

The Single Plan for Student Achievement

School: El Camino Fundamental High School
CDS Code: 34-67447-3432317
District: San Juan Unified School District
Principal: Shelley Friery
Revision Date: 8/25/2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Mission

El Camino Fundamental High School's Mission Statement

Embodying the Respect, Responsibility, and Readiness inherent in our Fundamental spirit and tradition, the mission of the El Camino Fundamental High School community is to challenge and inspire each student to be a creative, life-long learner and enlightened citizen by ensuring that students construct meaning through rigorous 21st Century learning in a caring, inclusive environment.

School Profile

El Camino Fundamental High School is one of 9 comprehensive high schools in San Juan Unified School District. El Camino offers an academic program, aligned with Common Core State Standards, which are designed to prepare students for success in the workplace, in post secondary schooling, and in citizenry. El Camino offers a full complement of Advanced Placement and Honors classes; a four year Eagle Polytechnic Institute that prepares students to enter the field of pre-engineering or technology through project-based learning in core classes; a four year AVID (Advancement Via Individual Determination) program; and a rich visual, musical, and dramatic arts program.

The community of El Camino Fundamental High School is committed to high expectations, high achievement, responsibility, and mutual respect for all students. A safe, positive environment nurtures and enables all students to reach their potential as lifelong learners and responsible, enlightened citizens. El Camino maintains academic rigor in an atmosphere that promotes respect for one another, development of personal responsibility, and readiness for the world beyond the classroom.

Comprehensive Needs Assessment Components

Introduction

Our site Strategic Plan, WASC midterm review, and S3 Grant plan have formed the basis of our School Improvement Plans. In the fall of 2010 a site team of 30 stakeholders met as the Planning Committee to develop the framework for our site Strategic Plan. In addition, throughout the winter and spring more than 40 Action Team members met to further develop Action Plans to address our critical needs. This inclusive process involved students, parents, community members, teachers, classified staff members, and administrators working together to build a plan to move the school forward. The results of this process called attention to designing and implementing coordinated systems for ongoing academic, social, and emotional support for each student, a need for the El Camino High School Community to be valued partners in supporting the learning process, the need to sustain and fortify an inclusive nurturing environment to build character, and finally ensuring the implementation of student-centered instructional strategies that promote 21st Century learning and technological skills. In preparation for our WASC midterm visitation, an effort was made to streamline the WASC plan with the goals of the strategic plan. The visiting committee found El Camino effective in the following areas: defining the school's purpose through the ESLRS and Academic Standards, school culture and support for student personal and academic growth, and effective standards-based student learning. Critical Areas of follow up that were identified included: continue to expand teaching strategies and programs that target underachieving subgroups including EL, SpEd, and SED populations, continue to regularly measure the success of the strategic plan in terms of meeting student achievement objectives and not just accomplishment of implementation of strategies, continuing to expand the use of data analysis as a tool for informing instruction, student learning, program development and professional development. Additionally, data based on the spring 2011 CHKS survey indicated that we were eligible to apply for a Safe and Supportive Schools Grant. The plan that was developed concentrated on the overarching goals: to improve the conditions for learning by addressing issues around the school's climate and culture and strive to integrate school climate reform into our schoolwide focus on student voice and disciplinary literacy. To support these goals we have identified local objectives to focus our work and monitor our progress toward improving school climate. Much work was done to ensure the alignment of these three improvement plans into one cohesive plan that we can work to implement moving forward.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

Throughout these processes we utilized a wide variety of data including:

- Student Achievement Data (STAR, CAHSEE, CELDT, Advanced Placement exam scores enrollment and participation, SAT and ACT scores, student course grades including failure rates at the semester, our API and AYP, A-G completion rate for UC/CSU eligibility, post high school enrollment and college placement
- Data related to special populations including English Learners, Special Education and 504 students, GATE students, low SES students
- Surveys of parents, students, and staff including district surveys and the CHKS survey
- Discipline data (Suspension, expulsion, behavior)
- Demographic information including gender, grade, ethnicity, and enrollment noting particular trends
- Attendance and truancy data
- parent involvement data
- Staff demographic information
- professional development focus and activities
- current communications means
- community involvement and support
- Graduation/dropout rates
- student exits and withdrawals (attrition rate)
- school facility data and planned improvement projects
- budgets
- master scheduling and course offerings data
- school connectedness data including athletic and activities participation rates
- parent education level
- AVID and EPI program data
- our school climate report card
- fitness gram results

This data helped to inform the objectives and resulting Tactics and Action Plans for our Strategic Plan and were also utilized for the WASC and S3 processes. From this data we drew the following conclusions:

- our numbers of English Learners, Special Education, low Socioeconomic Status, and Hispanic student subgroups have increased dramatically in recent years and interventions for these students have not addressed their needs adequately.
- our numbers of students receiving D and F grades at the semester, while remaining constant is not at an acceptable level and is a cause for high attrition rates in Junior and Senior years

Parental Involvement

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

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)

El Camino enjoys the benefits of a supportive community and dedicated parents. Numerous opportunities, both informal and formal exist at El Camino to provide ties between the school and the community. The following organizations provide ongoing, formal support and connection with EC:

- Athletic Boosters Club
- PTSA
- Performing Arts Boosters Club
- Science Boosters Club
- School Site Council
- Key Club in participation with Kiwanis Club

Community Service components in Athletic and Student Activity organizations

- ELAC (English Learner Advisory Committee)
- Strategic Planning Committee
- Career Center Volunteers
- EC Alumni Association

- S3 Grant Committee Broad, representative involvement in the WASC, Site Strategic Planning Teams proved to be critical to the development of our improvement plans. While we do not have student populations which give us access to ConnApp funds, we do have plans which address the needs of all students.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

The critical issues identified through our planning process included the following:

1. English Learner, low Socioeconomic student, Special Education, and Hispanic student subgroups do not meet adequate proficiency levels on standardized testing.
2. Although pockets of excellence exist, there is little evidence of consistently rigorous curriculum and instruction throughout the school that engages students in the critical thinking, writing and technological skills they will need to be successful in the 21st Century and that is required by the Common Core State Standards.
3. We lack adequate social, emotional, and academic support systems to meet the needs of our increasing at-risk population.
4. Student attainment of UC/CSU eligibility through completion of A-G coursework needs to improve via students achieving higher grades to move on to upper level course work.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,198	1,181		770	728		96	97		52	53	
Growth API	797	778		820	809		741	685		861	782	
Base API	797	798		816	820		733	741		823	861	
Target	3	2		A	A							
Growth	0	-20		4	-11							
Met Target	No	No		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	222	233		109	118		400	488		109	100	
Growth API	718	718		656	638		732	714		576	560	
Base API	734	720		631	656		716	733		541	581	
Target	5	5			7		5	5				
Growth	-16	-2			-18		16	-19				
Met Target	No	No			No		Yes	No				

Conclusions based on this data:

1. Our overall API has declined over the past 3 years, with the biggest decline happening in the 2012-13 school year.
2. Our English Learner and Special Education students score significantly below all other subgroups.
3. While our White and Asian subgroups perform above or near state expected levels, there is a gap in the achievement of our Hispanic, African-American, and low Socioeconomic students.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	96	100	99	97	99	99	94	100	97	100	100	100
Number At or Above Proficient	272	269	234	189	186	160	17	18	10	16	10	11
Percent At or Above Proficient	67.5	61.7	60.5	70.8	71.0	69.0	60.7	42.9	38.5	76.2	55.6	68.8
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	94	100	100	95	100	100	91	99	99	71	100	95
Number At or Above Proficient	37	37	42	6	6	20	64	74	78	6	10	4
Percent At or Above Proficient	54.4	42.5	46.2	16.7	13.6	37.7	48.9	41.1	45.6	22.2	27.0	13.8
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No	Yes	--	--	--	Yes	No	Yes	--	--	--

Conclusions based on this data:

1. None of the student groups met the 100% proficiency target. However, the Hispanic and Socioeconomic groups did meet the Safe Harbor target by reducing the percentage of non-proficient students by 10% .

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	96	99	99	98	99	99	94	100	100	100	100	100
Number At or Above Proficient	276	285	238	195	194	161	12	21	11	19	12	12
Percent At or Above Proficient	68.3	65.4	61.5	72.8	74.0	69.1	42.9	50.0	40.7	90.5	66.7	75.0
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	94	100	100	95	100	100	93	98	99	66	100	98
Number At or Above Proficient	39	37	47	18	11	25	72	86	83	7	12	6
Percent At or Above Proficient	57.4	42.5	52.2	50.0	25.0	47.2	54.5	47.8	48.5	25.9	32.4	20.0
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	Yes	--	--	--	Yes	No	No	--	--	--

Conclusions based on this data:

1. None of the student groups met the 100% proficiency target. However, the Hispanic group did meet the Safe Harbor target by reducing the percentage of non-proficient students by 10% .

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	3	9	15	47	7	22	5	16	2	6	32
10	3	15	8	40	6	30	1	5	2	10	20
11	3	14	8	36	6	27	4	18	1	5	22
12	1	8	9	69	2	15	1	8			13
Total	10	11	40	46	21	24	11	13	5	6	87

Conclusions based on this data:

1. The majority of our English Learners tested at the Intermediate and Early Advanced stages on CELDT.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	74	86	87
Percent with Prior Year Data	100.0%	96.5%	100.0%
Number in Cohort	74	83	87
Number Met	47	47	62
Percent Met	63.5%	56.6%	71.3%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	34	44	42	47	49	48
Number Met	7	25	15	21	15	34
Percent Met	20.6%	56.8%	35.7%	44.7%	30.6%	70.8%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	No	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. N/A

School and Student Performance Data

Local Assessment Data

Data Worksheet

El Camino Fundamental HS

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	56.7	34.4	35.7	90
	African Am	56.5		22.2	90
	Hispanic	46.0	26.9	18.2	90
	Low SES	38.0	17.0	21.7	90
	English Lnr	42.9		7.1	90
	Special Ed	14.8	5.9	8.8	90
Ovl	Growth API	798.0	797.0	778.0	800
	African Am	730.0	741.0		800
	Hispanic	738.0	718.0	717.0	800
	Low SES	718.0	732.0	714.0	800
	English Lnr	638.0	656.0	626.0	800
	Special Ed	550.0	576.0		800
2	Reading on grade level (gr 2-11)	57.4	57.1	56.2	90
	African Am	47.3	43.7	34.9	90
	Hispanic	45.3	38.8	44.3	90
	Low SES	39.3	38.1	41.5	90
	English Lnr				90
	Special Ed				90
2	Math at grade level (gr 2-7)				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed 1st time	48.8	39.3	34.9	90
	African Am	40.0	36.4	10.0	90
	Hispanic	54.1	33.3	32.6	90
	Low SES	45.1	32.0	31.1	90
	English Lnr	35.7	47.6	40.0	90
	Special Ed	40.5	41.3	52.4	90
2	Algebra 1 completed by gr 9	76.5	74.1	66.0	90
	African Am	59.5	51.3	34.2	90
	Hispanic	71.1	65.0	58.8	90
	Low SES	65.0	64.8	56.2	90
	English Lnr	16.7	52.2	59.1	90
	Special Ed	20.0	27.3	27.8	90
2	EL growth toward profic.	45.8	63.5		70
3	Pct of students abs>10% (gr K-8)				3
	African Am				3
	Hispanic				3
	Low SES				3
	English Lnr				3
	Special Ed				3
3	Pct adjusted dropouts (gr 9-12)	0.8	0.4		<5
	African Am	1.6			<5
	Hispanic	1.7	0.7		<5
	Low SES	1.5	0.2		<5
	English Lnr	0.8	0.4		<5
	Special Ed	1.5	0.8		<5
3	Cohort Graduation Rate	95.1	96.2		95
	African Am	95.7	100.0		95
	Hispanic	89.3	96.4		95
	Low SES	92.9	95.5		95
	English Lnr	42.9	93.8		95
	Special Ed	86.7	88.6		95
3	Pct of grads completing AG/CTE	56.7	47.2		70
	African Am	56.5	13.6		70
	Hispanic	46.0	29.6		70
	Low SES	38.0	24.0		70
	English Lnr	42.9	19.0		70
	Special Ed	14.8	10.7		70
5	Pct of students suspended	8.0	12.1	12.4	<2
	African Am	14.8	27.0	29.4	<2
	Hispanic	9.3	16.3	18.9	<2
	Low SES	13.4	18.9	19.1	<2
	English Lnr	25.0	10.9	14.0	<2
	Special Ed	29.4	19.5	25.7	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF		
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Improved ability to read and understand complex text		114	64.9%			63	39.7%
Improved written communication skills		115	75.7%			62	43.5%
Improved spoken/oral communication skills		113	70.8%			62	50.0%
Improved ability to solve complex problems		113	71.7%			65	46.2%
Improved ability to use technology to find information/solve problems		113	71.7%			64	60.9%
Improved ability at working with other students on problems/projects		113	70.8%			63	60.3%
Improved leadership skills		114	63.2%			65	58.5%
Encouraged to share knowledge/ideas in a creative way		113	74.3%			65	90.8%
Curiosity/imagination is fostered		113	74.3%			65	84.6%
School promotes academic success of all students.		111	72.1%			71	76.1%
Personalized Learning							
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Academic goals have been collaboratively set and monitored.		109	49.5%			64	85.9%
Students have a learning plan/4-year plan.		103	41.7%			63	30.2%
Students are challenged at school through high standards of academic performance.		113	72.6%			71	81.7%
Character Education							
	<i>Pct Most/All of the Time (character)</i>	N	Pct	N	Pct	N	Pct
Students model RESPECT at this school.		114	73.7%			71	42.3%
Students model RESPONSIBILITY at this school.		113	74.3%			71	25.4%
Students model HONESTY at this school.		114	61.4%			71	32.4%
Students model CARING at this school.		112	71.4%			71	43.7%
Students model COOPERATION at this school.		112	72.3%			71	49.3%
Students model COURAGE at this school.		112	58.9%			71	28.2%
The school fosters an appreciation of student diversity and respect for each other.						71	78.9%
Parent/Family Involvement							
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school.		111	80.2%				
Teachers provide information about a child's performance to parents who speak a language other than English.		40	85.0%			60	50.0%
Teachers promptly contact parents when he/she is concerned about their child's progress.		110	44.5%			61	68.9%
Teachers are responsive to parents when they call or want to meet.		108	67.6%			66	100.0%
Teachers send home work or ideas that help parents support their students at home.		110	43.6%			59	55.9%
Adults/staff in the office are helpful when parents/students come in or call.		112	76.8%				
Translated materials (or a translator) for my language are available when parents come to school.		35	45.7%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		107	82.2%				
The school keeps parents well-informed about school activities.		107	72.9%				
I speak a language other than English and I receive general information from my student's school in my language.		39	84.6%				
This school offers parents opportunities to be involved in school and classroom activities.		109	64.2%			68	86.8%
Parents are invited to meetings where the school's academic performance is discussed.		107	57.9%				
This school actively seeks the input of parents before making important decisions.		107	51.4%				

Conclusions based on this data:

1. There has been a significant drop from 3 years ago in almost all of the student achievement data listed.
2. At our current growth rate, we are not on track to achieve the target of 90% by 2016-17.
3. Our parents consistently rate El Camino higher on survey responses than our staff does.

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Effective instructional strategies
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Goal/Tactic #1:
Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Data Used to Form this Tactic During Strategic Planning:
Data examined in the development of this tactic includes EAP, CAHSEE, MAP, SAT, CELDT, AP, A-G completion, DFI list data
Findings from the Analysis of Current Data:
<p>Although we have, for years, called out our D/F/I rate for reduction we have made little progress as it remains around the 20% mark. D/F/I rates are significantly higher for our freshman and sophomore students than for upperclassmen and are highest in the areas of Algebra 1 and Biology.</p> <p>Examination of our EAP, CAHSEE, and MAP data shows that we have significant gaps between the achievement of our white students and our subgroups. Especially large is the gap between our ELL students, African American students, and low SES students.</p> <p>Our SAT and AP Exam data shows that the same gaps exist, but that very few ELL, Special Education, and low SES students attempt the tests. Our subgroup populations are not enrolled proportionally to their size in the general population in AP and Honors classes.</p> <p>Have not been able to access A-G or Grade data disaggregated as of yet, but will analyze when they become available.</p>
Related Objective and how it will be Measured:
<p>By May of 2015...</p> <p>Decrease the rate of students with one or more D/F grade to be no higher than 15% of all students per semester.</p> <p>Increase the number of 9th grade students who show growth on the MAP assessment from 63% TO 73% in ELA and from 66% tp 76% in Math.</p> <p>Increase the percent of English Learners growing 1+ CELDT levels per year by 10% from 35% to 45%.</p> <p>Increase the percent of students who complete A-G by graduation from 47% to 53%</p> <p>Increase the percent of students who are on track for Graduation from 70.9% to 75.9%</p> <p>Increase the percent of 11th graders meeting college ready expectations in math and ELA based on EAP by 5% from 26% to 31% in ELA and from 7% to 12% in Math</p>

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>1.0 Provide systematic intervention for students with specific needs including low SES, foster youth, and other low-achieving subgroups of students.</p> <p>1.0.1 Provide additional high school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.</p> <p>1.0.2 Provide one period of ELA CAHSEE Intervention Class</p> <p>1.0.3 Continue implementation of homework Center/Tutoring Program</p> <p>1.0.4 Provide an Intervention Math Class Spring Semester for students who fail Algebra 1 first semester</p> <p>1.0.5 Provide a Reading Intervention Class for students significantly below grade level in reading</p> <p>1.0.6 Provide a Study Hall Class to support students who have difficulty completing work outside of school</p> <p>1.0.7 Provide an after school Credit Recovery class on site during 1st Semester for students who are credit deficient</p> <p>1.0.8 Develop plan for embedded intervention</p>	Fall 2014	Administration Librarian teachers counselor	1.0.1	Counselor .5FTE	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula: Centralized Services	54,404
			1.0.2	.2 Teacher for CAHSEE Prep class from allocated FTE	1000-1999: Certificated Personnel Salaries	Other	
			1.0.3	extra assignment pay for tutors	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	1500
			1.0.4	.2 Teacher from allocated FTE Spring Semester	1000-1999: Certificated Personnel Salaries	Other	
			1.0.5	.2 Teacher from Allocated Special Education FTE	1000-1999: Certificated Personnel Salaries	Other	
			1.0.6	.2 Teacher from Allocated FTE	1000-1999: Certificated Personnel Salaries	Other	
			1.0.7	.15 FTE for Teacher for Credit Recovery class during the fall semester	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	8638
			1.0.8	extra assignment pay for teachers to develop the plan and present to staff	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	1000

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
schedule for struggling students and present to staff for approval							
<p>1.1 Ensure implementation of CCSS and ELD through AFL Strategies:</p> <p>1.1.1 Provide Professional Development for teachers on CCSS aligned unit plan and lesson design and instruction</p> <p>1.1.2 Send teachers to Assessment for Learning: Formative and Summative Assessment Conference</p> <p>1.1.3 Provide professional development to support the implementation of the ERWC Curriculum in the English department</p> <p>1.1.4 Provide Professional Development around Standards-based grading practices</p> <p>1.1.5 Provide professional development in using technology effectively in the classroom</p> <p>1.1.6 Provide access to Professional Development for teachers around Teaching advanced-level coursework</p> <p>1.1.7 Send team to Professional Learning Communities Conference and implement PLCs on campus</p> <p>1.1.8 Purchase CCSS aligned materials for Math and English</p>	<p>Fall 2014-Spring 2015</p> <p>May 2014-Fall Semester 2014</p> <p>Summer 2014 & December 2014</p> <p>Throughout 2014-15 school year</p> <p>Fall 2014</p> <p>Throughout 2014-15 school year</p> <p>Summer 2014</p> <p>September 2014</p> <p>Fall Semester 2014</p> <p>Fall Semester 2014</p>	<p>Administration Department Chairs Leadership Team Teachers Frosh Cohort Coordinator</p>	<p>1.1.1</p> <p>1.1.2</p> <p>1.1.3</p> <p>1.1.4</p> <p>1.1.5</p> <p>1.1.6</p> <p>1.1.7</p>	<p>Site license for FIP Modules-and Collaboration time to support the work (FIP purchased last year)</p> <p>Pearson-ATI Summer Institute & December Conference</p> <p>Provide substitutes for teachers attending ERWC training and working collaboratively on units</p> <p>Pearson-Sound Grading Practices Conference and Dueck Book Study</p> <p>Extra Assignment pay</p> <p>AP Summer Institute</p> <p>Solution Tree PLC at Work Workshop</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Common Core Site Allocation</p> <p>Common Core Site Allocation</p> <p>Common Core Site Allocation</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>Common Core Site Allocation</p>	<p>0</p> <p>9,000</p> <p>1,118</p> <p>5,000</p> <p>500</p> <p>5,000</p> <p>6367</p>

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
1.1.9 Purchase CCSS Supplemental materials for departments and teacher use			1.1.8	purchase supplemental materials for AP Calculus and English classes	4000-4999: Books And Supplies	Cell Tower	7,200
			1.1.9	Books, flipcharts, subscriptions, and other curricular materials for teachers to use in teaching CCSS	4000-4999: Books And Supplies	Common Core Site Allocation	5,000
1.2 Institute comprehensive Freshman Support/Transition plan	2014-15 School Year	Administration Frosh Cohort Coordinator Link Crew Coordinator S3 Coordinator Counselors	1.2.1	coordinator period for Frosh Cohort coordinator (.13 from site allocation, .07 from LCFF)	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	5152
1.2.1 Frosh cohort coordinator to organize cohort activities and track data	Fall 2014		1.2.2	Dueck Book study & ATI Sound Grading Practices Conference	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	6000
1.2.2 Provide Freshman cohort professional development	Fall 2014		1.2.3	Summer meeting and planning time and collaboration time throughout the year	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	1000
1.2.3 Freshman cohort curriculum development time	Summer & throughout 2014-15 school year		1.2.4	Planners, books, curriculum, supplies for Frosh cohort	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	1000
1.2.4 Provide materials and supplies for Frosh Cohort	Fall 2014		1.2.5	.2 Teacher from Allocated FTE	1000-1999: Certificated Personnel Salaries	Other	
1.2.5 .2 FTE Teacher for Link Crew Class Period for ongoing support and academic follow ups	2014-15 school year		1.2.6	Coordinator Refresher Training and additional coordinator training	5800: Professional/Consulting Services And Operating Expenditures	Other	3000
1.2.6 Link Crew Training and Professional Development	Spring 2015		1.2.7	T-shirts, training manuals, misc. supplies	4000-4999: Books And Supplies	Other	2500
1.2.7 Supplies and Materials for Link Crew	Throughout 2014-15 school year						

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>1.3 Provide systemic intervention to address the needs of English Learners</p> <p>1.3.1 Provide direct services and support to English Learners (EL) for short term intervention and targeted instruction; provide direct services to instructional staff including collection and analysis of EL student achievement data, professional development in English Language Development, demonstration teaching, modeling, and co-teaching.</p> <p>1.3.2 Provide Professional Development for general ed staff on working with English Learners and the new ELD Standards</p> <p>1.3.3 Provide Interpreting services at ELAC meetings</p> <p>1.3.4 Provide EDGE training for ELIS to support implementation of program</p> <p>1.3.5 Purchase supplemental materials for EL students in content area classes</p> <p>1.3.6 Purchase supplemental materials for EL students in Transitional EL and Support classes</p> <p>1.3.7 Provide GLAD Training for ELIS and other teachers/administrators</p> <p>1.3.8 Provide BIA support for English Learners in core classes</p>	<p>Throughout 2014-15 School year</p> <p>Fall Semester 2014</p> <p>throughout 2014-15 school year</p> <p>Fall Semester 2014</p> <p>Fall Semester 2014</p> <p>Fall Semester 2014</p> <p>October 2014</p> <p>throughout 2014-15 school year</p>	<p>Administration ELIS Teachers</p>	<p>1.3.1</p> <p>1.3.2</p> <p>1.3.3</p> <p>1.3.4</p> <p>1.3.5</p> <p>1.3.6</p> <p>1.3.7</p> <p>1.3.8</p>	<p>1.0 FTE EL Teacher/ELIS</p> <p>Extra Assignment Pay</p> <p>Interpreter pay</p> <p>Registration and sub costs</p> <p>Purchase content area books and supplies</p> <p>Purchase supplemental materials for EL classes</p> <p>GLAD Registration and Substitutes</p> <p>BIA support for core classes</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Local Control Funding Formula Supplemental Grant (LCFF)</p> <p>Local Control Funding Formula Supplemental Grant (LCFF)</p> <p>Local Control Funding Formula Supplemental Grant (LCFF)</p> <p>Local Control Funding Formula Supplemental Grant (LCFF)</p> <p>Local Control Funding Formula Supplemental Grant (LCFF)</p> <p>Local Control Funding Formula Supplemental Grant (LCFF)</p> <p>Local Control Funding Formula Supplemental Grant (LCFF)</p> <p>Local Control Funding Formula Supplemental Grant (LCFF)</p>	<p>97,000</p> <p>250</p> <p>300</p> <p>500</p> <p>1000</p> <p>1000</p> <p>500</p> <p>6,000</p>

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: School Climate and Culture
District Strategy:
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
Goal/Tactic #2:
Foster respectful, collaborative, and reflective school and district cultures that ensure academic and social/emotional well-being for each student.
Data Used to Form this Tactic During Strategic Planning:
CHKS Survey Results Parent and Student Survey Results Suspension and other discipline referral data Freshman Survey data Senior exit survey data
Findings from the Analysis of Current Data:
Our California Healthy Kids Survey results continue to grow each year under the implementation of our S-3 Grant initiatives. We have experienced a 58 point overall gain on our School Climate Index over the past 3 years and although we have experienced growth in our climate index scores for meaningful participation and school connectedness, still only 53% report feeling connected. Our attendance rate continues to grow each year, although not by the 1% that the district asks of us. Last year we experienced over a .25% gain and had the highest attendance in the district for our freshman class. Overall our daily attendance rate stands at 97%. In looking at suspension rates , our African American and Special Education students have the highest rate of suspension overall.
Related Objective and how it will be Measured:
By May 2015... Increase our score for Overall Supports and Engagement on the CHKS by 10 points from 328 to 338. Increase the attendance rate by at least .25% from 97% to 97.25% as measured by "Q" attendance report. Decrease the suspension rate of African American and Special Education students suspended from school from 72% to 50% (African Americans) and from 60% to 40% for Special Education students as measured by "Q" suspension report. Decrease the number of students referred to the office by teachers for behavior issues by 25% from 641 to 480.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>2.0 Implement Eagle Extravaganza days to get students involved/connected from the first day of school</p> <p>2.0.1 Develop Rotation Ideas and Lesson Plans</p> <p>2.0.2 Implement Link Crew Freshman Orientation</p> <p>2.0.3 Guest Speaker</p>	Fall 2014--1st Days of School	Administration School Climate Team Teachers Student Leaders	2.0.1	LT Hours to develop curriculum and purchase supplies	4000-4999: Books And Supplies	General Fund	100
			2.0.2	T-shirts, supplies for orientation	4000-4999: Books And Supplies	Grants	1,000
			2.0.3	speaking fee for Jason Hewlitt	5800: Professional/Consulting Services And Operating Expenditures	Grants	5,000
<p>2.1 Host regular parent involvement activities to equip parents with the tools to help their students succeed</p> <p>2.1.1 Send a team to the Academic Partnership Conference</p> <p>2.1.2 Host regular parent information/involvement nights</p> <p>2.1.3 Revamp Family Resource Center on campus</p> <p>2.1.4 Hold regular ELAC committee meetings to gather input from EL parents</p>	<p>2014-15 school year</p> <p>October 2014</p> <p>Monthly throughout the 2014-15 School Year</p> <p>Spring 2015</p> <p>September, November, February, and April</p>	Administration S-3 Coordinator ELIS	2.1.1	subs for teachers attending	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	300
			2.1.2	Guest Speakers and supplies for events	5800: Professional/Consulting Services And Operating Expenditures	Grants	2500
			2.1.3	Supplies and materials	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	500
			2.1.4	ELIS extra assignment pay	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	300
<p>2.2 Systematically recognize and reward students for academic and social achievements.</p> <p>2.2.1 Continue holding Academic Recognition</p>	<p>2014-15 school year</p> <p>January 2015</p>	Administration Activities Director S-3 Coordinator Link Crew Coordinator Athletic Director	2.2.1	Materials and supplies for assembly including t-shirts	4000-4999: Books And Supplies	Grants	2500

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
Assembly 2.2.2 Continue BIONIC Awards 2.2.3 Continue monthly PALS Lunch 2.2.4 Continue Attendance Incentives Program	September, November, January, March, May Every 4th Friday Throughout 2014-15 School year		2.2.2	t-shirts for nominees and photo printing	4000-4999: Books And Supplies	Grants	2500
			2.2.3	cost of lunch is mostly offset by participants	4000-4999: Books And Supplies	Donations	100
			2.2.4	Incentives for attendance improvement program initiatives	4000-4999: Books And Supplies	Other	1500
2.3 Implement Single School Culture initiatives to enhance school climate 2.3.1 Determine new rules to be normed 2.3.2 Track data and report back to staff 2.3.3 provide incentives to teachers and students for positive results 2.3.4 ongoing marketing campaign	ongoing from prior years August 2014 & January 2015 throughout 2014-15 school year Quarterly throughout the 2014-15 school year throughout 2014-15 school year	Administration Leadership Team	2.3.1	discussion time at PD Days and staff meetings			0
			2.3.2	clerical overtime pay	2000-2999: Classified Personnel Salaries	General Fund	200
			2.3.3	quarterly celebrations of progress at lunch	4000-4999: Books And Supplies	Other	2000
			2.3.4	materials for signage and reinforcement of message	4000-4999: Books And Supplies	General Fund	100
2.4 Continue to Support S-3 Initiatives for enhancing student voice and meaningful participation on campus 2.4.1 Continue Positive Coaching Alliance 2.4.2 Continue and improve Student Senate 2.4.3 Continue PLUS Program 2.4.4 Continue Safe Spaces Program	ongoing from prior years throughout 2014-15 school year Monthly throughout 2014-15 school year throughout 2014-15 school year throughout 2014-15 school year September 2014 &	Administration S-3 Coordinator Athletic Director Activities Director	2.4.1	Contract with PCA	5800: Professional/Consulting Services And Operating Expenditures	Grants	1000
			2.4.2	Monthly Student Senate Meetings to gather input and student voice	4000-4999: Books And Supplies	Grants	1000

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
2.4.5 Implement Breaking Down the Walls Program	ongoing throughout the year		2.4.3	Continue PLUS program with quarterly forums to gather data and student voice on bullying and other student issues	4000-4999: Books And Supplies	Grants	500
			2.4.4	training at staff meeting and additional stickers	4000-4999: Books And Supplies	Grants	20
			2.4.5	Assembly and 3 workshop days plus parent event	5800: Professional/Consulting Services And Operating Expenditures	Grants	10,000
2.5 Expand Leadership capacity of students on campus	2014-15 school year	Administration Activities Director Athletic Director Link Crew Coordinator	2.5.1	Site Allocation	1000-1999: Certificated Personnel Salaries		
2.5.1 Create Freshman Leadership class as part of Freshman cohort program	Fall 2014		2.5.2	Leadership Conferences and workshops for students	5000-5999: Services And Other Operating Expenditures	Grants	10,000
2.5.2 continue to strengthen Leadership capacity of students in Link Crew, Student Government, and other student groups on campus	ongoing throughout 2014-15 school year		2.5.3	CADA conferences /workshops, Interleague meetings, Link Crew Follow-Up training, AD conference, and book study materials	5000-5999: Services And Other Operating Expenditures	Grants	15,000
2.5.3 Professional development for teachers of student leaders	February 2015 & periodically at other times throughout the school year		2.5.4	Student CADA/CASL workshops/ conferences, Interleague meetings, Student Link Conference, student summer leadership retreat, Breaking Down the Walls training, etc.	5800: Professional/Consulting Services And Operating Expenditures	Grants	15,000
2.5.4 Student retreats, workshops and conferences to develop and strengthen leadership skills	Summer 2014, October 2014, November 2014, April & May 2015						

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>2.6 Provide staff development on culture and diversity</p> <p>2.6.1 Guest speaker for presentation to staff</p> <p>2.6.2 ongoing work with culture and diversity issues on Thursdays 2nd semester</p>	<p>2014-15 school year</p> <p>Fall Semester 2014</p> <p>Spring Semester 2015</p>	Administration Leadership Team	<p>2.6.1</p> <p>2.6.2</p>	<p>Guest presenter</p> <p>Book study on culture and diversity</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Local Control Funding Formula Supplemental Grant (LCFF)</p> <p>Local Control Funding Formula Supplemental Grant (LCFF)</p>	<p>1000</p> <p>1800</p>
<p>2.7 Improve the physical environment of the campus</p> <p>2.7.1 Tile Mural Project</p> <p>2.7.2 Upgrade to digital photo lab</p> <p>2.7.3 provide additional resources for computers in classrooms</p> <p>2.7.4 Improve exterior signage and appeal</p>	2014-15 school year	Administration District Office Ceramics Teacher Photo Teacher Athletic Director	<p>2.7.1</p> <p>2.7.2</p> <p>2.7.3</p> <p>2.7.4</p>	<p>purchase material and equipment for tile project</p> <p>purchase new computers, digital cameras and tables for upgrade</p> <p>purchase additional COW and upgrade RAM on library computers</p> <p>purchase new equipment for events, street banners, new signage supplies and equipment</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Cell Tower</p> <p>Cell Tower</p> <p>Cell Tower</p> <p>Other</p>	<p>2000</p> <p>20,000</p> <p>13,000</p> <p>5500</p>
<p>2.8 Implement activities aimed specifically at raising student awareness of drug and alcohol-related issues</p> <p>2.8.1 Kevin Bracy's REACH One Alliance</p> <p>2.8.2 Every 15 Minutes Program</p>	Fall and Spring 2014-15	Administration S-3 Coordinator Activities Director Teachers Boosters & PTSA	<p>2.8.1</p> <p>2.8.2</p>	<p>Speaker and Assembly program with workshops</p> <p>Car Crash and Assembly program</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Grants</p> <p>Grants</p>	<p>0</p> <p>10,000</p>

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula Supplemental Grant	134,860	120.00
Common Core Site Allocation	21,485	0.00
Local Control Funding Formula: Centralized Services	54,404	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Cell Tower	4000-4999: Books And Supplies	42,200.00
Common Core Site Allocation	1000-1999: Certificated Personnel Salaries	1,118.00
Common Core Site Allocation	4000-4999: Books And Supplies	5,000.00
Common Core Site Allocation	5800: Professional/Consulting Services And Operating	15,367.00
Donations	4000-4999: Books And Supplies	100.00
General Fund	1000-1999: Certificated Personnel Salaries	500.00
General Fund	2000-2999: Classified Personnel Salaries	200.00
General Fund	4000-4999: Books And Supplies	200.00
General Fund	5800: Professional/Consulting Services And Operating	10,000.00
Grants	4000-4999: Books And Supplies	7,520.00
Grants	5000-5999: Services And Other Operating Expenditures	25,000.00
Grants	5800: Professional/Consulting Services And Operating	43,500.00
Local Control Funding Formula Supplemental Grant (LCFF)	1000-1999: Certificated Personnel Salaries	121,640.00
Local Control Funding Formula Supplemental Grant (LCFF)	2000-2999: Classified Personnel Salaries	6,300.00
Local Control Funding Formula Supplemental Grant (LCFF)	4000-4999: Books And Supplies	5,300.00
Local Control Funding Formula Supplemental Grant (LCFF)	5800: Professional/Consulting Services And Operating	1,500.00
Local Control Funding Formula: Centralized Services	1000-1999: Certificated Personnel Salaries	54,404.00
Other	4000-4999: Books And Supplies	11,500.00
Other	5800: Professional/Consulting Services And Operating	3,000.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Andrea Catania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phil Meagher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tim Gager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie King	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelley Friery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joy Wake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TBD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alejandro Jacobo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Katie Yamanishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Christine Wiley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ryan Tompkins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liz Sisson (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenaida Kamine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	4	2	3	3

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee
 - English Learner Advisory Committee
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on September 7, 2014.

Attested:

Shelley Friery

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

El Camino Fundamental High School's Parent Involvement Policy

El Camino Fundamental High School's Parent Compact

See El Camino School-Parent Contract 2013-2014 in Attachments file.

Annual Program Evaluation for 2014-15 Goals & Actions

Planned Improvement Goal #1:

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Related Objective and how it will be Measured:

By May of 2015...

Decrease the rate of students with one or more D/F grade to be no higher than 15% of all students per semester.

Increase the number of 9th grade students who show growth on the MAP assessment from 63% TO 73% in ELA and from 66% tp 76% in Math.

Increase the percent of English Learners growing 1+ CELDT levels per year by 10% from 35% to 45%.

Increase the percent of students who complete A-G by graduation from 47% to 53%

Increase the percent of students who are on track for Graduation from 70.9% to 75.9%

Increase the percent of 11th graders meeting college ready expectations in math and ELA based on EAP by 5% from 26% to 31% in ELA and from 7% to 12% in Math

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Ensure implementation of CCSS and ELD through AFL Strategies: 1.1.1 Provide Professional Development for teachers on CCSS aligned unit plan and lesson design and instruction 1.1.2 Send teachers to Assessment for Learning: Formative and Summative Assessment Conference 1.1.3 Provide professional development to support the implementation of the ERWC Curriculum in the English department 1.1.4 Provide Professional Development around Standards-based grading practices 1.1.5 Provide professional development in using technology effectively in the classroom 1.1.6 Provide access to Professional Development for teachers around Teaching advanced-level coursework 1.1.7 Send team to Professional Learning Communities Conference and implement PLCs on campus 1.1.8 Purchase CCSS aligned materials for Math and English 1.1.9 Purchase CCSS Supplemental materials for departments and teacher use			
Institute comprehensive Freshman Support/Transition plan 1.2.1 Frosh cohort coordinator to organize cohort activities and track data 1.2.2 Provide Freshman cohort professional development 1.2.3 Freshman cohort curriculum development time 1.2.4 Provide materials and supplies for Frosh Cohort 1.2.5 .2 FTE Teacher for Link Crew Class Period for ongoing support and academic follow ups 1.2.6 Link Crew Training and Professional Development 1.2.7 Supplies and Materials for Link Crew			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Provide systemic intervention to address the needs of English Learners 1.3.1 Provide direct services and support to English Learners (EL) for short term intervention and targeted instruction; provide direct services to instructional staff including collection and analysis of EL student achievement data, professional development in English Language Development, demonstration teaching, modeling, and co-teaching. 1.3.2 Provide Professional Development for general ed staff on working with English Learners and the new ELD Standards 1.3.3 Provide Interpreting services at ELAC meetings 1.3.4 Provide EDGE training for ELIS to support implementation of program 1.3.5 Purchase supplemental materials for EL students in content area classes 1.3.6 Purchase supplemental materials for EL students in Transitional EL and Support classes 1.3.7 Provide GLAD Training for ELIS and other teachers/administrators 1.3.8 Provide BIA support for English Learners in core classes			

Planned Improvement Goal #2:

Foster respectful, collaborative, and reflective school and district cultures that ensure academic and social/emotional well-being for each student.

Related Objective and how it will be Measured:

By May 2015...

Increase our score for Overall Supports and Engagement on the CHKS by 10 points from 328 to 338.

Increase the attendance rate by at least .25% from 97% to 97.25% as measured by "Q" attendance report.

Decrease the suspension rate of African American and Special Education students suspended from school from 72% to 50% (African Americans) and from 60% to 40% for Special Education students as measured by "Q" suspension report.

Decrease the number of students referred to the office by teachers for behavior issues by 25% from 641 to 480.

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Host regular parent involvement activities to equip parents with the tools to help their students succeed 2.1.1 Send a team to the Academic Partnership Conference 2.1.2 Host regular parent information/involvement nights 2.1.3 Revamp Family Resource Center on campus 2.1.4 Hold regular ELAC committee meetings to gather input from EL parents			
Systematically recognize and reward students for academic and social achievements. 2.2.1 Continue holding Academic Recognition Assembly 2.2.2 Continue BIONIC Awards 2.2.3 Continue monthly PALS Lunch 2.2.4 Continue Attendance Incentives Program			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Implement Single School Culture initiatives to enhance school climate 2.3.1 Determine new rules to be normed 2.3.2 Track data and report back to staff 2.3.3 provide incentives to teachers and students for positive results 2.3.4 ongoing marketing campaign			
Continue to Support S-3 Initiatives for enhancing student voice and meaningful participation on campus 2.4.1 Continue Positive Coaching Alliance 2.4.2 Continue and improve Student Senate 2.4.3 Continue PLUS Program 2.4.4 Continue Safe Spaces Program 2.4.5 Implement Breaking Down the Walls Program			
Expand Leadership capacity of students on campus 2.5.1 Create Freshman Leadership class as part of Freshman cohort program 2.5.2 continue to strengthen Leadership capacity of students in Link Crew, Student Government , and other student groups on campus 2.5.3 Professional development for teachers of student leaders 2.5.4 Student retreats, workshops and conferences to develop and strengthen leadership skills			
Provide staff development on culture and diversity 2.6.1 Guest speaker for presentation to staff 2.6.2 ongoing work with culture and diversity issues on Thursdays 2nd semester			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Improve the physical environment of the campus 2.7.1 Tile Mural Project 2.7.2 Upgrade to digital photo lab 2.7.3 provide additional resources for computers in classrooms 2.7.4 Improve exterior signage and appeal			
Implement activities aimed specifically at raising student awareness of drug and alcohol-related issues 2.8.1 Kevin Bracy's REACH One Alliance 2.8.2 Every 15 Minutes Program			

Planned Improvement Goal #3:

Related Objective and how it will be Measured:

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	

Planned Improvement Goal #4:

Related Objective and how it will be Measured:

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	

Planned Improvement Goal #5:

Related Objective and how it will be Measured:

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	

Planned Improvement Goal #6:

Related Objective and how it will be Measured:

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	