

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:

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 California Content Standards, which is 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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	1,213	1,198	1,181	834	770	731	84	96	98	49	52	53
Growth API	798	797	778	817	820	809	730	741	688	823	861	782
Base API	800	797	798	821	816	820	712	733	741	843	823	861
Target	A	3	2	A	A	A						
Growth	-2	0	-20	-4	4	-11						
Met Target	No	No	No	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	202	222	231	89	109	104	387	400	478	96	109	98
Growth API	738	718	717	638	656	626	718	732	716	550	576	557
Base API	739	734	720	636	631	656	723	716	733	598	541	581
Target	5	5	5			7	5	5	5			
Growth	-1	-16	-3			-30	-5	16	-17			
Met Target	No	No	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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	96	100	100	97	99	100	94	100	100	100	100
Number At or Above Proficient	287	272	269	206	189	187	16	17	19	10	16	10
Percent At or Above Proficient	63.9	67.5	61.7	67.5	70.8	71.1	44.4	60.7	44.2	71.4	76.2	55.6
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	94	100	100	95	100	100	91	99	100	71	100
Number At or Above Proficient	43	37	36	6	6	4	58	64	71	8	6	9
Percent At or Above Proficient	53.8	54.4	41.9	18.8	16.7	10.3	40.8	48.9	40.6	26.7	22.2	25.7
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. White students at El Camino are the only subgroup meeting AYP goals.
2. In the 2012-13 school year, we failed to meet our schoolwide AYP targets.
3. Our Hispanic and Socioeconomically Disadvantaged students failed to meet AYP targets.

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	96	99	100	98	99	100	94	100	100	100	100
Number At or Above Proficient	301	276	285	216	195	195	20	12	22	12	19	12
Percent At or Above Proficient	67.0	68.3	65.4	70.8	72.8	74.1	55.6	42.9	51.2	85.7	90.5	66.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	94	100	100	95	100	100	93	99	100	66	100
Number At or Above Proficient	41	39	36	11	18	10	70	72	84	10	7	11
Percent At or Above Proficient	51.2	57.4	41.9	34.4	50.0	25.6	49.3	54.5	48.0	33.3	25.9	31.4
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. In 2012-13 school year, El Camino failed to meet AYP goals for math schoolwide for the first time.
2. Hispanic students failed to meet AYP goals for math for the third year in a row.
3. Significantly underperforming compared to "all students" are: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and African-American students.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
10			***** *	***					***** **	***	*****
11			3	75	1	25					4
Total			4	57	1	14			2	29	7

Conclusions based on this data:

1. The majority of students tested scored in the Early Advanced range, although there isn't much data to draw conclusions from.
2. A total of 7 students needed initial CELDT assessment.

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	9	7	32	8	36	2	9	3	14	22
10			12	43	10	36	3	11	3	11	28
11			8	50	4	25	3	19	1	6	16
12	2	10	10	50	6	30	2	10			20
Total	4	5	37	43	28	33	10	12	7	8	86

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

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	9	7	32	8	36	2	9	3	14	22
10			13	42	10	32	3	10	5	16	31
11			11	55	5	25	3	15	1	5	20
12	2	10	10	50	6	30	2	10			20
Total	4	4	41	44	29	31	10	11	9	10	93

Conclusions based on this data:

1. Of the 93 students assessed, the majority of English Learners at El Camino are at the Intermediate and Early Advanced levels on the CELDT.
2. Approximately 6% of students at El Camino High school are English Learners.

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	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>Personalized Learning</i>	<i>Pct Strongly Agree/Agree</i>	N Pct	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>Character Education</i>	<i>Pct Most/All of the Time (character)</i>	N Pct	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>Parent/Family Involvement</i>	<i>Pct Strongly Agree/Agree</i>	N Pct	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.
Tactic #1:
We will design and implement a coordinated system of ongoing academic, social, and emotional support for each student.
Data Used to Form this Tactic:
Data examined in the development of this tactic include CST, GPA, SAT, ACT, AP, API, AYP, A-G completion, DFI list data, dropout and attrition rate data, survey data, and data gathered through reading research.
Findings from the Analysis of this Data:
We found that there is a need for all types of student support: academic, emotional, and social. One of the biggest reasons students at all levels are not succeeding to their potential is a lack of coordinated support for them on campus. We believe adding support systems that work in tandem with each other will help to improve student performance and reduce attrition.
Related Objective and how it will be Measured:
By 2016, El Camino Fundamental High school will reduce student attrition(for reasons under our control) overall by 10%, with specific targets for at-risk subgroups. The number of graduates completing the California college system's A-G entrance requirements will increase by 10% overall, with specific targets set for at-risk subgroups. Annually, 35% of non-proficient students will increase one or more performance levels as measured by STAR in ELA and/or Math, with commensurate growth from at-risk subgroups. By 2016, the percent of the student body with an academic "F" at the semester will decrease to 10%, with specific targets set for at-risk subgroups.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Implement an effective homework center that addresses the academic and social needs of El Camino students	2013-14	Librarian Vice Principal	Survey Students to determine needs and structure of the HWC Modify operations based on feedback received and continue implementation	None Specified None Specified		
1.2 Improve student leadership opportunities and build connections and relationships for all incoming Freshmen	2013-14	Link Crew Coordinator Administrator	Continue Implementation of Link Crew Class Expand implementation of Freshman Orientation to include all Freshmen on First Day of School Continue and expand Academic follow-up activities in Freshman Classes Continue and expand Social Follow-up activities for Freshmen Build student leadership through attending training/conferences	1000-1999: Other Certificated Personnel Salaries 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures		10,000.00 1500.00 2500.00 22,781.00
1.3 Implement PLUS Program	2013-14	S3 Coordinator PLUS Coordinator Administration	Recruit and train student leaders	None Specified	Other	2500.00
1.4 Increase opportunities for student voice	2013-14	S3 Coordinator Administration	Expand Student Senate	None Specified	Other	1500.00
1.5 Provide intervention support classes for students with specific needs	2013-14	Administration EL Support Teacher ELIS CAHSEE Support	Provide 2 EL Support Classes	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula (LCFF)	8179.80

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Teacher	Hire an ELIS to provide support 2 days a week	5700-5799: Transfers Of Direct Costs	Local Control Funding Formula (LCFF)	50,792.00
			Implement new curriculum for English Learners	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	4500.00
			Provide 1 CAHSEE Support class for ELA	1000-1999: Certificated Personnel Salaries	Other	10,000

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: Family, Community Engagement
District Strategy:
Strategy 2: We will expand human community and financial resources and ensure they are used most effectively to achieve our mission and objectives.
Tactic #2:
El Camino will utilize the unique contributions and resources of the El Camino Fundamental Community as valued partners in support of students and the learning process.
Data Used to Form this Tactic:
Discussions throughout our Site Strategic Planning process indicated a need for improved 2-way communication between the school and its stakeholders in the community and that the community is full of untapped resources. Survey results indicated that improved communication and community connection were also areas of need for El Camino.
Findings from the Analysis of this Data:
El Camino is a large school community and our forms of communication are outdated. We need to move into the 21st century with more technological means of communication. Survey data shows there is a mismatch with the parent and staff perceptions surrounding communication. Improved communication and connection with the community can improve student performance.
Related Objective and how it will be Measured:
<ul style="list-style-type: none"> • Research the feasibility of tracking the stakeholder “hits” and/or distribution lists for the various communication tools, for a 5% increase annually: • EC Web page; Zangle Student Information System; EC Facebook page; EC-Gram; Alumni Web Page; Parent Connect Phone Messages; Returned mail. • Establish baseline data where feasible for each of the communication tools by June 2013, with the goal of increasing usage by 5% annually. • Start small-scale pilot for tracking student participation by class and individual using a scan-in phone application by Spring 2013 (dances, EPI Field Day, etc). • Run a whole school pilot for 2013-2014 for tracking student and family participation by class and individual using a scan-in phone application, to create a baseline. • CHKS parent results regarding communication will improve 5% annually.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Implement a Communication System that reaches the maximum number of El Camino Fundamental High School's community members via contemporary media and technology on a regular basis.	2013-14	Principal Site Council	For communication purposes, develop and maintain a community directory at the school site.	None Specified		0
			Continuously update family data in El Camino Fundamental High School's student information system (e-mail, phone number, and address).	1000-1999: Certificated Personnel Salaries	Other	1000.00
			Establish a communication team, including all stakeholders (students, parents, staff, and external community members), that will meet monthly and focus on maintaining the consistency, strength, and effectiveness of two-way communication at ECHS. (SITE council, with input from PTSA, Boosters)	None Specified		0
			Establish a team who will determine the baseline of WHAT is to be communicated each month and HOW it will be communicated.	None Specified		0
2.2 Strengthen El Camino Fundamental High School's relationship with their Alumni Association.	2013-14	Administration Boosters Organization Athletic Director	Recruit an Alumni Coordinator.	None Specified		0

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Activities Director	Create and formalize the Alumni Association by creating membership bylaws that address membership, fees, criteria, and the purpose of the Association. The Alumni Association will operate under the aegis of the Boosters.	None Specified		0
			For communication purposes, create and maintain an Alumni Association database.	None Specified		0
			Utilize the communication team in Action Plan 2.1.6a, strengthen the connection between El Camino Fundamental High School and its Alumni Association.	None Specified		0
			Collaboratively (School and Alumni Association) develop a strong Alumni presence on the El Camino website.	None Specified		0
			Publicize opportunities for the Alumni Association to get involved in El Camino Fundamental High School events.	None Specified		0
			Host Alumni Association events twice a year (Fall/Spring).	4000-4999: Books And Supplies		500.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.3 Implement a system that utilizes the unique contributions of El Camino Fundamental High School's community to bring Real-Life Application to El Camino students.	2014-15	Department Chairs Administration Boosters PTSA	Utilize the communication team in Action Plan 2.1.6a and the Alumni Association to bring community professionals to El Camino Fundamental High School to share their experiences and talents with our students.	None Specified		0
			Publicize opportunities to community members, staff and student groups.	None Specified		0
			Create a database of community speakers/experts in various professional fields.	None Specified		0
			Create a mentorship/internship program with community professionals giving students the opportunity to connect their learning with real-life application.	None Specified		0
			Create a student survey to be given post speaker/mentorship opportunity to measure the degree of positive impact it had on C&C decision-making.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Plan and conduct Family-Centered activities at the school site to support student and family connectedness	2013-14	S3 Coordinator Vice Principals S3 Leadership Team	Develop and implement four family centered activities per school year.	5800: Professional/Consulting Services And Operating Expenditures	Other	20,000.00

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

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: Character, behavior
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.
Tactic #3:
We will sustain and fortify an inclusive nurturing environment that utilizes the capacity of the ECFHS community to build character so that each student becomes an active, caring and contributing member of a diverse community.
Data Used to Form this Tactic:
Student, Parent, and Staff Survey data, Citizenship Grade reports, CHKS, behavioral referrals, and recognition records
Findings from the Analysis of this Data:
An emphasis on the 3Rs has been a strong tradition at ECHS. In recent years, however, less emphasis has been spent on character education activities. While overall suspension rates had dropped due to a less strict enforcement of the cell phone policy, an increase in disproportionality of suspensions is troubling. Bullying, and in particular cyberbullying, is an increasing trend. Strong recognition programs are in place such as the BIONIC program and PALS lunches, but a need exists to expand the recognition and rewards on campus to highlight good behavior.
Related Objective and how it will be Measured:
Annually, each student will demonstrate high standards for citizenship through commitment to the Three R's and fulfillment of the community service requirement. Measured through: <ul style="list-style-type: none"> • Once implemented, the number of students receiving As, Bs, and Cs in Citizenship will increase 10% annually until 2016, with targets established for at-risk student groups. • Once implemented, the number of behavior referrals will decrease by 5% annually until 2016, with targets established for our at-risk student groups. • Once implemented, the number of students receiving Proficient or Advanced on the ECFHS ESLR Rubric will increase by 10% annually until 2016. • Once implemented, the number of at-risk student groups receiving recognition for performance and/or improvement in academics and/or citizenship will increase by 5% annually until 2016. • According to the CHKS, 9th grade perceptions of school connectedness will increase by 3% annually until 2016. • According to the CHKS, students will demonstrate a 5% increase annually in perception of opportunities for meaningful participation on the school campus until 2016. • According to the CHKS, there will be a 3% decrease annually in the number of students who report personal harassment or bullying on school property.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Systematically recognize and Reward Excellence at ECFHS.	2013-14	S3 Coordinator Activities Director Athletic Director Principal Department chairs PTSA Boosters	Create a menu of school wide recognition opportunities for students and staff (Character, Attendance, Overall Academics, and Academic Improvement).	4000-4999: Books And Supplies		1000.00
			Create criteria for awards given.	None Specified		0
			Provide additional options to teachers to reward within their classroom/subject matter area at their discretion.	None Specified		0
			Publicize award recipients (EC Gram, EC Website, Photos, Morning Announcements, Global E-mail, and other electronic options) and District PR.	None Specified		0
			Seek out community sponsorship to sustain and enrich the program.	None Specified		0
			Publicly recognize community sponsors. (EX: announcements at sports games)	None Specified		0

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Create a series of events to highlight and celebrate the ECFHS talent. (Festival of Arts, Student/Staff Talent Show, and other options beyond the arts.)	4000-4999: Books And Supplies	Other	1000.00
			Revamp current awards ceremonies to be more relevant to students and parents.	None Specified		0
			Create an ongoing record/database of all award recipients, making it accessible to award-givers on a regular basis.	None Specified		0
3.2 Increase School Pride by improving the physical environment of ECFHS.	2013-14	Administration Boosters PTSA Activities Director Art Teacher	Coordinate how space will be used on an on-going basis (Classes, Clubs, Student/Staff generated work).	None Specified		0
			Create a program to adopt a portion of the school to maintain the physical environment for beautification purposes (Table, Quad, and Hallway).	None Specified		0
			Incorporate culture in the physical environment (through a mural).	4000-4999: Books And Supplies		250.00
			Boosters' Self-Help Beautification Project of two inner quads & Snack Bar/Foyer.	None Specified		0

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Support ECArts proposed Performing Arts Center as part of Measure N.	None Specified		0
3.3 Create a culture that supports strong character, sense of safety and increases awareness around incidents of bullying and harassment	2013-14	S3 Coordinator Activities Director Athletic Director Administration	Implement Postive Coaching Alliance	5800: Professional/Consulting Services And Operating Expenditures	Other	5000.00
			Implement Safe Space Program	4000-4999: Books And Supplies	Other	1000.00
			Implement PLUS Program	5800: Professional/Consulting Services And Operating Expenditures	Other	2500.00

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #4

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, 21st Century Skills, technology integration, use of data, assessment
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.
Tactic #4:
We will ensure that all staff implement student-centered instructional strategies throughout the school that promote consistently rigorous 21st Century learning and technological skills.
Data Used to Form this Tactic:
STAR, CAHSEE, API, AYP, AP scores, SAT, ACT, A-G completion rate, DFI rates, student attrition/withdrawal data, survey data
Findings from the Analysis of this Data:
There is little evidence of consistently rigorous teaching and learning across the board at El Camino. Our top end students perform well and are on track with post-high school transitions. Our at-risk students are not meeting with the same degree of success. We believe a focus on more rigorous, student-centered instruction will provide the relevance at-risk students need to succeed in taking a more active role in their learning.
Related Objective and how it will be Measured:
<ul style="list-style-type: none">Utilizing 21st Century skills, each student will successfully complete projects/products annually that demonstrate rigorous learning. The number of students scoring proficient or advanced, as measured by the expected school-wide learning results rubric, will increase by 10% annually until 2016.By 2016, El Camino Fundamental High School will reduce student attrition overall by 10%, with specific targets for at-risk subgroups.The number of graduates completing the California college system's A-G entrance requirements will increase by 10% overall, with specific targets set for at-risk subgroups.Annually, 35% of on-proficient students will increase one or more performance levels as measured by STAR in ELA and/or Math, with commensurate growth from at-risk subgroups.By 2016, the percent of the student body with an academic "F" at the semester will decrease to 10%, with specific targets set for at-risk subgroups.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Ensure Rigorous Learning in every class.	2013-14	Teachers Leadership Team Department Chairs Administration	Update documents using CCSS once district has rolled-out its training, identified the power standards, and the site LT has done the same per district's direction.	None Specified		0
			Ensure instructional rigor is present in teaching and assessment of Common Core standards.	None Specified		0
			Provide staff development around Rigorous Instruction and Learning (Thursday Professional Development; District Workshops on Disciplinary Literacy, Balanced Math, Assessment Training, Introduction to Common Core).	5000-5999: Services And Other Operating Expenditures	Other	13,000.00
			12 teachers and Principal to attend Assessment Literacy Training (ATI) in Portland Oregon, with follow up of 6 more.	5000-5999: Services And Other Operating Expenditures	Other	10,000.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Using the district provided Measures of Academic Progress (MAP) formative assessments 3 x year to monitor growth toward Common Core standards within ELA/Math.	None Specified		0
			Regularly review common assessment results from MAP tests, and other teacher-created ones, to ensure consistency in curriculum access, course requirements, and grading norms for similar courses.	None Specified		0
			With Leadership Team and Chairs, explore professional development opportunities that will help the school address the academic and social/emotional needs of our at-risk student groups, such as Rtl; Culturally Relevant instruction; Single School Culture.	None Specified		0
			Send Algebra 1 teachers to 16 days of Balanced Math professional development in preparation for the Common Core and closing the achievement gap in mathematics.	5000-5999: Services And Other Operating Expenditures	Other	3000.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Send English 1 teachers to Disciplinary Literacy Professional Development in preparation for Common Core and closing the achievement gap.	5000-5999: Services And Other Operating Expenditures	Other	3000.00
4.2 Ensure student mastery of 21st Century skills in effective communication, collaborative work, quality production, and complex thinking.	2013-14	Leadership Team Department Chairs Administration	Develop a digital catalog of strategies and lesson plans that require students to pose and solve problems collaboratively and cross-culturally.	None Specified		0
			Adopt a rubric for assessing mastery in effective communication, collaborative work, quality production, and complex thinking.	None Specified		0
			Establish a regular time to utilize protocols to examine student work and standardize practice.	None Specified		0
			Create a set of school-wide guidelines that direct student analysis, synthesis and discernment of credible information from multiple sources and a variety of formats.	None Specified		0

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Communicate guidelines to staff and give time to incorporate them into lesson plans.	None Specified		0
4.3 Ensure that all staff implement Student-Centered Instructional Strategies guided by learning targets aligned to common core and demonstrated through an interdisciplinary project.	2013-14	Leadership Team Department Chairs	Assemble a team of department representatives to develop specific student-centered learning skills/targets for each grade level that are aligned with the CCSS.	1000-1999: Certificated Personnel Salaries		1000.00
			Teach specific student-centered learning skills at each level to build upon each year that are aligned with the CCSS.	None Specified		0
			Create grade level interdisciplinary projects that utilize the specific learning skills, have a distinct purpose, and allow for flexibility in topic selection and presentation of mastery based on student interest and are aligned with the CCSS.	None Specified		0
			Establish a support system and designated time to refine interdisciplinary projects and student-centered strategies across grade levels and departments.	None Specified		0

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.4 Establish a comprehensive plan to Integrate Technological Skills in teaching and learning.	2013-14	Leadership Team Department Chairs	Department representatives meet to determine which technology applications will be taught in each curricular area and how they will be taught and measured, ensuring coverage of major applications and development of skills over time.	None Specified		0
			Embed specific technological elements into all curricula with accompanying proficiency measurements, and require at least one student generated product for classroom presentation and/or evaluation each year.	None Specified		0

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 (LCFF)	62,033	-1,438.80

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Local Control Funding Formula (LCFF)	63,471.80
Other	110,281.00

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Local Control Funding Formula (LCFF)	1000-1999: Certificated Personnel Salaries	8,179.80
Other	1000-1999: Certificated Personnel Salaries	21,000.00
Local Control Funding Formula (LCFF)	4000-4999: Books And Supplies	4,500.00
Other	4000-4999: Books And Supplies	6,000.00
Other	5000-5999: Services And Other Operating Expenditures	51,781.00
Local Control Funding Formula (LCFF)	5700-5799: Transfers Of Direct Costs	50,792.00
Other	5800: Professional/Consulting Services And Operating	27,500.00
Other	None Specified	4,000.00

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Billie Jean-Seekins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ed Santillanes (Chair)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Herb Drefs	<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"/>
Lisa Mattos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Matthew Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nathan Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ortega Jacqui	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steve Markley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 May 15, 2013.

Attested:

Shelley Friery

Typed Name of School Principal

Signature of School Principal

Date

Ed Santillanes

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date