



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 Elementary School	42-69195-6045405	October 2, 2023	October 25, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Students with disabilities

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

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. El Camino is a Title I School. Title I funds are utilized to support the addition of an credentialed intervention teacher who provides students with intensive needs remedial intervention. Additionally, El Camino has been identified as a school that is in Additional Targeted Support and Improvement (ATSI) due to the student group of students with disabilities performing in the very low category of ELA and Math, as well as very high level of chronic absenteeism. SPSA actions include monitor progress of students with disabilities through the professional learning community process, aligning instructional practices to target specific skills students with disabilities need, as well as working with families to support positive attendance.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Educational Partner Involvement	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	18
Overall Performance	20
Academic Performance	22
Academic Engagement	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	38
Goal 3.....	43
School Budget.....	48
School Site Council Membership	52
Recommendations and Assurances	53

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Through our annual Local Control Accountability Plan (LCAP) input process, parents/guardians, teachers, staff, leadership, and students are invited to give input on what is working and what are areas of continued need in our schools. Additionally, in December we send out an English Learner Needs Assessment Survey to all parents/guardians who have a child identified as learning English as an additional language to gather their input about multi-lingual learner programs and support. This survey is sent out digitally (through ParentSquare) and as a hard copy in students' weekly Friday Folders. Results from this survey are shared out during an English Learner Advisory Council (ELAC) meeting. Our 2nd-grade students, 6th-grade students, and staff also provide input through an LCAP-specific survey.

Classroom Observations

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

Site administrators regularly observe classrooms formally and informally to assess school needs and give feedback to personnel. District administrators make regular site visits through classrooms with principals to observe and reflect on successes and areas of growth.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State and local assessment data is available to District and site leadership and teachers/staff. Additionally, benchmark data is compiled and summarized in reports for ease of use.

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

All students take monthly STAR 360 assessments (K-1st: Early Literacy, 1st-6th Reading and Math). Additionally, students take common formative assessments in math and ELA along with the summative assessments their teacher elects to use. Teachers may add any additional assessments they feel necessary to inform their practice. Informal observation is done regularly by teachers, staff, and site leadership. Students in the Dual Language Immersion program are assessed in English and Spanish.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified. All Dual Language Immersion (DLI) teachers hold an additional authorization to teach in Spanish.

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

All teachers are highly qualified and continue to be professionally developed in instructional strategies and curriculum needs.

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

Staff development planning is based on leadership and teacher input regarding instructional needs, as well as an analysis of student successes and areas for improvement.

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

New teachers are supported by the Santa Barbara County Education Office's (SBCEO) teacher induction program (TIP), as well as a District offered new teacher series to support the development of district-specific programs and curriculum. All teachers participate in ongoing professional development at the beginning of the school year and at site during staff meetings throughout the year. Teachers and staff focus on learning differentiated for the school site staff during staff meetings and PLC meetings. All teachers work with their PLT teams to improve their professional practice tied to their school plan and District LCAP over the course of the year. Additional support is available as needed.

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

Teachers meet regularly in District and site professional development opportunities and staff meetings. Efforts are made to support general education teachers to have time embedded within the school day to meet as a grade level professional learning community (PLC). Support staff can design their schedules to accommodate meetings with teachers and support is in place to ensure continuity of this cross-collaboration.

Teaching and Learning

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

Teachers utilize the Common Core State Standards (CCSS) and Common Core in Español for our DLI classrooms to guide their planning. They use District adopted curriculum as the foundation for their instruction.

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

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership and by staff in a review of master schedules.

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

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted intervention and extension time is also part of the daily routine.

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

All students have access to District adopted materials for English/Spanish Language Arts, Math, Science, Social Studies, and Social Emotional Learning. Differentiation strategies and materials are available to students as necessary.

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

SBE-adopted core and ancillary materials are available to all students in English/Spanish Language Arts/Literacy, English Language Development, Spanish Language Development, Mathematics, Social Studies, Science, and Social Emotional Learning.

Opportunity and Equal Educational Access

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

Teachers and staff are professionally developed to provide a high-quality program of instruction and support to all students.

Evidence-based educational practices to raise student achievement

District and site leadership, District committees, and Teachers on Special Assignment (TOSAs) regularly incorporate research in the development of their work and as the basis of their work with teachers and staff.

Parental Engagement

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

Goleta Union School District values our partnerships with the surrounding community and our families. Resources are available in the areas of academics, social/emotional, behavioral, after-school childcare and enrichment, and more as needed.

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

Through our annual Local Control Accountability Plan (LCAP) input process, parents/guardians, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. Input is solicited on core programs, as well as comprehensive supplemental services.

Funding

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

Additional targeted intervention and extension is made available for students who are, or were ever, learning English as an additional language. Additionally, access to additional support and summer care is available to students with needs.

Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input is solicited from the School Site Council (SSC), which is comprised of an equal number of parents/guardians/community members and school site staff, and will review input from various educational partners in the school community including teachers, staff, parents/guardians, leadership, community partners, along with student performance data to develop the school plan. Input is also solicited annually from members of the English Learner Advisory Council (ELAC), which is comprised of parents/guardians of students who have two or more languages in their homes as indicated by the Home Language Survey which was completed upon first enrollment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56	65	65
Grade 1	19	61	56
Grade 2	28	28	61
Grade3	28	32	32
Grade 4	35	31	36
Grade 5	24	32	32
Grade 6	31	26	31
Total Enrollment	221	275	313

Conclusions based on this data:

1. The number of students at El Camino School in primary grades is increasing due to the Dual Language Immersion (DLI) program.
2. Class sizes in the non-DLI grade levels are relatively constant.
3. Total enrollment for 2022-2023 demonstrates an upward trend, likely due to the popularity of the DLI program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	68	83	94	30.8%	30.2%	30.0%
Fluent English Proficient (FEP)	38	45	45	17.2%	16.4%	14.4%
Reclassified Fluent English Proficient (RFEP)	3			4.4%		

Conclusions based on this data:

1. The percentage of English Learners (ELs) remains consistent at about 30%.
2. The total number of students classified as Fluent English Proficient remains constant.
3. Reclassification rates have yet to be released. We anticipate strong reclassification rates.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26	32	33	0	32	32	0	32	32	0.0	100.0	97.0
Grade 4	34	32	34	0	31	32	0	31	32	0.0	96.9	94.1
Grade 5	25	32	30	0	32	30	0	32	30	0.0	100.0	100.0
Grade 6	30	26	33	0	25	32	0	25	32	0.0	96.2	97.0
All Grades	115	122	130	0	120	126	0	120	126	0.0	98.4	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2433.	2428.		28.13	15.63		37.50	31.25		18.75	34.38		15.63	18.75
Grade 4		2439.	2470.		19.35	18.75		12.90	37.50		32.26	18.75		35.48	25.00
Grade 5		2500.	2481.		15.63	13.33		25.00	20.00		37.50	26.67		21.88	40.00
Grade 6		2493.	2528.		8.00	18.75		24.00	21.88		24.00	34.38		44.00	25.00
All Grades	N/A	N/A	N/A		18.33	16.67		25.00	27.78		28.33	28.57		28.33	26.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50	9.38		75.00	78.13		12.50	12.50
Grade 4		9.68	9.38		64.52	68.75		25.81	21.88
Grade 5		12.50	10.00		68.75	60.00		18.75	30.00
Grade 6		*	18.75		*	62.50		*	18.75
All Grades		10.00	11.90		65.83	67.46		24.17	20.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00	31.25		59.38	53.13		15.63	15.63
Grade 4		9.68	6.25		67.74	71.88		22.58	21.88
Grade 5		18.75	6.67		62.50	70.00		18.75	23.33
Grade 6		*	12.50		*	62.50		*	25.00
All Grades		15.00	14.29		62.50	64.29		22.50	21.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.13	9.38		84.38	81.25		12.50	9.38
Grade 4		9.68	9.38		70.97	71.88		19.35	18.75
Grade 5		6.25	16.67		93.75	70.00		0.00	13.33
Grade 6		*	18.75		*	71.88		*	9.38
All Grades		5.83	13.49		82.50	73.81		11.67	12.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.75	21.88		68.75	62.50		12.50	15.63
Grade 4		6.45	18.75		77.42	65.63		16.13	15.63
Grade 5		15.63	10.00		68.75	80.00		15.63	10.00
Grade 6		*	18.75		*	68.75		*	12.50
All Grades		13.33	17.46		70.83	69.05		15.83	13.49

Conclusions based on this data:

1. It should be noted that SBAC testing was not completed during the 2020/2021 school year due to the COVID-19 Pandemic and the subsequent school closures.
2. Based on the 2021-2022 data, approximately (~18%) of students exceed the standard, and (~25%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~28%) nearly met and (~28%) did not meet the overall achievement standards in ELA. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. Based on the 2021-2022 data, the claims demonstrate that reading and writing are areas that needs improvement with ~20-22% 3rd-6th grade student population not meeting the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26	32	33	0	32	33	0	32	33	0.0	100.0	100.0
Grade 4	34	32	34	0	32	34	0	32	34	0.0	100.0	100.0
Grade 5	25	32	30	0	32	30	0	32	30	0.0	100.0	100.0
Grade 6	30	26	33	0	25	33	0	25	33	0.0	96.2	100.0
All Grades	115	122	130	0	121	130	0	121	130	0.0	99.2	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2454.	2451.		31.25	15.15		37.50	42.42		15.63	27.27		15.63	15.15
Grade 4		2451.	2466.		12.50	14.71		25.00	32.35		28.13	29.41		34.38	23.53
Grade 5		2475.	2442.		9.38	3.33		18.75	16.67		25.00	26.67		46.88	53.33
Grade 6		2478.	2494.		8.00	15.15		24.00	9.09		20.00	30.30		48.00	45.45
All Grades	N/A	N/A	N/A		15.70	12.31		26.45	25.38		22.31	28.46		35.54	33.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.25	24.24		56.25	57.58		12.50	18.18
Grade 4		12.50	20.59		50.00	44.12		37.50	35.29
Grade 5		15.63	0.00		28.13	36.67		56.25	63.33
Grade 6		*	18.18		*	30.30		*	51.52
All Grades		19.01	16.15		45.45	42.31		35.54	41.54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.63	15.15		43.75	72.73		15.63	12.12
Grade 4		6.25	17.65		53.13	58.82		40.63	23.53
Grade 5		12.50	10.00		50.00	50.00		37.50	40.00
Grade 6		*	9.09		*	54.55		*	36.36
All Grades		15.70	13.08		47.93	59.23		36.36	27.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.13	27.27		62.50	66.67		9.38	6.06
Grade 4		15.63	14.71		56.25	67.65		28.13	17.65
Grade 5		9.38	6.67		62.50	46.67		28.13	46.67
Grade 6		*	15.15		*	54.55		*	30.30
All Grades		15.70	16.15		61.16	59.23		23.14	24.62

Conclusions based on this data:

1. It should be noted that SBAC testing was not completed during the 2020/2021 school year due to the COVID-19 Pandemic and the subsequent school closures.
2. Based on the 2021-2022 data, overall scaled scores continue to increase slightly across the years. According to the 2021-2022 data, approximately ~16% of students exceed the standard and ~26% meet the standard in overall Math achievement. Approximately (~22%) nearly meet and (~36%) do not meet the overall achievement standards in Math. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. Based on the 2021-2022 data, approximately 19% of students exceed the standard in concepts/procedures and 45% are near/meeting the standard. Another 35% did not meet the standard. Problem-solving/Data Analysis is challenging with only ~16% of students exceeding the standard and ~36% not meeting the standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1462.3	1399.5	1418.8	1482.7	1416.4	1438.3	1414.8	1359.6	1372.8	16	24	23
1	*	1425.3	1434.2	*	1443.6	1469.8	*	1406.4	1398.3	6	19	21
2	*	1519.0	1502.7	*	1528.2	1526.2	*	1509.5	1478.6	8	11	18
3	1492.5	*	1490.5	1493.9	*	1481.9	1490.8	*	1498.3	11	7	11
4	1524.8	1520.4	*	1540.7	1533.3	*	1508.5	1507.3	*	13	12	9
5	*	*	*	*	*	*	*	*	*	5	8	9
6	*	*	*	*	*	*	*	*	*	8	*	*
All Grades										67	84	93

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	43.75	12.50	8.70	37.50	16.67	30.43	18.75	45.83	52.17	0.00	25.00	8.70	16	24	23
1	*	5.26	9.52	*	31.58	19.05	*	47.37	33.33	*	15.79	38.10	*	19	21
2	*	18.18	27.78	*	81.82	44.44	*	0.00	27.78	*	0.00	0.00	*	11	18
3	0.00	*	18.18	45.45	*	36.36	54.55	*	36.36	0.00	*	9.09	11	*	11
4	23.08	33.33	*	69.23	25.00	*	7.69	41.67	*	0.00	0.00	*	13	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.87	19.05	18.28	46.27	36.90	31.18	25.37	33.33	35.48	1.49	10.71	15.05	67	84	93

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	62.50	25.00	17.39	25.00	16.67	26.09	12.50	41.67	47.83	0.00	16.67	8.70	16	24	23
1	*	15.79	19.05	*	31.58	47.62	*	47.37	28.57	*	5.26	4.76	*	19	21
2	*	54.55	50.00	*	45.45	44.44	*	0.00	5.56	*	0.00	0.00	*	11	18
3	18.18	*	27.27	72.73	*	54.55	9.09	*	9.09	0.00	*	9.09	11	*	11
4	76.92	58.33	*	23.08	25.00	*	0.00	16.67	*	0.00	0.00	*	13	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.22	40.48	32.26	35.82	26.19	38.71	7.46	27.38	21.51	1.49	5.95	7.53	67	84	93

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	4.17	0.00	25.00	8.33	13.04	62.50	41.67	73.91	0.00	45.83	13.04	16	24	23
1	*	0.00	9.52	*	26.32	0.00	*	36.84	19.05	*	36.84	71.43	*	19	21
2	*	0.00	11.11	*	100.0	38.89	*	0.00	33.33	*	0.00	16.67	*	11	18
3	0.00	*	0.00	36.36	*	45.45	54.55	*	45.45	9.09	*	9.09	11	*	11
4	0.00	16.67	*	15.38	16.67	*	76.92	25.00	*	7.69	41.67	*	13	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.96	4.76	7.53	20.90	33.33	22.58	61.19	34.52	41.94	8.96	27.38	27.96	67	84	93

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	37.50	20.83	13.04	62.50	58.33	82.61	0.00	20.83	4.35	16	24	23
1	*	31.58	42.86	*	57.89	57.14	*	10.53	0.00	*	19	21
2	*	18.18	44.44	*	81.82	55.56	*	0.00	0.00	*	11	18
3	18.18	*	9.09	81.82	*	81.82	0.00	*	9.09	11	*	11
4	53.85	58.33	*	46.15	41.67	*	0.00	0.00	*	13	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.82	35.71	29.03	62.69	55.95	64.52	1.49	8.33	6.45	67	84	93

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	56.25	16.67	17.39	37.50	50.00	69.57	6.25	33.33	13.04	16	24	23
1	*	5.26	19.05	*	84.21	76.19	*	10.53	4.76	*	19	21
2	*	72.73	77.78	*	27.27	22.22	*	0.00	0.00	*	11	18
3	36.36	*	45.45	63.64	*	45.45	0.00	*	9.09	11	*	11
4	92.31	50.00	*	7.69	50.00	*	0.00	0.00	*	13	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	64.18	41.67	41.94	32.84	45.24	49.46	2.99	13.10	8.60	67	84	93

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	4.17	0.00	87.50	16.67	86.96	6.25	79.17	13.04	16	24	23
1	*	26.32	9.52	*	26.32	14.29	*	47.37	76.19	*	19	21
2	*	18.18	11.11	*	81.82	77.78	*	0.00	11.11	*	11	18
3	0.00	*	0.00	45.45	*	81.82	54.55	*	18.18	11	*	11
4	0.00	8.33	*	76.92	41.67	*	23.08	50.00	*	13	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.46	13.10	7.53	64.18	44.05	60.22	28.36	42.86	32.26	67	84	93

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	33.33	13.04	56.25	50.00	39.13	18.75	16.67	47.83	16	24	23
1	*	0.00	4.76	*	73.68	28.57	*	26.32	66.67	*	19	21
2	*	9.09	11.11	*	90.91	66.67	*	0.00	22.22	*	11	18
3	27.27	*	18.18	72.73	*	81.82	0.00	*	0.00	11	*	11
4	0.00	25.00	*	92.31	50.00	*	7.69	25.00	*	13	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.42	15.48	18.28	76.12	69.05	47.31	7.46	15.48	34.41	67	84	93

Conclusions based on this data:

1. Based on the 2021-2022 data, approximately 19% of English learner students achieved an overall score of Level 4, one criteria for reclassification.
2. Based on the 2021-2022 data, approximately 37% of English learners assessed achieved an overall score of Level 3.
3. For the 2022-2023 school year, while the data is not publicly available yet, we anticipate an increased number of students who received a 4.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
275	48.4	30.2	0.7
Total Number of Students enrolled in El Camino Elementary 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	30.2
Foster Youth	2	0.7
Homeless	1	0.4
Socioeconomically Disadvantaged	133	48.4
Students with Disabilities	33	12.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7
American Indian		
Asian	6	2.2
Filipino	3	1.1
Hispanic	204	74.2
Two or More Races	8	2.9
Pacific Islander		
White	52	18.9

Conclusions based on this data:

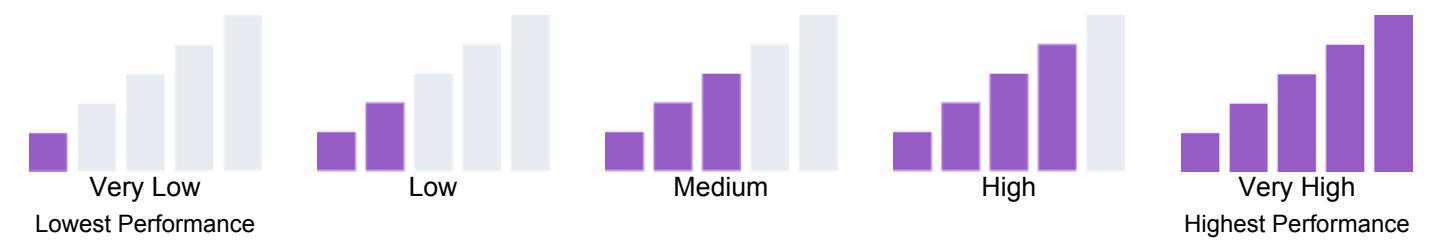
1. Enrollment data is based on the 2021-2022 school year. Approximately 48% of students are socioeconomically disadvantaged. This percentage of students from low-income households is one of the highest in the District.
2. Approximately 30% of students are identified as learning English as an additional language.
3. About 12% of enrolled students have disabilities which has increased significantly in the last few years.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>High</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Medium</div>		

Conclusions based on this data:

- English language arts and mathematics performance are in the overall low category.
- Chronic Absenteeism is a large area of concern (high), however recent improvements in this area hope to yield better outcomes on this next year's dashboard.

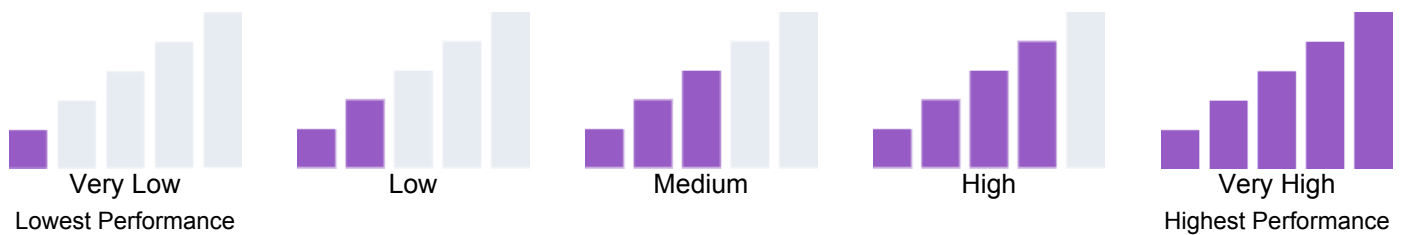
3. Overall suspension rate is very low.

School and Student Performance Data

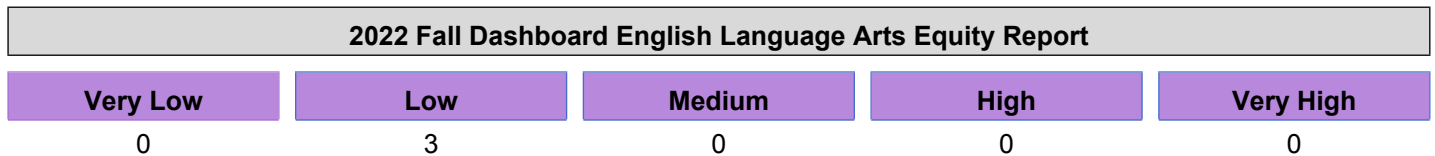
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

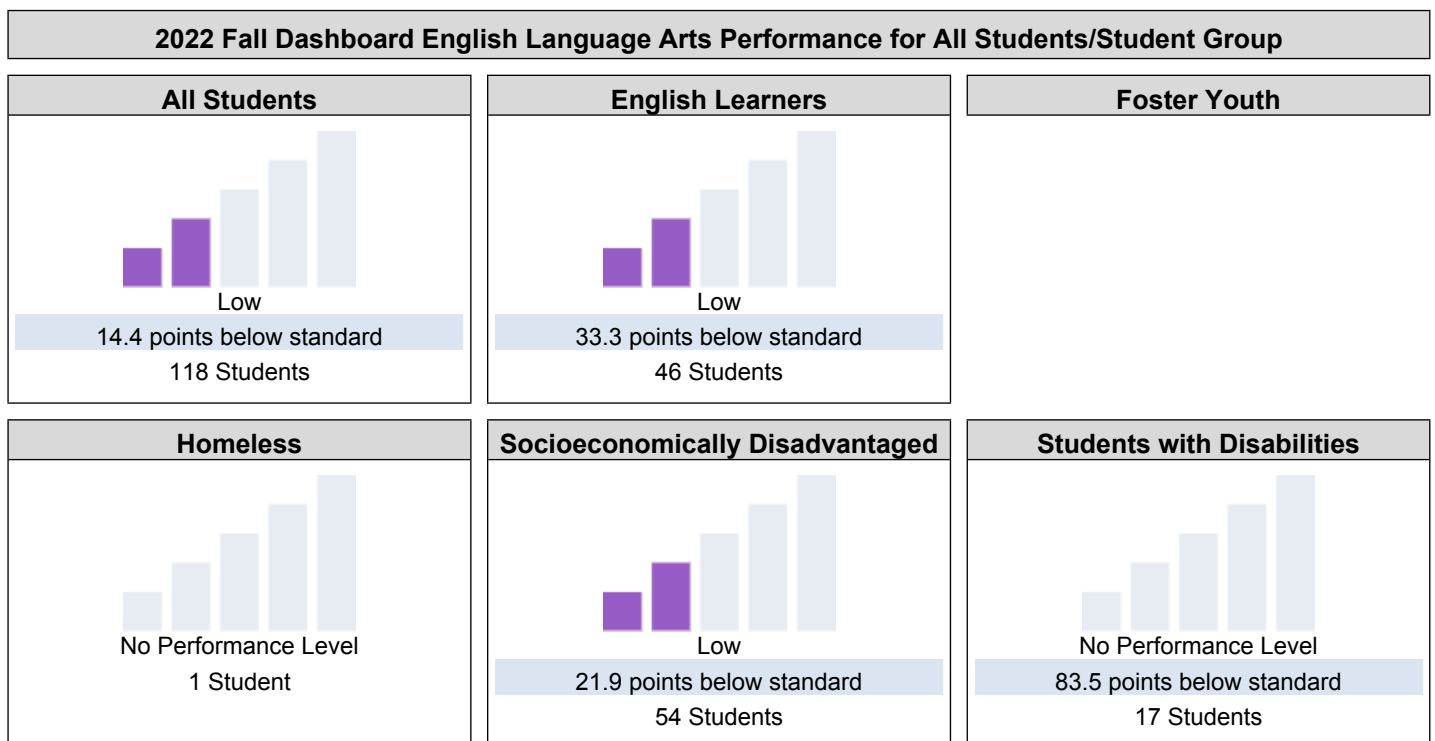
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



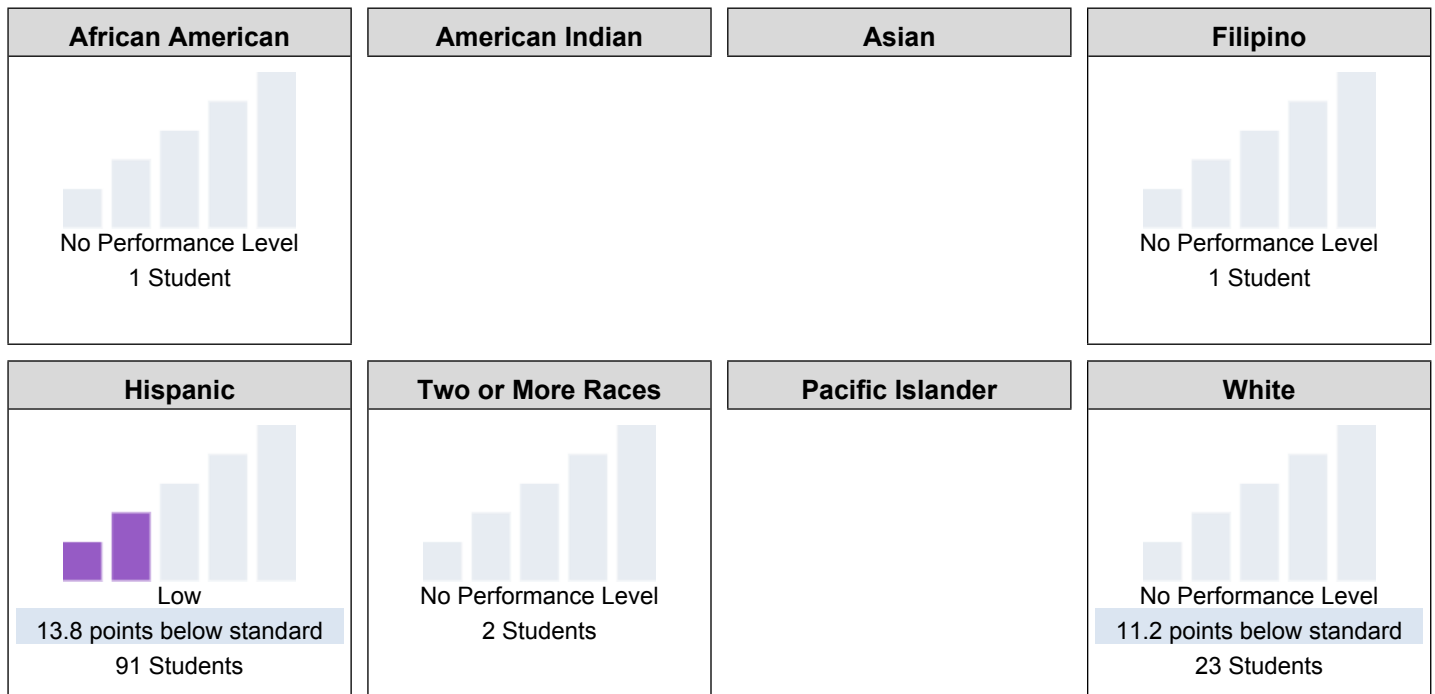
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.7 points below standard 27 Students	15.6 points above standard 19 Students	11.1 points below standard 60 Students

Conclusions based on this data:

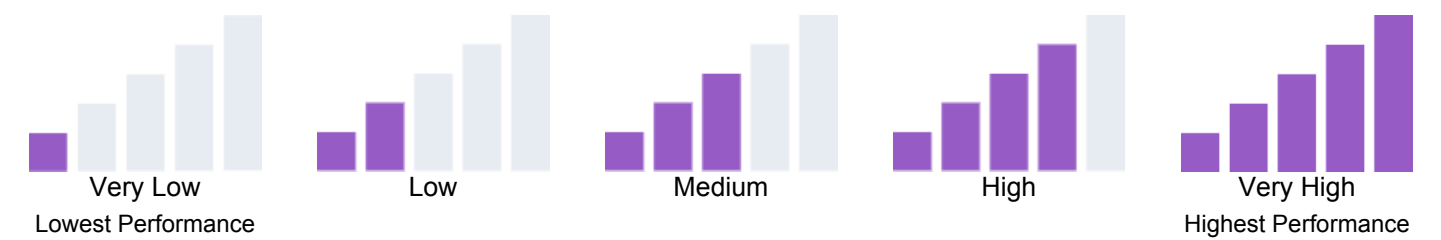
1. Student groups are performing overall low in English language arts.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



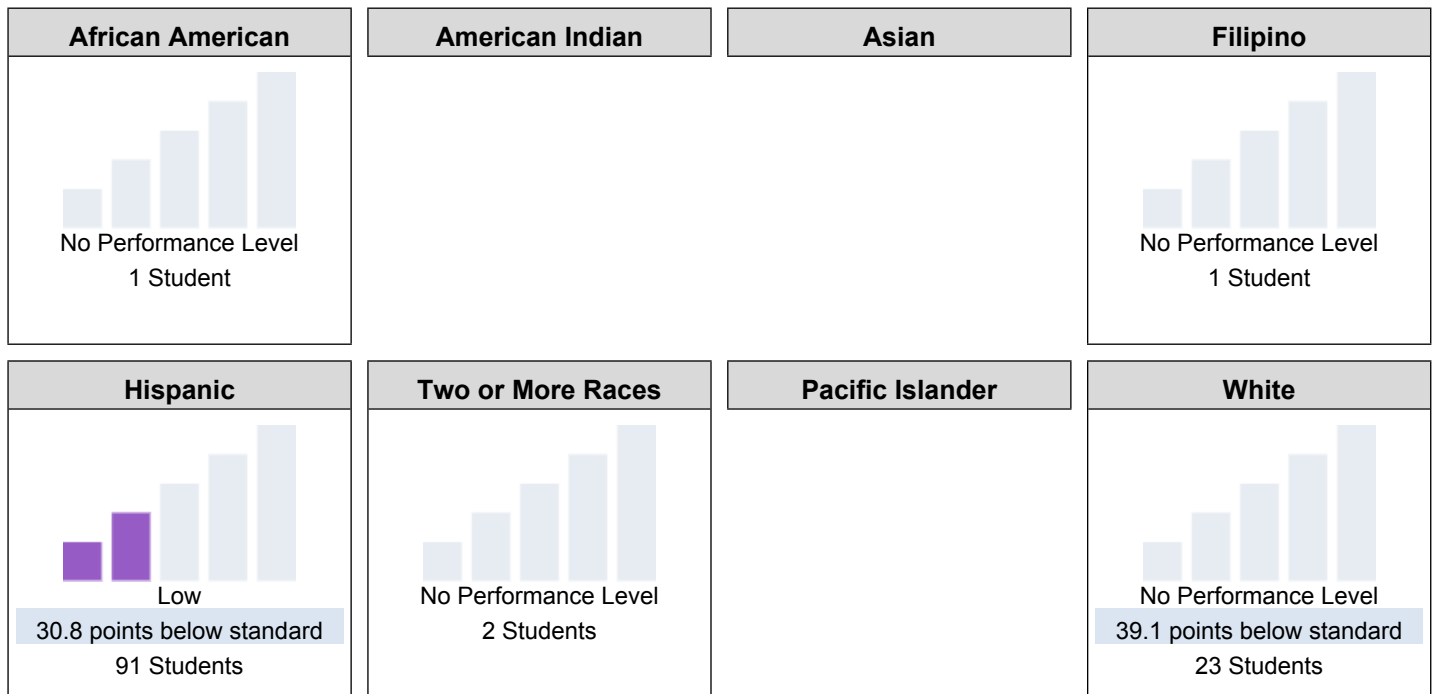
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div><p>Low</p><p>30.5 points below standard</p><p>118 Students</p></div>	<div>English Learners</div> <div><p>Low</p><p>60.2 points below standard</p><p>46 Students</p></div>	<div>Foster Youth</div> <div></div>
<div>Homeless</div> <div><p>No Performance Level</p><p>1 Student</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>Low</p><p>47.3 points below standard</p><p>54 Students</p></div>	<div>Students with Disabilities</div> <div><p>No Performance Level</p><p>111.8 points below standard</p><p>17 Students</p></div>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.8 points below standard 27 Students	20.9 points below standard 19 Students	22.4 points below standard 60 Students

Conclusions based on this data:

1. Student groups are performing overall low in Math.

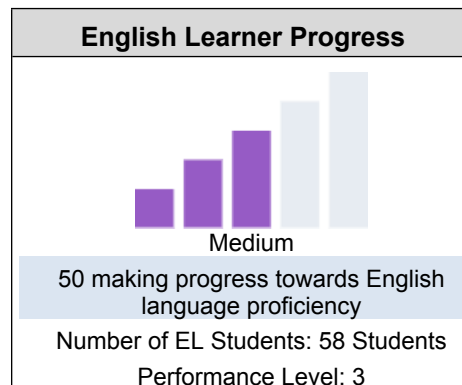
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
31.0%	19.0%	3.4%	46.6%

Conclusions based on this data:

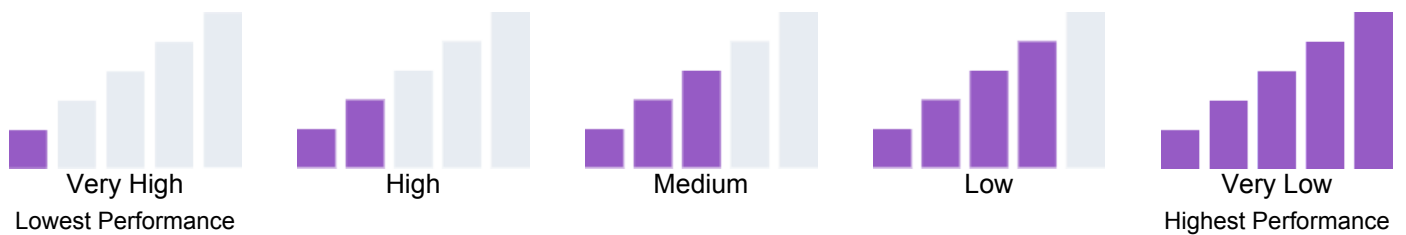
1. The overall performance level is considered medium, with half of the language learners progressed a level or maintained a level 4 and are making progress toward English language proficiency.
2. Almost a third of the language learners decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



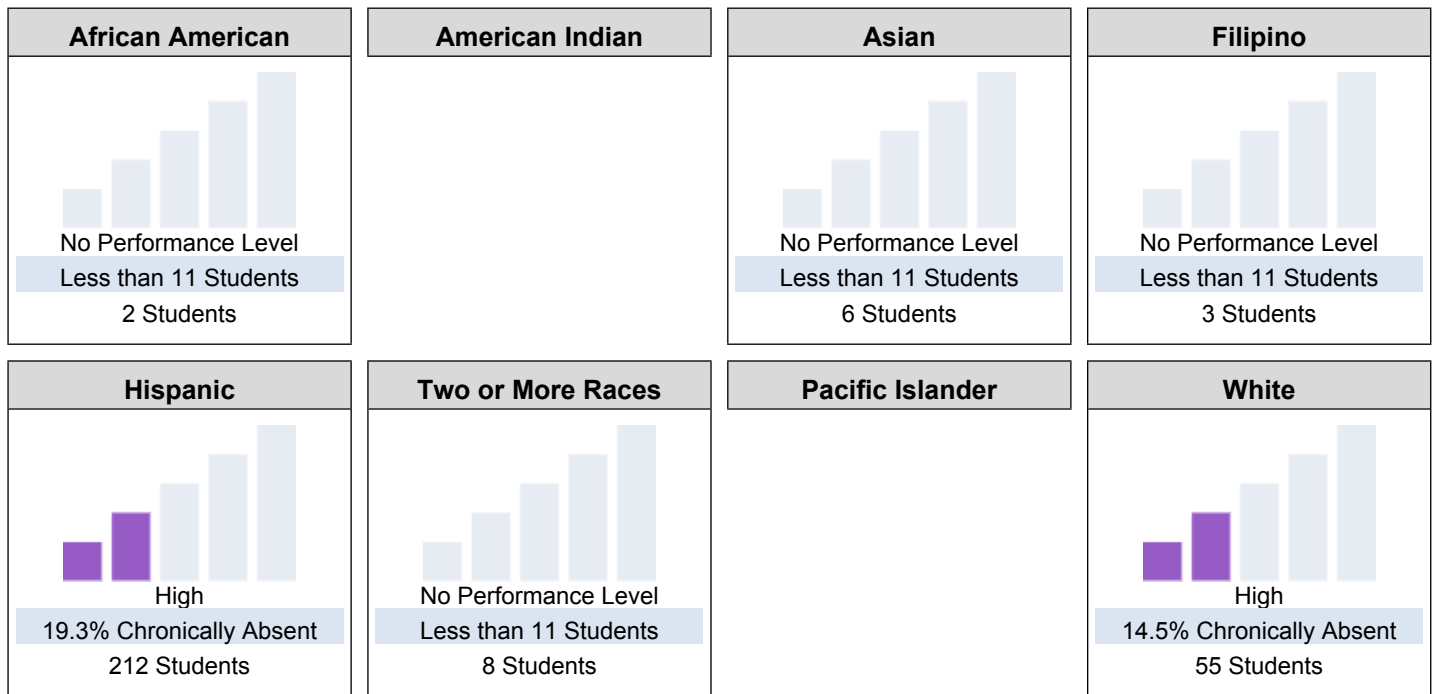
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	3	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students High 17.8% Chronically Absent 286 Students	English Learners High 18.1% Chronically Absent 94 Students	Foster Youth No Performance Level Less than 11 Students 2 Students
Homeless No Performance Level Less than 11 Students 1 Student	Socioeconomically Disadvantaged Very High 21.1% Chronically Absent 142 Students	Students with Disabilities Very High 22.5% Chronically Absent 40 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

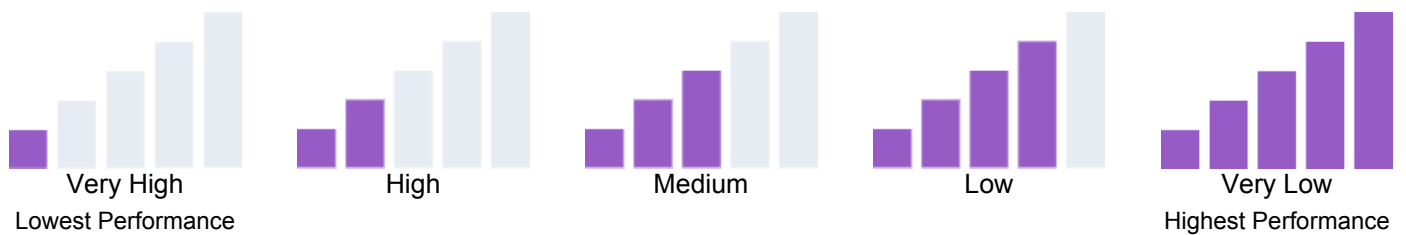
1. Approximately 18% of the students were experiencing chronic absenteeism.
2. Students who identify as socioeconomically disadvantaged and students with disabilities demonstrated the highest levels of chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



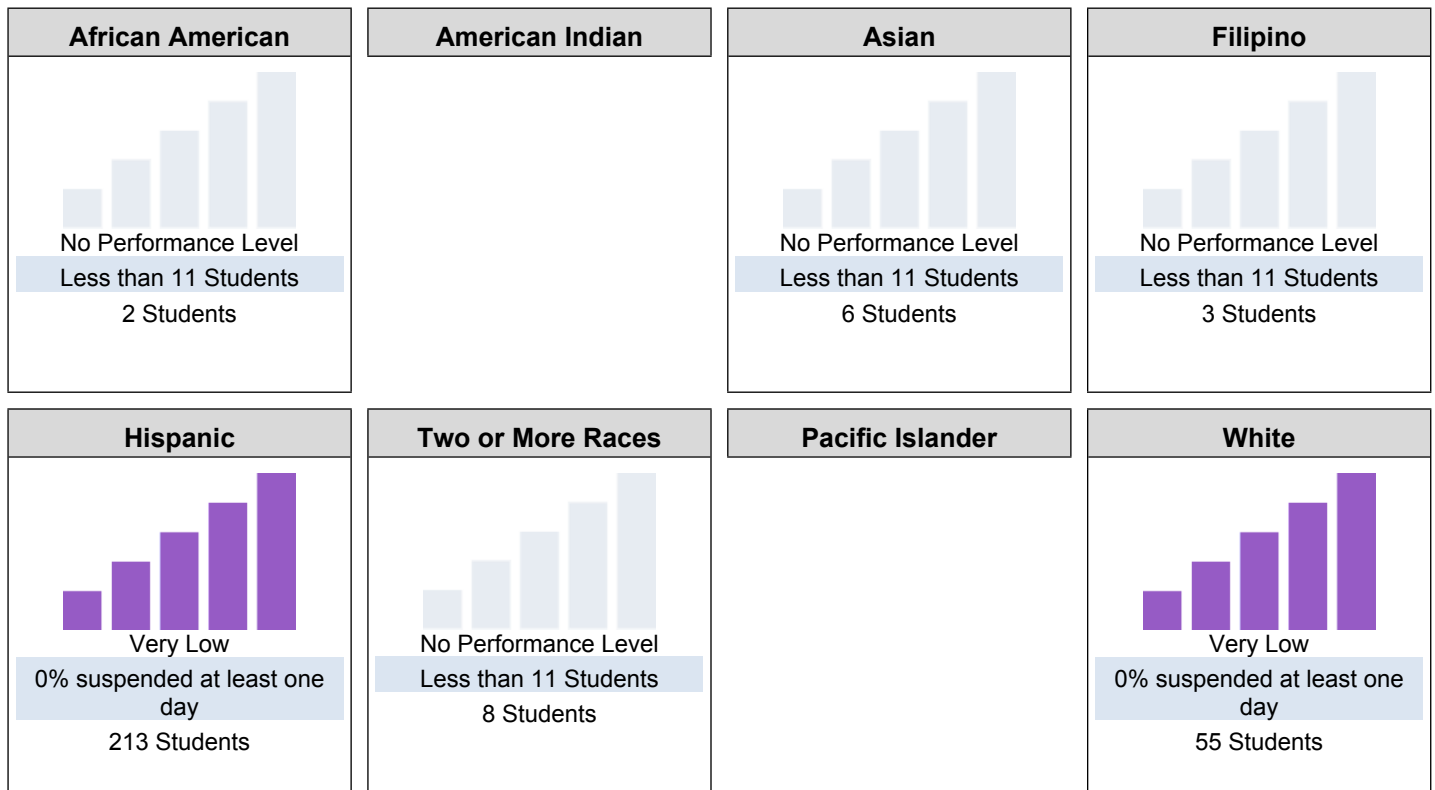
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	5

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>Very Low</p> <p>0% suspended at least one day</p> <p>287 Students</p>	English Learners <p>Very Low</p> <p>0% suspended at least one day</p> <p>94 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>
Homeless <p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>	Socioeconomically Disadvantaged <p>Very Low</p> <p>0% suspended at least one day</p> <p>143 Students</p>	Students with Disabilities <p>Very Low</p> <p>0% suspended at least one day</p> <p>40 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. All students had a very low level of suspension.

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

English Language Arts/Literacy

LEA/LCAP Goal

LCAP Goal 4: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 1

All students will demonstrate increased proficiency and growth in English Language Arts/Literacy as measured by the STAR 360 Early Literacy (Spanish K-1), STAR 360 Reading (English 3-6/Spanish 1-3), and SBAC assessments.

Identified Need

Spring 2023 STAR 360 assessment data and 2023 State testing data (SBAC) indicate that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, by looking at individual students' STAR 360 growth data, grade-level Professional Learning Teams have identified specific students to target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy (Spanish K) – Proficiency	Spring 2023 Data Kindergarten: Early Literacy Proficiency (Spanish) Overall At/Above % = 80% Urgent Intervention % = 2% Student Group by Ethnicity* Latinx = 71% White = 100%	Increase the overall percentage of students who are at/above grade level to at least 85% and at least 76% for students who identify as Latinx. Maintain the number of students who need urgent intervention as less than 5% as measure by the Spanish Early Literacy STAR 360.
	Spring 2022 Data Kindergarten: Early Literacy Proficiency (Spanish) Overall At/Above % = 72% Urgent Intervention % = 7% Student Group by Ethnicity* Latinx = 67% White = 91%	
	Kindergarten: Early Literacy Proficiency (English)	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Overall At/Above % = 88.9%</p> <p>Urgent Intervention % = 11%</p> <p>Student Group by Ethnicity*</p> <p>Latinx = 67%</p> <p>White = 100%</p> <p>Spring 2021 Data</p> <p>Kindergarten: Early Literacy Proficiency (English)</p> <p>Overall At/Above % = 31.6%</p> <p>Student Group by Ethnicity not represented due to small enrollment.</p> <p>Kindergarten: Early Literacy Proficiency (Spanish)</p> <p>Overall At/Above % = 60.9%</p> <p>Student Group by Ethnicity*</p> <p>Latinx = 62.9%</p> <p>White = 42.9%</p>	
STAR 360 - Spring Data Reading (English Only 1st-6th) – Proficiency	<p>Spring 2023 Data</p> <p>STAR 360 Reading Proficiency (Spanish)</p> <p>Overall at/above = 59%</p> <p>Urgent Intervention = 4%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 54%</p> <p>White = 74%</p> <p>STAR 360 Reading Proficiency (English)</p> <p>Overall at/above = 44%</p> <p>Urgent Intervention = 28%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 37%</p> <p>White = 60%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Spring 2022 Data</p>	<p>Increase the overall percentage of students who are at/above grade level in Reading as measured by the STAR 360 to 70% and for students who identify as Latinx to at least 60%. Maintain the number of students who need urgent intervention to less than 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>STAR 360 Reading Proficiency (Spanish) Overall at/above = 52.2% Urgent Intervention = 8.7% Student Group by Ethnicity Latinx = 45.7% White = 71.4%</p> <p>STAR 360 Reading Proficiency (English) Overall at/above = 43.1% Urgent Intervention = 23.9% Student Group by Ethnicity Latinx = 38.5% White = 55.5%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Spring 2021 Data STAR 360 Reading Proficiency (English) Overall at/above = 48.5% Urgent Intervention = 20.4% Student Group by Ethnicity Latinx = 46.1% White = 51.6%</p> <p>*Only statistically significant student groups represented in data above.</p>	
<p>STAR 360 - Fall 2021 to Spring 2022 Data Reading - Student Growth Percentile (SGP)</p>	<p>Fall 2022 to Spring 2023 Data</p> <p>STAR 360 Reading Growth (English) Overall at/above = 64% Student Group by Ethnicity Latinx = 61% White = 69%</p> <p>STAR 360 Reading Growth (Spanish) No Data Available (students took Early Literacy) STAR 360 Early Literacy Growth (Spanish) Overall at/above = 72%</p>	<p>Increase the overall percentage of students making high or typical student growth in Reading as measured by the STAR 360 Student Growth Percentile (SGP) to at least 70% for all student groups.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Student Group by Ethnicity Latinx = 67% White = 86%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Fall 2021 to Spring 2022 Data</p> <p>STAR 360 Reading Growth (English) Overall at/above = 60.8% Student Group by Ethnicity Latinx = 57% White = 74%</p> <p>STAR 360 Reading Growth (Spanish) No Data Available (students took Early Literacy) STAR 360 Early Literacy Growth (Spanish) Overall at/above = 62.9% Student Group by Ethnicity Latinx = 55.3% White = 83.3%</p> <p>*Only statistically significant student groups represented in data above.</p>	
SBAC - Spring Data (2023) Overall English Language Arts/Literacy Achievement (3rd-6th)	<p>Spring 2023 Data Overall at/above = 45% Student Group by Ethnicity Latinx = 42.6% White = 45%</p> <p>Overall Achievement Standards: Exceeded = 16.7% Met = 28.3% Nearly Met = 28.3% Not Met = 26.7%</p> <p>Spring 2022 Data Overall at/above = 43.3%</p>	Increase the overall percentage of students meeting and exceeding proficiency in Reading as measured by the SBAC to at least 50% overall. Reduce the percentage of students not meeting standard to less than 20%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Student Group by Ethnicity Latinx = 43.5% White = 45.8%</p> <p>Overall Achievement Standards: Exceeded = 18.3% Met = 25% Nearly Met = 28.3% Not Met = 28.3%</p>	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including English learners/multilingual learners, students with disabilities, students from low-income families, foster youth and those experiencing homelessness, will be served by this strategy.

Strategy/Activity

Grade level teams will increase student achievement through Professional Learning Team work: PLTs will make learning targets visible, supporting students to self-assess and for students to be able to explain what/why they are learning. PLTs will calibrate learning targets before and after instruction through discussion of CFAs and use of rubrics. PLTs will analyze student work samples and overall/disaggregated CFA/benchmark data with protocols that look at both overall progress and item analysis against team developed rubrics. PLTs will discuss instructional strategies to differentiate for student needs during Tier 1 core instruction, including small group instruction and ample opportunities for students to express thinking through talking. PLTs will evaluate the level of rigor implemented during instruction by analyzing student progress against district and state standard expectations for the grade level, including observations across the district and inviting TOSAs/principal/MTSS TOSA to observe and discuss learning strategies during PLTs. PLTs will determine increased opportunities to give and receive feedback on student progress to support staff and parent/guardians. PLTs will document curriculum, instructional strategies, resources, and assessments in unit plans prior to instruction, as well as update with lessons learned after instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English learners/multilingual learners, students with disabilities, students from low-income families, foster youth and those experiencing homelessness, will be served by this strategy.

Strategy/Activity

The grade level teams and the school site Multi-Tiered System of Support (MTSS) Team will each monitor student progress regularly. The MTSS Team, which is comprised of the principal, the Learning Center Teacher, the school psychologist, and the MTSS Teacher on Special Assignment (TOSA), will meet at least monthly to monitor student progress school-wide. Grade levels will focus on a grade-level target skill in Tier 2 based on CFAs and other assessments given during Tier 1 core instruction. Tier 2 Target Time group rosters will be flexible, based on data. Grade level professional learning teams and the site's MTSS team will collaborate to compare celebrations and concerns during regular data team meetings held during the teams' professional learning team time. Collaborative teams may make recommendations for scaffolding/differentiation within the classroom, Tier 2 target time, as well as Tier 3 intensive intervention. Teams will also monitor and review attendance, social-emotional, and behavioral data to reflect on PBIS practices in class & school-wide, social emotional lessons, parent communication needed, and possible follow up as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including English learners/multilingual learners, students with disabilities, students from low-income families, foster youth and those experiencing homelessness, will be served by this strategy.

Strategy/Activity

Site leadership and staff will utilize strategies to support all students, staff and families to feel welcome at El Camino School. Staff will learn to use the "Speak Up at School" initiative strategies. Staff will commit to pronouncing the names of all of their students. Heritage months and days will be honored through lessons, discussion, and parent communication. Staff will make a commitment for all students to learn to read through a school-wide commitment to literacy. Staff will commit to a safe and inclusive school for all through the ongoing implementation and refinement of positive behavioral intervention and supports (PBIS) and by soliciting regular input from students regarding student peer relations and how might things be supported and/or improved. Students will see themselves represented in the curriculum, classroom libraries, assemblies and activities that are utilized with students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

El Camino School continues to roll out the implementation of the Dual Language Immersion Program for GUSD. During the 2022-2023 school year, all students in transitional kindergarten, kindergarten, first grade and the majority of second students at El Camino were served by the DLI program. It should be noted that transitional kindergarten, kindergarten and first grade of our DLI program are taught with 90% instruction in Spanish and second grade is taught with 80% Spanish. Students in the DLI program are demonstrating strong performance overall, with minimal students leaving the grade level needing urgent intervention. Although students who identify as "white" continue to outperform students who identify as "Latinx," even in the DLI program, students who are learning English as an additional language are demonstrating increased academic achievement as compared to previous years at El Camino and as compared to their language learning peers at similar schools in the district. As a school, the professional learning community process has been challenged by the continuous introduction of new staff, however with common resources and training across district and embedded collaboration time, we are strongly situated to analyze student growth, calibrate instructional practices, and responsively adjust our programming as needed during the 2022-2023 school year. Working with the district, continued job-embedded and targeted professional development to support the PLC process will support staff needs.

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

There was no significant difference between the intended implementation of the budget and the expenditures.

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

This goal reflects specific number targets for each goal, rather than the more general structure of "increase 5%." Although the actual expected outcome would be the same either way, the identification of a specific number will support clarity when working with teams. This goal continues to focus on the professional learning community as the heart of monitoring student achievement and progress. Updates have been made to reflect the focus on unit planning and discussion of grade level common formative assessments, integration of tier 2 and 3, as well as potential need to consider comprehensive non-academic support to improve overall achievement. Staff will continue to train on data analysis and the use of various resources to support monitoring student progress and growth.

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

Attendance

LEA/LCAP Goal

LCAP Goal 3: All students will attend school regularly with a minimal number of students chronically absent.

Goal 2

All students will attend school everyday and be on time in order to maximize their access to robust instruction as measured by Synergy attendance data and school site progress monitoring measures (tardy notification letters, attendance support plans, attendance contracts).

Identified Need

Attendance data indicates that chronic absenteeism is significant.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Attendance Data	<p>2022-2023 Overall Average Daily Attendance: September = 94.3% May = 93.1% By primary ethnicity student group*: White = 92.4% (Sept.), 92.7% (May) Latinx = 94.5% (Sept.), 93% (May)</p> <p>2022-2023 Overall Chronic Absence: September = 20.1% May = 22.6% By primary ethnicity student group: White = 28.6% (Sept.), 24.6% (May) Latinx = 18.8% (Sept.), 23.5% (May)</p> <p>*Only statistically significant student groups represented here.</p>	<p>Increase overall average daily attendance > 95% Decrease overall chronic absence <10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2021-2022 Overall Average Daily Attendance: September = 93.1% May = 91.8% By primary ethnicity student group*: White = 92.9% (Sept.), 91.4% (May) Latinx = 94.1% (Sept.), 92.5% (May)</p> <p>2021-2022 Overall Chronic Absence: September = 33.3% May = 34.9% By primary ethnicity student group: White = 28.3% (Sept.), 25% (May) Latinx = 34.4% (Sept.), 37.8% (May)</p> <p>*Only statistically significant student groups represented here.</p>	
Attendance Support Plans and Contracts	<p>Data from 2022-2023</p> <p>TK - 6 K - 20 1st - 24 2nd - 31 3rd - 10 4th - 9 5th - 17 6th - 11</p> <p>Data from 2021-2022 Total Number of ASP/C: 19 K - 2 1st - 2 2nd - 3 3rd - 5 4th - 3 5th - 2 6th - 2</p>	Complete an Attendance Support Plan for each student identified as chronically absent with the goal of reducing the overall need for such plans.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Truancy Notification Letters	<p>Data from 2022-2023 (Total Students Notified)</p> <p>El Camino Tardy Notification Letter</p> <p>Letter 1 - 173</p> <p>Letter 2- 143</p> <p>Letter 3- 15</p> <p>Synergy/SARB Attendance Notification Letter</p> <p>Letter 1 - 145</p> <p>Letter 2 - 51</p> <p>Referral to SARB - 0</p> <p>Data from 2021-2022 (Total Students Notified)</p> <p>El Camino Tardy Notification Letter</p> <p>Letter 1 - 61</p> <p>Letter 2 - 27</p> <p>Letter 3 - 8</p> <p>Synergy/SARB Attendance Notification Letter</p> <p>Letter 1 - 23</p> <p>Letter 2 - 10</p> <p>Referral to SARB - 3</p>	<p>Ensure that parent notification letters sent match the need. Record the number of parent-school in-person conferences to support with family resources as needed. Reduce overall need for truancy letters and conferences.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including English learners/multilingual learners, students with disabilities, students from low-income families, foster youth and those experiencing homelessness, will be served by this strategy.

Strategy/Activity

Principal, office staff, and community liaison will monitor student attendance to identify students at higher risk of becoming chronically absent. Increase communication with families about attendance concerns and what supports are available to remove barriers in being at school on time and everyday. Establish clear system of communication with teachers and support staff (e.g., school nurse, school psychologist, playground staff, expanded learning staff) regarding students at risk of chronic absenteeism/truancy so staff can anticipate and respond to academic,

social/emotional, behavior, and health needs accordingly. Include Pupil Services on specific cases, as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English learners/multilingual learners, students with disabilities, students from low-income families, foster youth and those experiencing homelessness, will be served by this strategy.

Strategy/Activity

Grade level Professional Learning Teams (PLTs) and site Data Team meetings will discuss absenteeism/truancy data as a data point for consideration of intervention services and family education/services that may be needed to reduce absenteeism/truancy. Intervention/Support plans specifically targeting attendance goals may be created and monitored by the teacher, principal, and site team (specific personnel to be determined on a case by case basis) for students with or at-risk of chronic absenteeism/truancy. Principal, office staff, and community liaison will provide families with opportunities to learn about the impact attendance has on student achievement outcomes across their educational career and work career. This will include informational large group meetings, individual family meetings, attendance/truancy letter notifications, and postings through our family notification system (ParentSquare).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups will be served by this goal, including students who are from low-income households, learning English as a second language, Foster Youth, or experiencing homelessness.

Strategy/Activity

School personnel will actively work together to increase an overall feeling of welcomeness at school to support all students, staff, and school community members in feeling recognized as welcome contributors to the El Camino School Community. Staff will visibly post signs and graphics to demonstrate all cultures and people are valued at El Camino School. Staff and the school community will work collaboratively to establish systems of support and practice to actively reduce issues of racism, bullying, and other barriers to a positive school climate where all students, staff, and school community feel safe and ready to learn.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

After the COVID-19 Pandemic, absenteeism at El Camino increased beyond expectation. Many families reported illness in the family, challenges with work and the home, and student social-emotional needs as reasons for absenteeism during the pandemic. During the 2022-2023 school year, increased communication with families and intervention plans to support the reduction of absenteeism significantly reduced overall chronic absenteeism.

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

There was no significant difference between the intended implementation of the budget and the expenditures.

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

Due to the continued challenge of high numbers of chronic absenteeism, the staff will continue to work to implement the actions described in this goal. Additionally for the 2022-2023 school year, staff will collaborate to actively support all students, staff, and the school community in feeling welcome, valued to ensure a safe and productive learning environment for all.

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

English Language Development (Spanish Language Development for DLI Students)

LEA/LCAP Goal

Goal 1: All students learning English as an additional language will increase their overall English proficiency and academic achievement.

Goal 3

All students, specifically including English Learners (ELs) or Multilingual Learners (MLLs), will increase their frequency and complexity of oral and written language production (TK-3 in English and/or Spanish; 3-6 in English).

Identified Need

Baseline data collected by teachers along with informal observations by support staff (Principal, school psychologist, learning center teacher, special education teacher) indicate that increased opportunities and purposeful scaffolding are needed to increase the oral language and written language production in English for our monolingual strand students and in Spanish for our dual language immersion (DLI) students across the curriculum and the duration of the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Oral Language Observation Matrix (SOLOM; for current DLI TK and 3rd Grade Students)	SOLOM scores of 1-5 for areas of comprehension, fluency, vocabulary, pronunciation, and grammar with total scores ranging from 1-25 points. Although staff conducted this assessment, data was not collected and analyzed as anticipated for the 2022-2023 school year.	All DLI students will meet criteria for a total score of a Level 2 or above (16-25 points) on the SOLOM.
Informal and formal observations indicate an increased need for our students to have opportunities to produce oral and written language and increased scaffolding with structured language practices and routines.	Informal and formal observations indicate that student oral and written language production opportunities are still developing across all grade levels.	Informal and formal observations will demonstrate an increase in the number of structured language practices and routines in use and the frequency/complexity of student oral language and written language production.
ELPAC	Estimated 2023 Dashboard Data	All language learners will progress at least one level (or maintain a level 4)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Level 4 (Well-developed) = 18.3%</p> <p>Level 3 (Moderately developed) = 31.2%</p> <p>Level 2 (Somewhat developed) = 35.5%</p> <p>Level 1 (Minimally developed) = 15.1%</p> <p>2022 Dashboard Data</p> <p>Level 4 (Well-developed) = 19%</p> <p>Level 3 (Moderately developed) = 37%</p> <p>Level 2 (Somewhat developed) = 33%</p> <p>Level 1 (Minimally developed) = 11%</p>	
STAR 360 Reading	<p>STAR 360 Spanish, Spring 2023</p> <p>1st-2nd</p> <p>ELL/MLs = 44.4%</p> <p>Non-ELL = 64.5%</p> <p>RFEP = 100%</p> <p>STAR 360 English, Spring 2023</p> <p>3rd-6th</p> <p>ELL/MLs = 14.3%</p> <p>Non-ELL = 61%</p> <p>RFEP = 66.7%</p>	<p>ELL/MLs in the DLI program will achieve STAR 360 at/above at 60% or more in Spanish.</p> <p>ELL/MLs not in the DLI program will achieve STAR 360 at/above at 40% or more in English.</p>
STAR 360 Reading growth of students learning English (or Spanish for DLI) as an additional language	<p>2022-2023 Fall to Spring STAR 360 Reading Growth, English (Multilingual Learners)</p> <p>% Students Typical/High Growth:</p> <p>English Language Learner = 49.1%</p> <p>Initially Fully English Proficient = 61.1%</p> <p>Reclassified Fully English Proficient = 85.7%</p> <p>Non-English Language Learner = 61.3%</p>	<p>All ELs/MLs will make typical or high growth on the STAR 360 reading assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2022-2023 Fall to Spring STAR 360 Reading Growth, Spanish (Multilingual Learners)</p> <p>% Students Typical/High Growth:</p> <p>English Language Learner = 56.3%</p> <p>Initially Fully English Proficient = 50%</p> <p>Reclassified Fully English Proficient = 100%</p> <p>Non-English Language Learner = 79.2%</p>	
	<p>2021-2022 Fall to Spring STAR 360 Reading Growth, English (Multilingual Learners)</p> <p>% Students Typical/High Growth:</p> <p>English Language Learner = 52.3%</p> <p>Initially Fully English Proficient = 82.4%</p> <p>Reclassified Fully English Proficient = 86.7%</p> <p>Non-English Language Learner = 53.5%</p>	
	<p>2021-2022 Fall to Spring STAR 360 Reading Growth, Spanish (Multilingual Learners)</p> <p>N/A due to grade levels in DLI not yet taking the reading assessment</p>	
	<p>2020/2021 Fall to Spring STAR 360 Reading Growth (English Only)</p> <p>% Students Typical/High Growth:</p> <p>English Language Learner = 44.7%</p> <p>Initially Fully English Proficient = 36.4%</p> <p>Reclassified Fully English Proficient = 83.3%</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Non-English Language Learner = 40.4%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, specifically English Learners (ELs) or Multilingual Learners (MLLs), will be served by this strategy.

Strategy/Activity

Students identified as multilingual learners will participate in a daily grade-level wide 30-minute period of designated English Language Development (ELD) or Spanish Language Development (SLD) for those in the DLI program, taught in their language level range, focusing on English language development standards or ELPAC test preparation. Teachers will review the ELPAC domain data for each multilingual learner and match lessons to strengthen areas of need. Staff will increase and offer a variety of planned, Structured Language Practices (SLPs) and partner/group routines to increase meaningful interaction between peers while emphasizing ELD standards and the practice English language proficiency. Teacher development in ELD/SLD strategies will be supported through a partnership with SBCEO, including strategies to incorporate the Frayer model, text reconstruction and collaborative summarizing to help scaffold learning during integrated ELD. Teacher teams will discuss lesson planning during PLTs, posting lessons to share on the district staff links website.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, specifically English Learners (ELs) or Multilingual Learners (MLs), will be served by this strategy.

Strategy/Activity

The MTSS Team and Grade Level PLTs will monitor the student progress of students learning English as an additional language during grade-level professional learning team meetings, MTSS Team meetings and/or during staff meetings. Staff will monitor reading progress with district benchmark (STAR 360), as well as common formative assessments such as DIBELS and teacher-created common formative assessments. Teachers will also administer the SOLOM and collect/analyze student data at intervals across the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, specifically English Learners (ELs) or Multilingual Learners (MLLs), will be served by this strategy.

Strategy/Activity

EI Camino staff will provide outreach to our families to ensure that they understand the role of daily targeted ELD instruction, the path to proficiency, and the importance of language opportunities to support student language proficiency. Outreach will occur over the course of the year and will be in the form of English Learner Advisory Council (ELAC) meetings, family information nights, parent-teacher conferences, and ParentSquare posts about MLLs, ELD, including how their child can be reclassified as fluent English proficient (R-FEP) and access to books through the EI Camino and class and digital libraries.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the last few school years, instruction was impacted by the high volume of absenteeism. Implementation of language instruction improved during the 2022-2023 school year, including fidelity to ELD/SLD instruction. Ongoing efforts to improve integrated English language development practices are supported through professional development, observations from leadership and discussions during professional learning team meetings.

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

There were no drastically material differences in the proposed and actual expenditures.

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

For the 2023-2024 school year, staff will diligently collaborate to administer common assessments, collect and analyze data to monitor student progress, and implement strategies to support the development of language acquisition skills in students acquiring English as an additional language. El Camino school will work with SBCEO to participate in job-embedded professional development focused specifically on improving language development.

El Camino					
COST ITEMS	Funding Allocated	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
Funding					
General Education	\$ 78,489.00				
Supplemental Curriculum					
Licenses & Subscriptions					
Lexia		\$ 4,257.00			
Reading Plus		\$ 1,537.00			
Intervention Materials					
DLI LCT readers		\$ 250.00			
Supplies & Duplicating					
Duplicating (Copiers)		\$ 14,600.00			
Laminator Costs		\$ 600.00			
Math Manipulatives		\$ 750.00			
Science Materials		\$ 1,000.00			
Art Specialist Additional Supplies		\$ 250.00			
Library Specialist Supplies		\$ 2,500.00			
STEAM Specialist Incidental Supplies		\$ 100.00			
Big End of Year Order for Classroom Supplies		\$ 11,750.00			
Basic Storeroom Supplies (paper, crayons, pens, etc.)		\$ 1,000.00			
Speciaty Supplies (making tape, cardstock, labels, etc.)		\$ 1,300.00			
Medical Supplies		\$ 1,500.00			
Safety Supplies		\$ 750.00			
Annual Order of Friday Folders		\$ 900.00			
New Teacher Budget (\$500 per teacher)		\$ 1,000.00			
Sped & Service Provider Supplies (\$250 per provider)		\$ 750.00			
Additional Playground Equipment or PE supplies		\$ 1,000.00			
Excessive Staff or Student Device Replacement					
Headphones		\$ 750.00			
Professional Development					
Anthony Muhammad					
Teacher Compensation		\$ 630.00			
CAPS Network					
Fee per teacher (\$750/teacher)		\$ 2,250.00			
Subs per teacher (\$210/day)		\$ 3,780.00			
Mileage (Add mileage amount)		\$ 320.00			
PLC Conference					
Hotel		\$ 2,428.00	\$ 5,000.00	Educator Effectiveness	
Registration		\$ 4,494.00			
Mileage (Add mileage amount)		\$ 290.00			
Per Diem		\$ 900.00			
Books		\$ -			
Books for ...					
Guiding Coalition Read [title]					
All Staff Read [title]		\$ 500.00			
Additional General Subs (\$210/sub)					
K/1 DIBELs Assessment Support		\$ 420.00			
Grade Level Release for...		\$ 420.00			
Teachers Observe for...		\$ 420.00			
SBCEO Workshop [Name here]					
Registration fee					
Subs per teacher (\$210/sub)					
LACOE Literacy					
Registration fee for 4th - 6th grade (\$100/teacher)		\$ 500.00			
Guiding Coalition Projects beyond meetings					
# meetings x # hours (x \$38)		\$ 350.00			
DEI Site Team Projects beyond meetings					
# meetings x # hours (x \$38)		\$ 500.00			

El Camino						
COST ITEMS		Funding Allocated	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
	Book read [title here]					
School Events & School Experiences						
	Chalk Festival					
	Art Specialist Extra Service Hours		\$ 210.00			
	Chalk		\$ 250.00			
	6th Grade Promotion					
	Refreshments		\$ 200.00			
	Decorations		\$ 100.00			
	Keepsake		\$ 100.00			
	Assemblies					
	Michael Katz (lower grade & upper grade assemblies)			\$ 700.00	TBD	
	Science Night					
	Prep (6 hours)		\$ 228.00			
	Refreshments for Presenters		\$ 100.00			
	Open House					
	Extra Service Art Specialists (5 hrs x \$38 = \$190)		\$ 200.00			
	Extra Service STEAM Specialist (5 hrs x \$38 = \$190)		\$ 200.00			
	TK/K Screening					
	Subs for teachers (\$210/teacher) or afterschool?		\$ 420.00			
Field Trips & Grade Level Experiences						
	2nd - Bus for 3rd F/T		\$ 175.00			
	3rd - Michael Katz Residency			\$ 1,400.00	TBD	
	6th - Camp CIMI				PTA	
	Bus			\$ 2,000.00	PTA/TBD	
	Registration		\$ 4,805.00	\$ 13,000.00	STAC/Support	
	Teacher Compensation Overnight		\$ 1,000.00			
	Student Sweatshirts		\$ 1,400.00			
	Water & snacks for bus		\$ 200.00			
	Additional chaperone cost for gen ed students		\$ 600.00			
	Fingerprinting		\$ 1,000.00			
Family Education & Engagement						
	DLI Orientation Night (2 nights)					
	Childcare (+\$15 hr + time/half of employee)		\$ 100.00			
	Interpretation (+\$15 hr + time/half of employee)		\$ 480.00			
	Refreshments		\$ 50.00			
	ELAC					
	Interpretation		\$ 475.00			
	Refreshments		\$ 210.00			
	Childcare		\$ 160.00			
Additional Extra Service						
	Yard Supervision Meetings					
	Specialists attend Staff meeting (time beyond 3pm)		\$ 80.00			
	Special Project with Grade Level X for					
	Overtime for SOM/SOA		\$ 1,000.00			
	Additional Academic Liaison with Expanded Learning					
Additional Projects						
	Create outdoor classroom space					
	Umbrellas/Canopies			\$ 250.00	TBD	
	Don't spend funding on indoor classroom furniture, Bond Note: Classroom Refresh Coming Soon!					

El Camino						
COST ITEMS			Funding Allocated	School Budget Amount	Other Funding Budget Amount	SPSA Goal / Action
		TOTAL	\$ 78,489.00	\$ 78,489.00	\$ 22,350.00	
				\$ -		

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
- 5 Parent or Community Members

Name of Members	Role
Lorena Chávez	Principal
Mary Bainou	Classroom Teacher
Kyla Kinzler	Classroom Teacher
Ruthie Manzo	Classroom Teacher
Paulina Villagomez	Other School Staff
Kimiko Cohn	Parent or Community Member
Ana Sierra	Parent or Community Member
Araceli Plascencia	Parent or Community Member
Sam Ramirez	Parent or Community Member
Libertad Kaddatz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/2/2023.

Attested:



Principal, Lorena Chávez on 10/02/2023

SSC Chairperson, Libertad Kaddatz on 10/ 02 /2023