> <p>Clarify the purpose and expectations of Flex time as a structured intervention and support period. Establish guidance for appropriate use, tracking, and accountability to ensure Flex is aligned with MTSS goals and student needs rather than unstructured time.</p>	All students, with targeted supports for students needing intervention	<p>2,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Development of Flex expectations, staff guidance, and oversight aligned to MTSS goals 500 Site Discretionary 4000-4999: Books And Supplies Tracking tools, materials, or documentation resources to support Flex accountability</p>
3.5	Strengthen coordination and role clarity among counselors, administrators, case managers, teachers, and support staff through structured meetings, protocols, and shared tools. This includes clarifying responsibilities for monitoring, communication, and follow-up related to student supports.	All Students	<p>2,250 Site Discretionary 1000-1999: Certificated Personnel Salaries Coordination meetings, protocol development, and cross-team collaboration among counselors, administrators, and teachers 1,000 Site Discretionary 2000-2999: Classified Personnel Salaries Support for meeting coordination, documentation follow-up, and communication systems</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1			
5.2			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$150,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
EI Support	\$7,000.00
LCAP At-Risk Student Support	\$42,250.00
Site Discretionary	\$100,750.00

Subtotal of state or local funds included for this school: \$150,000.00

Total of federal, state, and/or local funds for this school: \$150,000.00

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	118620	17,870.00
Site Allocation	3,500.00	3,500.00
Site Allocation	100,000.00	100,000.00
Instructional Media	2066	2,066.00
Site Allocation	52650	52,650.00
EI Support	6682	-318.00
LCAP At-Risk Student Support	80470	38,220.00
Gift Fund	117491.11	117,491.11
Local Categorical		

Expenditures by Funding Source

Funding Source	Amount
EI Support	7,000.00
LCAP At-Risk Student Support	42,250.00
Site Discretionary	100,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	87,750.00
2000-2999: Classified Personnel Salaries	25,500.00
4000-4999: Books And Supplies	17,250.00
5000-5999: Services And Other Operating Expenditures	19,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	EI Support	7,000.00

1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	28,000.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	6,500.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	5,750.00
5000-5999: Services And Other Operating Expenditures	LCAP At-Risk Student Support	2,000.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	59,750.00
2000-2999: Classified Personnel Salaries	Site Discretionary	12,000.00
4000-4999: Books And Supplies	Site Discretionary	11,500.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	17,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,000.00
Goal 2	30,250.00
Goal 3	18,750.00

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
Martha Aristakessian	Classroom Teacher
Rachel McDonald	Classroom Teacher
Montez Petaia	Other School Staff
Nathan Kitchen	Parent or Community Member
Christopher Nichols	Parent or Community Member
Ysabella Tolentino	Secondary Student
Charlotte Nichols	Secondary Student
Saoirse Price Sagastume	Secondary Student
Derick Del Campo	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 17, 2025.

Attested:



Principal, James Briano on 17 December 2025



SSC Chairperson, Ysabella Tolentino on 17 December 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023