School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Camino Fundamental High School	34-67447-3432317	May 22, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

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

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

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

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

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

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

Table of Contents

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The school consults annually with the Site Leadership Team, Department Chairs, School Site Council, English Learners Advisory Committee, El Camino Booster Club, and El Camino Parent-Teacher-Student Association.
Site Leadership Team meets every other Monday at 3:30 pm and is comprised of certificated staff members, the principal, and a vice principal. These meetings are restricted to El Camino faculty and staff members.
Department Chairs meet on the 4th Tuesday of each month at 3:30 pm. This group is comprised of the chair of each department on campus. These meetings are restricted to El Camino faculty and staff members.
The School Site Council meets on the 2nd Tuesday of each month at 3:30 pm in the El Camino library. These meetings are open to the public.
The El Camino Booster Club meets on the 1st Monday of each month at 6:00 pm in the El Camino library. These meetings are open to the public.
The El Camino Parent-Teacher-Student Association meets on the 2nd Monday of each month at 6:00 pm in the El Camino library. These meetings are open to the public.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.31%	0.41%	0.43%	4	5	5
African American	8.72%	8.65%	9.31%	113	106	109
Asian	6.79%	7.18%	8.03%	88	88	94
Filipino	0.23%	0.49%	0.60%	3	6	7
Hispanic/Latino	34.26%	36.54%	35.10%	444	448	411
Pacific Islander	0.77%	0.90%	0.43%	10	11	5
White	41.20%	37.03%	37.32%	534	454	437
Multiple/No Response	7.72%	8.81%	8.80%	100	108	103
			Total Enrollment	1296	1226	1171

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	359	318	286
Grade 10	329	355	302
Grade 11	289	298	313
Grade 12	319	275	270
Total Enrollment	1,296	1246	1,171

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	144	120	109	11.2%	11.1%	9.3%
Fluent English Proficient (FEP)	264	266	265	20.0%	20.4%	22.6%
Reclassified Fluent English Proficient (RFEP)	19	14	4	1%	1%	

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**
1226	**56%**	**9.8%**	**0.2%**
Total Number of Students enrolled in El Camino Fundamental High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	120	9.8%
Foster Youth	2	0.2%
Homeless	39	3.2%
Socioeconomically Disadvantaged	686	56%
Students with Disabilities	118	9.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	106	8.6%
American Indian	5	0.4%
Asian	88	7.2%
Filipino	6	0.5%
Hispanic	448	36.5%
Two or More Races	108	8.8%
Pacific Islander	11	0.9%
White	454	37%

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Yellow		
College/Career Yellow		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
5.2 points below standard	82.3 points below standard	97.9 points below standard
Increased 17.7 points	Increased 70.2 points	Increased 79.4 points
265 Students	52 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	19.9 points below standard
1 Student	6 Students	Increased 25.7 points
		162 Students

Students with Disabilities	African American	American Indian
No Performance Color 152.9 points below standard Declined 30 points 18 Students	No Performance Color 33.1 points below standard Increased 40.2 points 27 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 107.7 points below standard Declined 10 points 17 Students	No Performance Color 0 Students	Yellow 17.8 points below standard Increased 30.9 points 98 Students

Two or More Races	Pacific Islander	White
No Performance Color 51 points above standard Increased 60.5 points 22 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Yellow 16.1 points above standard Maintained -0.7 points 100 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

We have no students whose performance is in the Red dashboard indicator. Our English Learner students are in the Orange category, and they are our lowest scoring group on this indicator.

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

Last year, each of our groups scored one step lower in performance, so we have made significant gains.

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

We have engaged in a schoolwide focus on literacy; we have reimagined our EL team to include multiple teachers, a counselor, and our teacher-librarian; and we have hired a site literacy coach to work with teachers across the curriculum. These actions have all contributed to our significant growth this year.

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
106 points below standard	159 points below standard	145.6 points below standard
Maintained -1.9 points	Increased 55.9 points	Increased 90.4 points
266 Students	53 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	117.9 points below standard
1 Student	6 Students	Increased 4.2 points
		163 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
218.8 points below standard	160.6 points below standard	0 Students
Declined 30.4 points	Declined 47.2 points	
18 Students	27 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
138.5 points below standard	0 Students	132 points below standard
Increased 29 points		Increased 10.1 points
16 Students		98 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
95.2 points below standard	Fewer than 11 students - No Data for Privacy	63.1 points below standard
Declined 10.3 points	2 Students	Maintained -2 points
23 Students		100 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Compared with last year, most of our students improved at least one category, except for our White students, who decreased a category.

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

We have engaged in a schoolwide focus on literacy; we have reimagined our EL team to include multiple teachers, a counselor, and our teacher-librarian; and we have hired a site literacy coach to work with teachers across the curriculum. These actions have all contributed to our significant growth this year.

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

Our math department is examining data to determine specific areas for growth, especially for IM1 students.

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	0

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

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
56.6 science points	40.3 science points	39 science points
Increased 2.4 points	Increased 6.7 points	Increased 7.5 points
265 Students	54 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	53.4 science points
1 Student	5 Students	Increased 3.6 points
		162 Students

Students with Disabilities	African American	American Indian
No Performance Color 40.6 science points Maintained 0.3 points 18 Students	No Performance Color 48.3 science points Increased 4.3 points 28 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 45.5 science points Increased 3 points 16 Students	No Performance Color 0 Students	Green 52.2 science points Increased 3.7 points 98 Students

Two or More Races	Pacific Islander	White
No Performance Color 59.5 science points Maintained 1.3 points 23 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Green 63.8 science points Increased 4.1 points 99 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest scoring group is our English Learners, and they are scoring in the Yellow in this category.

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

We have engaged in a schoolwide focus on literacy; we have reimagined our EL team to include multiple teachers, a counselor, and our teacher-librarian; and we have hired a site literacy coach to work with teachers across the curriculum. These actions have all contributed to our significant growth this year.

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

We will continue to focus on growth for our EL students.

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.

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Yellow	Yellow
39.7 making progress.	39.3 making progress.
Number Students: 116 Students	Number Students: 56 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
23.3%	37.1%	2.6%	37.1%

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

Last year, both our indicators for this section were in the Red, and this year, they are in the Yellow. Our students have made significant gains.

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

We have engaged in a schoolwide focus on literacy; we have reimagined our EL team to include multiple teachers, a counselor, and our teacher-librarian; and we have hired a site literacy coach to work with teachers across the curriculum. These actions have all contributed to our significant growth this year.

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

We will continue to support our EL students to continue their growth.

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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	0

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

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
Prepared 51.5%	Prepared 18.6%	Prepared 10%
Maintained -0.9%	Declined 9.5%	Declined 4.3%
266 Students	43 Students	20 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 44.7%
	9 Students	Declined 5.1%
		197 Students

Students with Disabilities

No Performance Color

Prepared 14.3%

Increased 9.7%

28 Students

African American

No Performance Color

Prepared 31.3%

Declined 2.1%

16 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Asian

No Performance Color

Prepared 31.3%

Declined 10.9%

16 Students

Filipino

No Performance Color

0 Students

Hispanic

Orange

Prepared 41.2%

Declined 7.7%

102 Students

Two or More Races

No Performance Color

Prepared 57.1%

Increased 3.6%

21 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

White

Green

Prepared 68.6%

Increased 12%

102 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

For 24-25, we had 112 students who met College/Career Readiness, and for 25-26, that number declined to 66 students.

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

For 25-26, we noticed that most of the students who met College/Career Readiness met via CAASPP test scores and and AP scores. We need to examine our data to determine how to help more students meet through other methods.

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

We are currently exploring implementing Pre-Apprenticeships for our CTE pathways, which would help more of our students meet College/Career Readiness.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

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

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

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	3

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

All Students	English Learners	Long-Term English Learners
Blue	Orange	No Performance Color
97.4% graduated	86.4% graduated	100% graduated
Increased 3.7%	Declined 2.2%	Increased 7.1%
269 Students	44 Students	20 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	Fewer than 11 students - No Data for Privacy	97.5% graduated
	10 Students	Increased 3.4%
		200 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
100% graduated	93.8% graduated	Fewer than 11 students - No Data for Privacy
Increased 21.7%	Maintained -0.7%	3 Students
30 Students	16 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
88.2% graduated	0 Students	99% graduated
Increased 2.5%		Increased 2.3%
17 Students		102 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
100% graduated	Fewer than 11 students - No Data for Privacy	98.1% graduated
Increased 7.1%	6 Students	Increased 5.3%
21 Students		104 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Last year, our All Students group was in the Green, and this year, it is in the Blue, as are most of our other groups. The only group that declined from last year is our English Learners, who declined from Green to Orange.

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

There are two factors for the decline in the graduation rate for EL students: some students are not able to meet the graduation requirements and have to transition to Adult School to graduate, or students request a 5th year of high school enrollment under AB 2121.

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

We will continue to support our EL students in developing literacy skills so that they are able to graduate at a rate that is commensurate with All Students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	6	2	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	Yellow
6.2% suspended at least one day	11.6% suspended at least one day	10% suspended at least one day
Declined 3.5%	Declined 3.8%	Declined 18.8%
1306 Students	164 Students	70 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Yellow	Yellow
Fewer than 11 students - No Data for Privacy	7.4% suspended at least one day	7.9% suspended at least one day
3 Students	Declined 21%	Declined 4.4%
	54 Students	835 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
13.7% suspended at least one day	6.9% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 3.4%	Declined 18.1%	8 Students
124 Students	116 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Green
9.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	5.7% suspended at least one day
Increased 3.9%	7 Students	Declined 3.8%
106 Students		474 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
7.2% suspended at least one day	0% suspended at least one day	5.7% suspended at least one day
Declined 2.3%	Maintained 0%	Declined 1.9%
111 Students	11 Students	473 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Last year, our suspension rate was very high, and all groups (except for Asian students) were either in the Red or Orange categories. This year, our suspension rate has improved significantly, with only Asian and Students with Disabilities being in the Orange category.

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

We have continued to have meetings with administration from our articulating schools to learn more about how to support our incoming freshmen.

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

We will continue to build relationships with and support students so that they feel welcome and supported at school.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

English Language Arts Indicator - 2024
Mathematics Indicator - 2024
English Learner Progress Indicator - 2024
College/Career Indicator - 2024

This data is released annually on the California School Dashboard.

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

The 2024 data from the California School Dashboard showed the following:

For English Language Arts: all students were in the "Declined Significantly" category, with English Learners, Socioeconomically Disadvantaged, Asian, Hispanic, and Two or More Races student groups declining more than other groups.
For Mathematics: all students were in the "Declined" category, with English Learners, Students with Disabilities, Asian, Hispanic, and Two or More Races student groups declining more than other groups.
For English Language Learners: all students are in the "Very Low" status category, and the group as a whole had a decline of 9.0 points from the prior year.
For College/Career Indicator: this area showed improvement. In 2023, 49.4% of all students graduated College & Career Ready, while in 2024, that increased to 52.4% of all students. However, while the total percentage overall increased in 2024, African-American and Asian student achievement decreased by 3.1% and 2.3%, respectively.

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

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

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

Based on our analysis, we determined that we needed to reimagine our ELL program. Historically, we had one teacher who taught all levels of ELL students, but our data shows that the needs of students are more significant than what can be addressed by one teacher. With this in mind, we now have an ELL team comprised of three ELL teachers, a counselor who has all ELL students as part of her caseload, a teacher-librarian who facilitates ELPAC testing, and a Site Literacy Coach who supports the instructional team. We are also piloting an ELD 4 class that is specifically designed to meet the needs of LTEL students.

We also hired a Site Literacy Coach who has worked with teachers across the curriculum to improve literacy outcomes for all students. We have focused our professional development around Reciprocal Teaching, which is a strategy that helps improve literacy outcomes for all students, including ELL students.

2025-26
Identified Need

Our 2025 data from the California School Dashboard showed the following:

For English Language Arts: all students were in the "Increased" category, except for Students with Disabilities and Asian students, who declined 30 points and 10 points, respectively.
For Mathematics: most students were in the "Maintained" or "Increased" categories, except for Students with Disabilities, African American students, and Two or More Races, who declined 30.4 points, 47.2 points, and 10.3 points, respectively.
For English Language Learners: both ELL and LTEL student groups moved from the red category to the yellow category, with ELL students improving from 30% making progress to 39.7% making progress, and LTEL students improving from 19.2% making progress to 39.3% making progress. Students also improved from 43 progressing at least one ELPI level in 2024 to 64 students progressing at least one ELPI level in 2025.
For College/Career Indicator: students overall maintained in this category, but the only subgroups who increased were Students with Disabilities, Two or More Races, and White students. All other groups declined.

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

1. Math Support - Address the slight overall decline and significant drops for Students with Disabilities, African American students, and Two or More Races
2. Students with Disabilities - Implement targeted interventions for math, English Language Arts, and College/Career Indicator
3. College/Career Readiness - Focus on improving preparation rates for all students

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	5.2 points below standard	+3 scale points
	English Learners	82.3 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	19.9 points below standard	
	Students with Disabilities	152.9 points below standard	
	African American	33.1 points below standard	
	American Indian		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Asian	107.7 points below standard	
	Filipino		
	Hispanic	17.8 points below standard	
	Two or More Races	51 points above standard	
	Pacific Islander		
	White	16.1 points above standard	
Math State Assessment: Change in scale score	All Students	106 points below standard	+3 scale points
	English Learners	159 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	117.9 points below standard	
	Students with Disabilities	218.8 points below standard	
	African American	160.6 points below standard	
	American Indian		
	Asian	138.5 points below standard	
	Filipino		
	Hispanic	132 points below standard	
	Two or More Races	95.2 points below standard	
	Pacific Islander		
	White	63.1 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	39.7	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	12.26%	20%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students — Prepared 51.5% English Learners — Prepared 18.6% Socioeconomically Disadvantaged — Prepared 44.7% Students with Disabilities — Prepared 14.3% African American — Prepared 31.3% Asian — Prepared 31.3% Hispanic — Prepared 41.2% Two or More Races — Prepared 57.1% White — Prepared 68.6%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide site-wide AVID professional development to support literacy across the curriculum.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated	2500.00	School Year 2026-2027

			Personnel Salaries		
1.2	Provide additional resources and professional development to support English Language Learner students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000.00	School Year 2026-2027
1.3	Provide support for the library to purchase books, periodicals, and other materials to encourage literacy.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2026-2027
1.4	Collaboration time for Special Education	All Students English Learners Low-Income Students	LCFF Supplemental	2500	School Year 2026-2027

	teachers to address the needs of the lowest-performing students.	Foster Youth X Lowest Performing Students with Disabilities	Site Allocation 1000-1999: Certificated Personnel Salaries		
1.5	Provide program-specific professional development for AP and CTE teachers.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000	School Year 2026-2027
1.6	Hire Site-Based Coach to support teachers and staff to increase their instructional skills to impact students' academic achievement and to provide supplemental instruction to students. PC TBD	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	84,979 33,374	School Year 2026-2027

1.7	Hire Counselor to support students who need support to access core instruction and provide tools and resources for students and parents to support success in school.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	134,780 52,647	School Year 2026-2027
1.8	Provide additional library instructional technology access for all students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	13,000	School Year 2026-2027
1.9	Provide culturally and academically appropriate classroom reading materials for classroom libraries for English Language Arts and English Language Development teachers.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	6153	School Year 2026-2027

1.10		Improve Your Tomorrow: Provide a direct and ongoing system of support for at-promise young men of color.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing young men of color					School Year 2026-2027
1.11		Provide support through the TRIO Upward Bound collaboration with American River College for first-generation and/or low-SES students who are interested in pursuing a math or science major/career	All Students English Learners X Low-Income Students Foster Youth Lowest Performing					School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

We compared attendance data from the first day of school through the first Friday of May of each of the past five years.

2021-2022: 94.68%
2022-2023: 92.74%
2023-2024: 93.07%
2024-2025: 93.82%
2025-2026: 94.15%

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

2021-2022: 5890
2022-2023: 4785
2023-2024: 4869
2024-2025: 3545
2025-2026: 3345

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

2021-2022: 94.9%
2022-2023: 89.3%
2023-2024: 93.6%
2024-2025: 97.4%

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

The attendance rate continues to trend in a positive upward direction, and the tardy rate has continued to decrease over the past four years. Two intervention staff members, the School Community Specialist (SCS) and the School Community Intervention Specialist (SCIS), conduct attendance and tardiness interventions with students. They meet with students to discuss barriers to positive attendance, and they work with students and families to develop strategies to improve attendance and being at school on time. In addition to the focus on attendance and tardiness, the SCS and SCIS co-facilitate the El Camino Freshman Intervention program. This program is designed to improve academic outcomes for freshmen students by focusing on positive academic achievement starting in the freshman year. Any student who enters El Camino having earned an F mark in ELA or math in 8th grade is identified for Freshman Intervention; students who take part in Freshman Intervention meet with the SCS or SCIS to discuss barriers to academic achievement, their 4-year plan, and are provided with resources for support. The Freshman Intervention program has been in effect since the 2022-2023 school year, and the positive outcomes for students have steadily increased during that time.

At the end of the 2022-2023 school year, 10 freshmen were credit deficient, 29 were on track for graduation, and 44 students had transferred out of El Camino.
At the end of the 2023-2024 school year, 4 freshmen were credit deficient, 50 were on track for graduation, and 22 students had transferred out of El Camino.
At the end of the 2024-2025 school year, 7 freshmen were credit deficient, 55 were on track for graduation, and 7 students had transferred out of El Camino.
At the end of the 2025-2026 school year, 5 freshmen were credit deficient, 43 were on track for graduation, and 12 had transferred out of El Camino.

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

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

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

2025-26

Identified Need

We need to continue to focus on improving overall attendance and decreasing tardiness. We also need to increase our graduation rate for specific groups, such as our English Language Learners whose graduation rate is 86.4% in comparison with All Students, who had a graduation rate of 97.4%.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	92.5%	94%
High School Dropout Rate:	4.8%	7%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students 97.4% graduated English Learners 86.4% graduated Foster Youth Homeless Socioeconomically Disadvantaged 97.5% graduated Students with Disabilities 100% graduated African American 93.8% graduated American Indian Asian 88.2% graduated Filipino Hispanic 99% graduated Two or More Races 100% graduated Pacific Islander White 98.1% graduated	+1%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide materials and supplies to support student	X All Students English Learners Low-Income Students	LCFF Supplemental	2000	School Year 2026-2027

	engagement in and connectedness to school including incentives for positive attendance and engagement.	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
2.2	Provide tutoring opportunities for all students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	7668	School Year 2026-2027
2.3	Hire School Community Intervention Specialist to assist with student and family needs, help with improved attendance, and assist with student behavior and learning to decrease the droput rate and increase the graduation rate.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	53,419 41,048	School Year 2026-2027

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

We used Block 1 suspension data for each year.

In Block 1 of 2021-2022, the home suspension rate for all groups was 4.65%.
In Block 1 of 2022-2023, the home suspension rate for all groups was 2.66%.
In Block 1 of 2023-2024, the home suspension rate for all groups was 6.52%.
In Block 1 of 2024-2025, the home suspension rate for all groups was 4.07%.
In Block 1 of 2025-2026, the home suspension rate for all groups was 3.11%.

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

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

What worked to reduce the number of fights as the year progressed were re-entry meetings that were held with all students who were home suspended for fighting; the student, their family, their Counselor, and their Vice Principal would meet with them on the day they returned from home suspension. The team discussed the school's behavior expectations, what the student could have done differently to avoid the altercation in the first place, the resources available to the student, and what the student planned to do if they had further conflicts with other students.

At the end of the 2023-2024 school year, the Vice Principals, SCS, and SCIS met with administration and intervention teams at El Camino's feeder schools to learn about students articulating to El Camino for the 2024-2025 school year. The VPs, SCS, and SCIS were able to learn if any students articulating to El Camino had a history of behavior concerns, had poor attendance, or had barriers to academic success, and what strategies had been tried to meet each student's specific needs. When the 2024-2025 school year began, the VP, SCS, and SCIS met with identified students to clarify behavior expectations, offer resources and supports, and get students connected with extracurricular activities. This strategy was carried into the 2025-2026 school year, with continued success.

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

The re-entry meetings and the articulation meetings have been very successful overall, as our data shows. However, for the 24-25 school year, we identified that English Language Learner and Long-Term English Learner students are suspended at rates that are disproportionate to other student groups, at rates of 9.03% and 8.55% respectively. We plan to hire a counselor whose caseload will include ELL and LTEL students; this counselor (along with the appropriate VP) would be responsible for welcoming new ELL students and families to El Camino, discussing academic goals, and outlining behavior expectations. We expect that his personalized contact and support will help in reducing instances of suspendable behavior upon enrollment.

2025-26

Identified Need

Suspension rates for English Language Learner students has gone down slightly, from 9.03% to 8.85%, which can be attributed to the work being done by our EL counselor, along with our Vice Principals.
We have also noticed that our Students with Disabilities have been suspended at a higher rate than all students: 7.56%. We will be working in collaboration with our Special Education Department to identify reasons for home suspensions and interventions that can be put in place for the 2026-2027 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	6.2% suspended at least one day	-0.3%
	English Learners	11.6% suspended at least one day	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Foster Youth		
	Homeless	7.4% suspended at least one day	
	Socioeconomically Disadvantaged	7.9% suspended at least one day	
	Students with Disabilities	13.7% suspended at least one day	
	African American	6.9% suspended at least one day	
	American Indian		
	Asian	9.4% suspended at least one day	
	Filipino		
	Hispanic	5.7% suspended at least one day	
	Two or More Races	7.2% suspended at least one day	
	Pacific Islander	0% suspended at least one day	
	White	5.7% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	44.0%		50%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	44.6%		50%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide .75 School Community Prevention Specialist to coordinate and organize school connectedness activities, behavior intervention activities, and parent engagement activities. PC#28316	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	48852 39160	School Year 2026-2027
3.2	Provide materials and supplies to support freshmen student engagement and school connectedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000	School Year 2026-2027
3.3	Provide materials and supplies to promote a sense	X All Students X English Learners X Low-Income Students	LCFF Supplemental	1000	School Year 2026-2027

	of belonging and school safety among students. Students from diverse student groups will meet with the Principal once per term to provide feedback and input on how to improve student belonging and safety on campus.	X Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
3.4	Provide materials and supplies to engage all families in meaningful interactions with the school, including working in partnership with families and the community to improve student academic achievement.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	6962	School Year 2026-2027

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s) Description	Type	Funding Source (itemize for each source)	Estimated Cost
Ensure all English Learners receive designated and integrated English Language Development daily.	08/2025 - 06/2026	ELL teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide Bilingual Instructional Aide to provide language support to English Learner students at beginning and early intermediate proficiency levels to support core content instruction	08/2025 - 06/2026	Bilingual Instructional Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide a direct and ongoing system of support for first-generation and low-SES students to help them prepare for college.	08/2025 - 06/2026	AVID teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Lower class sizes for students in Integrated Math.	08/2025 - 06/2026	1.67 IM1 teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide additional school counseling services for students and parents in the areas of education, career planning, student performance, personal and social relations, and parent and family relations.	08/2025 - 06/2026	1.0 counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
Supplemental support for students not meeting graduation credit requirements.	08/2025 - 06/2026	.33 credit recovery teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide post-graduate college & career planning for all students.	08/2025 - 06/2026	College & Career Tech	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
Provide attendance intervention for all students and academic intervention for at-promise freshmen students.	08/2025 - 06/2026	School Community Specialist	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	115,680	0.00
Title I Part A Site Allocation	419,400	0.00
Title I Part A Parent Involvement	6,962	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	115,680.00
Title I Part A Parent Involvement	6,962.00
Title I Part A Site Allocation	419,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	234,427.00
2000-2999: Classified Personnel Salaries	102,271.00
3000-3999: Employee Benefits	166,229.00
4000-4999: Books And Supplies	32,153.00
5000-5999: Services And Other Operating Expenditures	6,962.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	14,668.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	48,852.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	39,160.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	6,962.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	219,759.00

2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	53,419.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	127,069.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	19,153.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	335,933.00
Goal 2	104,135.00
Goal 3	101,974.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Evelyn Welborn	Principal
Meaghan Sheehan	Classroom Teacher
Michael Zysk	Classroom Teacher
Moki Fujita	Classroom Teacher
Lilo Knight-Hokafonu	Other School Staff
Kara Parsons	Parent or Community Member
Kimberly Yost	Parent or Community Member
Jennifer Morgan	Parent or Community Member
JB	Secondary Student
BC	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12th, 2026.

Attested:

	Principal, Evelyn Welborn on 5/22/2026
	SSC Chairperson, Jennifer Morgan on 5/22/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

El Camino Fundamental High School

Funding Source: LCFF Supplemental Site Allocation **$115,680.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide site-wide AVID professional development to support literacy across the curriculum.	1000-1999: Certificated Personnel Salaries	$2,500.00	Connected School Communities	
Provide additional resources and professional development to support English Language Learner students.	4000-4999: Books And Supplies	$2,000.00	Connected School Communities	
Provide support for the library to purchase books, periodicals, and other materials to encourage literacy.	4000-4999: Books And Supplies	$2,000.00	Connected School Communities	
Collaboration time for Special Education teachers to address the needs of the lowest-performing students.	1000-1999: Certificated Personnel Salaries	$2,500.00	Connected School Communities	
Provide program-specific professional development for AP and CTE teachers.	1000-1999: Certificated Personnel Salaries	$2,000.00	Connected School Communities	
Provide materials and supplies to support student engagement in and connectedness to school including incentives for positive attendance and engagement.	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Social and Emotional Growth	
Provide tutoring opportunities for all students	1000-1999: Certificated Personnel Salaries	$7,668.00	Healthy Environments for Social and Emotional Growth	
Provide .75 School Community Prevention Specialist to coordinate and organize school connectedness activities, behavior intervention activities, and parent engagement activities. PC#28316	2000-2999: Classified Personnel Salaries	$48,852.00	Engaging Academic Programs	
Provide materials and supplies to support freshmen student engagement and school connectedness.	4000-4999: Books And Supplies	$6,000.00	Engaging Academic Programs	

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide materials and supplies to promote a sense of belonging and school safety among students. Students from diverse student groups will meet with the Principal once per term to provide feedback and input on how to improve student belonging and safety on campus.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$39,160.00	Engaging Academic Programs	
Support for supplies, materials, field trips, and any other items needed to support the Medical Assisting and Media Arts pathways.	4000-4999: Books And Supplies	$4,000.00	College and Career Readiness	
Professional Development for AP, AVID, CTE, and EL teachers.	5000-5999: Services And Other Operating Expenditures	$3,000.00	College and Career Readiness	
Provide tutoring opportunities specifically for English Learner students	5000-5999: Services And Other Operating Expenditures	$3,000.00	College and Career Readiness	

LCFF Supplemental Site Allocation Total Expenditures: $125,680.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$6,962.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide materials and supplies to engage all families in meaningful interactions with the school, including working in partnership with families and the community to improve student academic achievement.	5000-5999: Services And Other Operating Expenditures	$6,962.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $6,962.00

Title I Part A Parent Involvement Allocation Balance: $0.00

El Camino Fundamental High School

Funding Source: Title I Part A Site Allocation **$419,400.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire School Community Intervention Specialist to assist with student and family needs, help with improved attendance, and assist with student behavior and learning to decrease the droput rate and increase the graduation rate. PC#36150	2000-2999: Classified Personnel Salaries	$53,419.00	Healthy Environments for Social and Emotional Growth	
	3000-3999: Employee Benefits	$41,048.00	Healthy Environments for Social and Emotional Growth	
Hire Site-Based Coach to support teachers and staff to increase their instructional skills to impact students' academic achievement and to provide supplemental instruction to students. PC TBD	1000-1999: Certificated Personnel Salaries	$84,979.00	Connected School Communities	
Hire Counselor to support students who need support to access core instruction and provide tools and resources for students and parents to support success in school.	1000-1999: Certificated Personnel Salaries	$134,780.00	Connected School Communities	
Provide additional library instructional technology access for all students.	4000-4999: Books And Supplies	$13,000.00	Connected School Communities	
Provide culturally and academically appropriate classroom reading materials for classroom libraries for English Language Arts and English Language Development teachers.	4000-4999: Books And Supplies	$6,153.00	Connected School Communities	
	3000-3999: Employee Benefits	$33,374.00	Connected School Communities	
	3000-3999: Employee Benefits	$52,647.00	Connected School Communities	

El Camino Fundamental High School

Title I Part A Site Allocation Total Expenditures:	$419,400.00
Title I Part A Site Allocation Allocation Balance:	$0.00
El Camino Fundamental High School Total Expenditures:	$552,042.00