

School Year: **2020-21**



## School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Camino Elementary School	42-69195-6045405	November 4, 2020	January 20, 2021

### Purpose and Description

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

Schoolwide Program

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

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. Additionally, in December we will be sending out an English Learner Needs Assessment Survey to all parents/guardians who have a child identified as an English Learner (EL) to gather their input on EL programs and support. This survey will be sent out digitally (through ParentSquare) and as a hard copy. Results from this survey will be shared out through our online parent notification system, ParentSquare, and during an English Learner Advisory Council (ELAC) meeting.

## Classroom Observations

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

All students take monthly STAR 360 Early Literacy or Reading/Math assessments. Additionally, students take common formative assessments in math along with the summative assessments their teacher elects to use. Common formative assessments for English Language Arts (ELA) have been created and are in the process of being implemented by teachers. Teachers may add any additional assessments they feel necessary to inform their practice. Informal observation is done regularly by teachers, staff, and site leadership.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified.

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

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

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

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

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

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

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

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

## Teaching and Learning

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

Teachers utilize the Common Core State Standards to guide their planning. They use District adopted curriculum as the foundation for their instruction.

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

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

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

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

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

### Funding

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

Additional targeted intervention and extension is made available for students who are, or were ever, an English learner (EL). Additionally, access to additional support and summer school is available to students with academic needs.

### Fiscal support (EPC)

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

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%	0	0	0
African American	0.87%	0.85%	0.81%	2	2	2
Asian	3.93%	2.55%	1.63%	9	6	4
Filipino	0.87%	0.85%	1.63%	2	2	4
Hispanic/Latino	83.84%	80.43%	77.24%	192	189	190
Pacific Islander	%	%	0%	0	0	0
White	10.04%	12.77%	15.45%	23	30	38
Multiple/No Response	%	0.85%	1.22%	0	2	5
<b>Total Enrollment</b>				229	235	246

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	33	42	39
Grade 1	35	36	41
Grade 2	31	33	39
Grade 3	33	30	32
Grade 4	32	32	31
Grade 5	26	32	34
Grade 6	39	30	30
<b>Total Enrollment</b>	229	235	246

### Conclusions based on this data:

- Students at El Camino School are predominately Hispanic/Latino (~72.24%) and White (~15.45%). Overall, demographic data has been stable across several years with a slight downward trend in the Hispanic/Latino population and a slight upward trend in the White population.
- Overall enrollment continues to be low, fluctuating between 229-250 students, showing an enrollment increase of 11 students in the 2019-2020 school year.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	85	88	70	37.1%	37.4%	28.5%
Fluent English Proficient (FEP)	44	34	47	19.2%	14.5%	19.1%
Reclassified Fluent English Proficient (RFEP)	28	3	17	24.3%	3.5%	19.3%

### Conclusions based on this data:

1. The percentage of English Learners (ELs) at El Camino School declined by almost 9% between the 2018/2019 (37.4%) and the 2019/2020 (28.5%) school year.
2. There was an approximate 4.6% increase in the number of students classified as Fluent English Proficient (FEP; 19.1%).
3. There was a substantial increase (15.8%) in the number of students who were Reclassified Fluent English Proficient (RFEP; 19.3%) in comparison to the 2018/2019 data.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36	32	30	35	31	30	35	31	30	97.2	96.9	100
Grade 4	27	30	34	26	30	33	26	30	33	96.3	100	97.1
Grade 5	37	28	30	37	28	29	37	28	29	100	100	96.7
Grade 6	36	40	30	35	39	30	35	39	30	97.2	97.5	100
All Grades	136	130	124	133	128	122	133	128	122	97.8	98.5	98.4

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2390.	2392.	2405.	11.43	9.68	16.67	22.86	22.58	20.00	22.86	29.03	26.67	42.86	38.71	36.67
Grade 4	2423.	2451.	2459.	15.38	10.00	21.21	15.38	33.33	27.27	19.23	26.67	24.24	50.00	30.00	27.27
Grade 5	2493.	2458.	2534.	18.92	10.71	27.59	24.32	25.00	31.03	24.32	25.00	31.03	32.43	39.29	10.34
Grade 6	2508.	2542.	2503.	14.29	15.38	16.67	22.86	41.03	23.33	31.43	23.08	33.33	31.43	20.51	26.67
All Grades	N/A	N/A	N/A	15.04	11.72	20.49	21.80	31.25	25.41	24.81	25.78	28.69	38.35	31.25	25.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.86	12.90	20.00	28.57	48.39	43.33	48.57	38.71	36.67
Grade 4	11.54	16.67	24.24	50.00	53.33	48.48	38.46	30.00	27.27
Grade 5	16.22	7.14	27.59	54.05	57.14	62.07	29.73	35.71	10.34
Grade 6	20.00	30.77	16.67	37.14	46.15	43.33	42.86	23.08	40.00
All Grades	18.05	17.97	22.13	42.11	50.78	49.18	39.85	31.25	28.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	12.90	16.67	48.57	48.39	46.67	37.14	38.71	36.67
Grade 4	11.54	13.33	15.15	38.46	56.67	48.48	50.00	30.00	36.36
Grade 5	27.03	10.71	31.03	43.24	35.71	48.28	29.73	53.57	20.69
Grade 6	22.86	25.64	13.33	45.71	53.85	56.67	31.43	20.51	30.00
All Grades	19.55	16.41	18.85	44.36	49.22	50.00	36.09	34.38	31.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	16.13	13.33	54.29	67.74	66.67	28.57	16.13	20.00
Grade 4	15.38	6.67	21.21	53.85	80.00	63.64	30.77	13.33	15.15
Grade 5	24.32	3.57	31.03	56.76	67.86	62.07	18.92	28.57	6.90
Grade 6	20.00	15.38	13.33	60.00	69.23	63.33	20.00	15.38	23.33
All Grades	19.55	10.94	19.67	56.39	71.09	63.93	24.06	17.97	16.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.43	12.90	16.67	42.86	41.94	43.33	45.71	45.16	40.00
Grade 4	7.69	23.33	15.15	53.85	56.67	57.58	38.46	20.00	27.27
Grade 5	24.32	17.86	24.14	45.95	42.86	68.97	29.73	39.29	6.90
Grade 6	20.00	38.46	26.67	54.29	48.72	46.67	25.71	12.82	26.67
All Grades	16.54	24.22	20.49	48.87	47.66	54.10	34.59	28.13	25.41

**Conclusions based on this data:**

1. Student participation in CAASPP assessments is consistently strong. It should be noted that state testing was not completed during the 2019-2020 school year due to the COVID-19 Pandemic and the subsequent school closures so all conclusions are based off of data from the 2018/2019 school year.
2. Overall scaled scores continue to increase slightly overall. Based on the 2018-2019 data, approximately (~12%) of students exceed the standard and (~26%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~25%) nearly meet and (~35%) do not meet the overall achievement standards in ELA. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. The claims demonstrate that writing is an area that needs improvement with (~36%) not meeting the standard and only (~18%) exceeding the standard. Listening is less likely to be an area of strength (exceed standard) for most students, although few students do not meet the standard. Research/Inquiry is a claim that about half of the students are near/meet the standard, a third do not meet it, and about 20% are above the standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36	32	30	36	32	30	36	32	30	100	100	100
Grade 4	27	30	34	27	30	33	27	30	33	100	100	97.1
Grade 5	37	28	30	37	28	30	37	28	30	100	100	100
Grade 6	36	40	30	36	40	30	36	40	30	100	100	100
All Grades	136	130	124	136	130	123	136	130	123	100	100	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2415.	2407.	2409.	16.67	12.50	10.00	36.11	21.88	23.33	8.33	28.13	33.33	38.89	37.50	33.33
Grade 4	2448.	2472.	2467.	7.41	16.67	15.15	22.22	30.00	33.33	37.04	36.67	21.21	33.33	16.67	30.30
Grade 5	2479.	2489.	2531.	16.22	21.43	30.00	18.92	14.29	26.67	24.32	25.00	26.67	40.54	39.29	16.67
Grade 6	2484.	2514.	2489.	11.11	22.50	20.00	22.22	25.00	6.67	19.44	17.50	16.67	47.22	35.00	56.67
All Grades	N/A	N/A	N/A	13.24	18.46	18.70	25.00	23.08	22.76	21.32	26.15	24.39	40.44	32.31	34.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.11	25.00	23.33	22.22	34.38	40.00	41.67	40.63	36.67
Grade 4	14.81	26.67	24.24	33.33	40.00	42.42	51.85	33.33	33.33
Grade 5	18.92	21.43	46.67	27.03	28.57	26.67	54.05	50.00	26.67
Grade 6	19.44	30.00	20.00	30.56	32.50	23.33	50.00	37.50	56.67
All Grades	22.79	26.15	28.46	27.94	33.85	33.33	49.26	40.00	38.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.44	15.63	16.67	50.00	46.88	53.33	30.56	37.50	30.00
Grade 4	11.11	23.33	12.12	44.44	53.33	57.58	44.44	23.33	30.30
Grade 5	18.92	10.71	23.33	35.14	42.86	60.00	45.95	46.43	16.67
Grade 6	8.33	12.50	6.67	47.22	45.00	36.67	44.44	42.50	56.67
All Grades	14.71	15.38	14.63	44.12	46.92	52.03	41.18	37.69	33.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.22	18.75	20.00	41.67	43.75	46.67	36.11	37.50	33.33
Grade 4	14.81	20.00	15.15	48.15	56.67	51.52	37.04	23.33	33.33
Grade 5	18.92	21.43	26.67	48.65	39.29	56.67	32.43	39.29	16.67
Grade 6	8.33	20.00	10.00	47.22	42.50	50.00	44.44	37.50	40.00
All Grades	16.18	20.00	17.89	46.32	45.38	51.22	37.50	34.62	30.89

**Conclusions based on this data:**

1. Student participation in CAASPP assessments is consistently strong. It should be noted that state testing was not completed during the 2019-2020 school year due to the COVID-19 Pandemic and the subsequent school closures so all conclusions are based on data from the 2018/2019 school year.
2. Overall scaled scores continue to increase slightly overall. According to the 2018/2019 data, approximately (~16%) of students exceed the standard and (~24%) meet the standard in overall Math achievement. Approximately (~24%) nearly meet and (~36%) do not meet the overall achievement standards in Math. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. Approximately 25% of students exceed the standard in concepts/procedures and 30% are near/meeting the standard. Another 45% are not meeting the standard. Problem-solving/Data Analysis is challenging with only ~15% of students exceeding the standard and ~40% not meeting it. Communicating reasoning is a relative strength with about 36% not meeting the standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1472.4	*	1474.8	*	1466.5	*	17	6
Grade 1	1492.0	1462.4	1505.1	1472.8	1478.2	1451.5	13	15
Grade 2	1532.5	1510.4	1528.2	1528.4	1536.2	1491.9	15	13
Grade 3	1500.3	1520.9	1501.0	1511.1	1499.2	1530.4	13	16
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	7
Grade 6	*	*	*	*	*	*	*	10
All Grades							80	76

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	82.35	*	*	*	*	*	*	*	17	*
1	*	6.67	*	60.00		26.67	*	6.67	13	15
2	86.67	30.77	*	61.54		0.00		7.69	15	13
3	*	37.50	*	37.50		12.50	*	12.50	13	16
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	61.25	23.68	27.50	50.00	*	15.79	*	10.53	80	76

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	82.35	*	*	*	*	*		*	17	*
1	*	13.33	*	80.00	*	0.00		6.67	13	15
2	80.00	76.92	*	7.69	*	15.38		0.00	15	13
3	*	68.75	*	12.50		6.25	*	12.50	13	16
4	*	*	*	*	*	*		*	*	*
5	*	*		*		*	*	*	*	*
6	*	*	*	*		*		*	*	*
All Grades	72.50	52.63	17.50	30.26	*	5.26	*	11.84	80	76

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	17	*
1	*	6.67	*	46.67	*	33.33	*	13.33	13	15
2	73.33	7.69	*	53.85		30.77		7.69	15	13
3		25.00	*	43.75	*	31.25	*	0.00	13	16
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	41.25	11.84	28.75	44.74	20.00	32.89	*	10.53	80	76

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	88.24	*	*	*	*	*	17	*	
1	84.62	60.00	*	33.33		6.67	13	15	
2	73.33	53.85	*	46.15		0.00	15	13	
3	*	31.25	*	50.00	*	18.75	13	16	
4	*	*	*	*	*	*	*	*	
All Grades	66.25	36.84	28.75	50.00	*	13.16	80	76	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.59	*	*	*		*	17	*
1	*	13.33	*	86.67	*	0.00	13	15
2	86.67	76.92	*	23.08		0.00	15	13
3	*	56.25	*	31.25	*	12.50	13	16
5	*	*	*	*	*	*	*	*
All Grades	73.75	51.32	21.25	38.16	*	10.53	80	76

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	17	*
1	*	13.33	*	73.33	*	13.33	13	15
2	93.33	15.38	*	76.92		7.69	15	13
3		18.75	*	68.75	*	12.50	13	16
6	*	*	*	*	*	*	*	*
All Grades	38.75	10.53	46.25	73.68	15.00	15.79	80	76

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	17	*
1	*	6.67	*	80.00	*	13.33	13	15
2	*	7.69	*	84.62		7.69	15	13
3	*	37.50	*	62.50	*	0.00	13	16
5	*	*	*	*	*	*	*	*
All Grades	42.50	22.37	50.00	67.11	*	10.53	80	76

**Conclusions based on this data:**

1. It should be noted that since ELPAC testing was not completed for all grades during the 2019/2020 school year due to the COVID-19 Pandemic and subsequent school closures, data is not reported for schools and districts. Therefore, conclusions are based off of data from the 2018/2019 school year.
2. Approximately 61% of English learner students achieved an overall score of Level 4, one criteria for reclassification. Approximately 28% of English learners assessed achieved an overall score of Level 3 and no students received a Level 2 or 1.
3. Oral language, Listening, and Speaking are areas of strength, with ~68% achieving a Level 4 in these areas. Reading and Writing were areas of challenge, with ~40% receiving a Level 4.





# School and Student Performance Data

## Student Population

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

2018-19 Dashboard Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
235	65.5	37.4	1.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	88	37.4
Foster Youth	3	1.3
Homeless	3	1.3
Socioeconomically Disadvantaged	154	65.5
Students with Disabilities	16	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.9
Asian	6	2.6
Filipino	2	0.9
Hispanic	189	80.4
Two or More Races	4	1.7
White	30	12.8





### Conclusions based on this data:

1. Approximately 65.5% of students are socioeconomically disadvantaged. This percentage of students from low-income households is one of the highest in the District.
2. Approximately 37.4% of students are identified as English learners (ELs).
3. About 6.8% of enrolled students have disabilities which is on the lower end for the District.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. It should be noted that all conclusions are based on data from the 2018/2019 school year due to the fact that state testing for all grades was not completed during the 2019/2020 school year due to the COVID-19 Pandemic and subsequent school closures. Math overall performance is strong (green) and English Language Arts is an area needing improvement (yellow).
2. Chronic Absenteeism is a large area of concern (orange) that will continue to be addressed this school year.
3. Overall suspension rate has improved (green).

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 6.8 points below standard Increased ++9.8 points 117	<p><b>English Learners</b></p>  Yellow 15.5 points below standard Increased ++6.8 points 71	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 29.2 points below standard Increased ++3.9 points 79	<p><b>Students with Disabilities</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.9 points below standard Increased ++8.9 points 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
58.4 points below standard Increased Significantly ++34.5 points 39	36.9 points above standard Increased ++7.1 points 32	7.4 points above standard Increased Significantly ++16 points 45

**Conclusions based on this data:**

1. It should be noted that state testing for all grades was not completed during the 2019/2020 school year due to the COVID-19 Pandemic and subsequent school closures so all conclusions are based off of data from the 2018/2019 school year. Current English Learners significantly increased their performance in ELA by 34.5 points nearly double the increase of English Only students (+16 points).
2. Students identified as socioeconomically disadvantaged increased their ELA performance by 3.9 points though their overall scores are still below the standard.
3. All students increased their ELA performance between 3.9 and 9.8 points though English Learners and Socioeconomically Disadvantaged students had overall scores that indicate they are still below the standard.

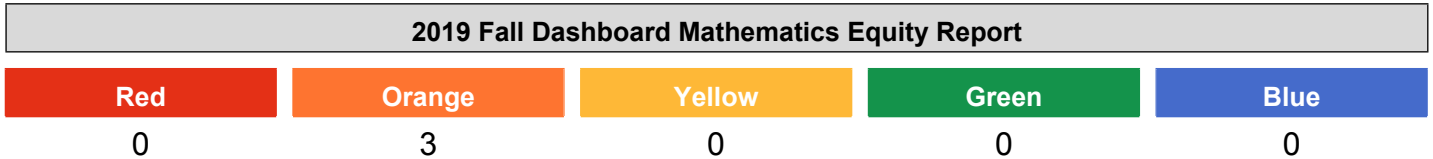
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>21.3 points below standard</p> <p>Increased ++3.1 points</p> <p>118</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>33.5 points below standard</p> <p>Declined -3.8 points</p> <p>72</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>40.9 points below standard</p> <p>Declined -6 points</p> <p>80</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 27.3 points below standard Maintained ++1.6 points 104	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.3 points below standard Increased ++6.2 points 40	23.6 points above standard Increased ++12.3 points 32	0.2 points below standard Increased Significantly ++15.1 points 45

#### Conclusions based on this data:

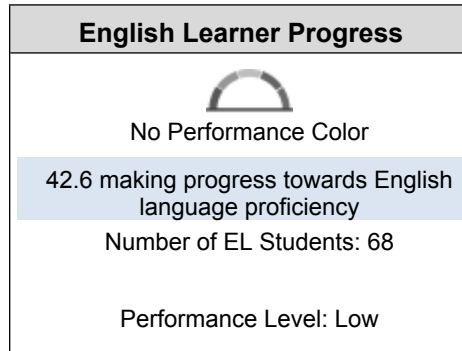
1. It should be noted that state testing for all grades was not completed during the 2019/2020 school year due to the COVID-19 Pandemic and subsequent school closures so all conclusions are based off of data from the 2018/2019 school year. Students identified as English Learners (-3.8 points) and Socioeconomically Disadvantaged (-6 points) had declining math scores.
2. Students of Hispanic heritage maintained their math score (+1.6 points) but continue to perform below the standard (-27.3 points).
3. Students who were reclassified scored 23.6 points above standard, out performing the English Only population (-0.2 below standard).

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.8	23.5	17.6	

#### Conclusions based on this data:

1. It should be noted that ELPAC testing was not reported for the 2019/2020 school year due to the COVID-19 Pandemic and subsequent school closures so all conclusions are based off of data from the 2018/2019 school year. Approximately 33.8% of English learners (ELs) decreased by one ELPI level.
2. 42.6% of English Learners made progress towards English Language Proficiency.



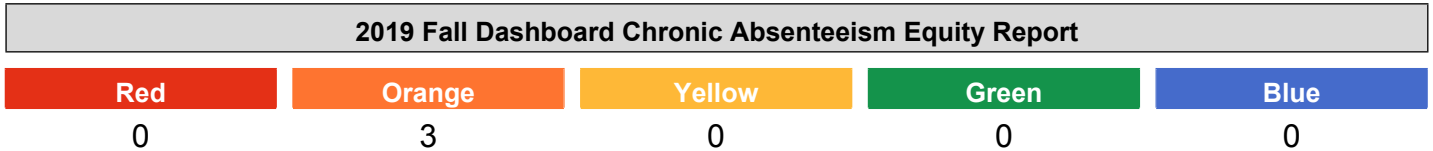
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>9.3</p> <p>Increased +2.5</p> <p>247</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>7.7</p> <p>Increased +1.3</p> <p>91</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>9.7</p> <p>Increased +0.9</p> <p>165</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>17.4</p> <p>Declined -2.6</p> <p>23</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 7.1 Increased +0.9 197	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 9.4 Increased +1.4 32

**Conclusions based on this data:**

1. Students identified with a disability have a large percentage of students with chronic absenteeism (17.4%) though it did decline overall.
2. All students, English Learners, and Socioeconomically Disadvantaged students showed an increase in Chronic Absenteeism (+0.9 - 2.5).
3. Overall, chronic absenteeism remains an area for improvement (orange). Due to the COVID-19 Pandemic and subsequent school closures data is missing from the 2019 dashboard.

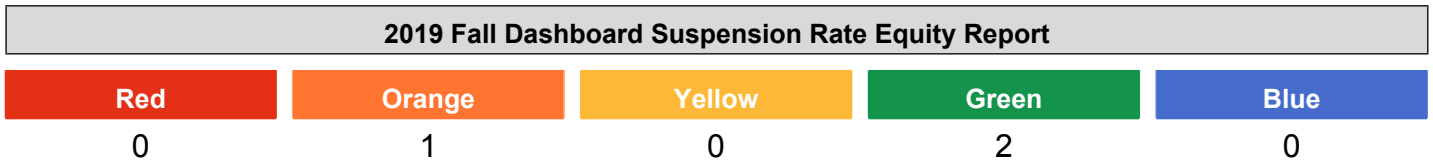
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>1.9</p> <p>Declined Significantly -1.8</p> <p>258</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>2.1</p> <p>Increased +1.2</p> <p>94</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>2.4</p> <p>Declined Significantly -2.2</p> <p>168</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>23</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2		 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.5 Declined Significantly -1 203	 No Performance Color Less than 11 Students - Data 7		 No Performance Color 0 Declined -8 34

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.7	1.9

**Conclusions based on this data:**

1. Suspensions significantly decreased across All Students (-1.8 points) and students identified as Socioeconomically Disadvantaged (-2.2 points).
2. Suspensions increased (+1.2 points) with students identified as English Learners.
3. Suspension rate decreased from 2018 (3/7%) to 2019 (1.9%).

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts/Literacy

## LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

## Goal 1

All students will demonstrate a year's growth in English Language Arts/Literacy as measured by the STAR 360 Early Literacy, STAR 360 Reading, and SBAC assessments.

## Identified Need

Spring 2019 State and Spring 2020 (March) local data (STAR 360) indicate that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, by looking at individual students' growth data, grade-level PLC teams are able to better target instruction for improved outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	<p>Spring 2020 (March) Data</p> <p>Kindergarten 42% Exceeded 24% Met 16% Nearly Met 10% Not Met 8% No Data</p> <p>First Grade 47% Exceeded 14% Met 15% Nearly Met 15% Not Met 10% No Data</p>	<p>Increase the number of students meeting and exceeding proficiency in Early Literacy by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.</p>
STAR 360 - Spring Data Early Literacy – Growth	<p>Spring 2020 (March) Data</p> <p>Kindergarten- no data First Grade 53% Exceeded 30% Met 8% No Met 9% No Data</p>	<p>100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Early Literacy).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Reading – Proficiency	Spring 2020 (March) Data Second Grade 51% Exceeded 19% Met 10% Nearly Met 16% Not Met 3 % No Data  Third Grade 48% Exceeded 21% Met 12% Nearly Met 16% Not Met 2% No Data  Fourth Grade 41% Exceeded 31% Met 4% Nearly Met 15% Not Met 4% No Data  Fifth Grade 33% Exceeded 22% Met 23% Nearly Met 18% Not Met 16% No Data  Sixth Grade 31% Exceeded 24% Met 19% Nearly Met 21% Not Met 5% No Data	Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.
STAR 360 - Spring Data Reading - Growth	Spring 2020 (March) Data  Second Grade 71% Exceeded 12% Met 13% Nearly Met 3% Not Met 3% No Data  Third Grade 54% Exceeded 14% Met	100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Reading).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>29% Nearly Met 2% No Data</p> <p>Fourth Grade 48% Exceeded 10% Met 41% Not Met 4% No Data</p> <p>Fifth Grade 44% Exceeded 10% Met 41% No Met 4% No Data</p> <p>Sixth Grade 47% Exceeded 9% Met 39% Not Met 5% No Data</p>	
<p>SBAC - Spring Data Overall English Language Arts/Literacy Achievement</p>	<p>Spring 2020 (March) Data Unavailable due to the COVID-19 pandemic and subsequent school closures.</p> <p>Spring 2019 Data Third Grade 17% Exceeded 20% Met 27% Nearly Met 37% Not Met Fourth Grade 21% Exceeded 27% Met 24% Nearly Met 27% Not Met Fifth Grade 28% Exceeded 31% Met 31% Nearly Met 10% Not Met Sixth Grade 17% Exceeded 23% Met 33% Nearly Met 27% Not Met</p>	<p>Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.</p>

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

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

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

All students, including English Learners and students from low-income families, will be served by this strategy.

#### Strategy/Activity

Due to the fact that we have new members of PLC teams, all Grade level Professional Learning Communities (PLCs) will meet together regularly to review PLC practices: analyze student data and work samples, discuss best practice instructional strategies and curriculum implementation. Emphasis will be on Tier I core initial instruction, scaffolding, and differentiation within the class environment. Teacher teams will support each other and use site support as needed to continue developing skills in data analysis and knowledge of effective PLC teams.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All students, including English Learners and students from low-income families, will be served by this strategy.

#### Strategy/Activity

Grade level PLC teams in conjunction with learning center staff will utilize progress monitoring data from STAR 360 and unit assessment to augment intervention group rosters every 6-8 weeks (1 intervention cycle) to ensure that students who are below proficiency are receiving the appropriate curricular supports and materials in both large and small group instruction.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All students, including English Learners and students from low-income families, will be served by this strategy.



### Strategy/Activity

Grade level PLC teams will meet weekly to define the essential learning standards that students must achieve proficiency on in order to be successful in the subsequent grade. Additionally, once per trimester vertical articulation will occur with the grade levels above and below to refine the essential standards. By June 2020, El Camino staff will have a set of essential learning standards for every grade that will be shared out with families and students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students, including English Learners and students from low-income families, will be served by this strategy.

### Strategy/Activity

Staff will participate in professional development to understand how to pull and analyze data sourced from the Renaissance Learning and Schoolzilla platforms. The knowledge will provide them with progress monitoring data that they will then utilize to form intervention groups.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

During the 2019-2020 school year, El Camino made great strides in increasing student proficiency in ELA. A common master schedule, dedicated daily grade level intervention and extension groups, twice-weekly grade level PLC sessions, monthly vertical articulation, and professional development during staff meetings on how to understand and utilize data from assessments all assisted in students making gains towards proficiency. Though school closures due to the COVID-19 pandemic occurred in March 2020, students continued to make gains during the last trimester of the year though at a slower rate.

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

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

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

For the 2020/2021 school year, our next steps will be to include strategies that will hone in on supporting students within the online learning environment as well as the in-person environment. We expect our students to show forms of regression due to the atypical end of the school year which impacted how students received intervention and extension in core ELA skills. In order to compensate for the anticipated regression, our staff will focus on key essential learning standards such as decoding and phonemic awareness in the younger grades during both core instruction and during intervention sessions. All intervention sessions will be supported with a designated intervention curriculum such as WonderWorks or SIPPS and progress monitoring assessments will be collected during every intervention cycle, typically 6-8 weeks in length. In terms of assessment data utilized for metrics, we will rely on STAR 360 and common formative assessments since no state testing was done during the Spring of 2020 due to the COVID-19 pandemic.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student groups.

## Goal 2

All students will demonstrate a year's growth in Mathematics as measured by the STAR 360 Early Literacy, STAR 360 Mathematics, and SBAC assessments.

## Identified Need

Spring 2019 State and Spring 2020 (March) local data (STAR 360) data indicate that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, but looking at individual students' growth data, grade-level PLC teams are able to better target instruction for improved outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Formative Assessments in Math	Refine and administer common formative assessments in math	All students will participate in common formative assessments in math twice per unit. Teachers will use assessment information to give feedback to the student and modify instruction for success.
STAR 360 - Spring Scaled Score Math (1st-6th) Proficiency	<p>Spring 2020 (March) Data</p> <p>First grade 59% Exceeded 21 % Met 9% Nearly Met 6% Not Met 6% No Data</p> <p>Second Grade 55% Exceeded 22% Met 14% Nearly Met 12% Not Met 11% No Data</p> <p>Third Grade 56% Exceeded</p>	Increase the number of students meeting and exceeding proficiency in Math as measured by the STAR 360 by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>19% Met 11% Nearly Met 12% Not Met 2% No Data</p> <p>Fourth Grade 51% Exceeded 18% Met 14% Nearly Met 20% Not Met 6% No Data</p> <p>Fifth Grade 52% Exceeded 13% Met 14% Nearly Met 13% Not Met 7% No Data</p> <p>Sixth Grade 6% Exceeded 66% Met 22% Nearly Met 3% Not Met 3% No Data</p>	
<p>STAR 360 - Spring Scaled Score Math, Growth</p>	<p>Spring 2020 (March) Data</p> <p>Second Grade 64% Exceeded 12% Met 21% Not Met 3% No Data</p> <p>Third Grade 39% Exceeded 22% Met 38% No Met 1% No Data</p> <p>Fourth Grade 30% Exceeded 17% Met 49% Not Met 4% No Data</p> <p>Fifth Grade 23% Exceeded 15% Met 55% Not Met</p>	<p>100% of students will demonstrate adequate growth (at least 100 points) as measured by the STAR 360 Math assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7% No Data  Sixth Grade 27% Exceeded 12% Met 58% No Met 3% No Data	
SBAC - Spring Overall Math Achievement	Spring 2020 (March) Data Unavailable due to the COVID-19 pandemic and subsequent school closures.  Spring 2019 Data Third Grade 10% Exceeded 24% Met 31% Nearly Met 34% Not Met  Fourth Grade 16% Exceeded 29% Met 23% Nearly Met 32% Not Met  Fifth Grade 30% Exceeded 27% Met 27% Nearly Met 17% Not Met  Sixth Grade 20% Exceeded 7% Met 17% Nearly Met 57% Not Met	Increase the number of students meeting and exceeding proficiency in Math as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students, including English Learners and students from low-income families, will be served by this strategy.

### Strategy/Activity

Due to the fact that we have new members of PLC teams, all Grade level Professional Learning Communities (PLCs) will meet together regularly to review PLC practices: analyze student data and work samples, discuss best practice instructional strategies and curriculum implementation. Emphasis will be on Tier I core initial instruction, scaffolding, and differentiation within the class environment. Teacher teams will support each other and use site support as needed to continue developing skills in data analysis and knowledge of effective PLC teams.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students, including English Learners and students from low-income families, will be served by this strategy.

### Strategy/Activity

Grade level PLC teams will meet weekly to define the essential learning standards that students must achieve proficiency on in order to be successful in the subsequent grade. Additionally, once per trimester vertical articulation will occur with the grade levels above and below to refine the essential standards. By June 2020, El Camino staff will have a set of essential learning standards for every grade that will be shared out with families and students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students, including English Learners and students from low-income families, will be served by this strategy.

### Strategy/Activity

Staff will participate in professional development to understand how to pull and analyze data sourced from the Renaissance Learning and Schoolzilla platforms. The knowledge will provide them with progress monitoring data that they will then utilize to determine what forms of differentiation are needed during Tier 1 instruction in mathematics.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All students, including English Learners and students from low-income families, will be served by this strategy.

#### **Strategy/Activity**

In order to increase students accessibility to differentiated mathematics curriculum students will be provided with access to Freckle where in they will take placement tests and have specific skill practice and lessons assigned to them. This will be increasingly beneficial during times of online learning and as a way to help support students who require intervention, re-teaching, or pre-teaching in specific mathematical skills.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

### **ANALYSIS**

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

During the 2019-2020 school year, El Camino made strong strides in increasing student proficiency in mathematics with over 50% of students per grade meeting or exceeding standards (STAR 360 Spring Scaled Score Math, 1st-6th). A common master schedule, twice-weekly grade level PLC sessions, monthly vertical articulation, and professional development during staff meetings on how to understand and utilize data from assessments all assisted in students making gains towards proficiency. Though school closures due to the COVID-19 pandemic occurred in March 2020, students continued to make gains during the last trimester of the year though at a slower rate.

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

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

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

For the 2020/2021 school year, our next steps will be to include strategies that provide support to students within the online learning environment as well as the in-person environment. We expect our students to show forms of regression due to the atypical end of the school year which impacted the amount of time they accessed direct instruction in mathematics and the amount of time they were able to engage in mathematical discourse with their peers. In order to compensate for the anticipated regression, our staff will focus on key essential learning standards such as understanding place value and numerical expression in the upper grades. Students will continue to have access to differentiated core curriculum times and will have access to Freckle as a form of support for re-teaching and intervention. Progress monitoring with STAR 360 Math will be collected during every 6-8 weeks along with common formative unit assessment data.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal 2: Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELD/ELA and science.

## Goal 3

All students, specifically including English Language Learner students, will increase their frequency and complexity of oral language production.

## Identified Need

Informal observations and student performance data indicate that developing opportunities and scaffolding to produce oral language across the curriculum and throughout the school day continues to be an area of need.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will self-assess three times/year the level of oral language frequency and complexity during an integrated lesson (ELA, Math, or Science)	This will occur in the first week of November, March and June.	Over the course of the school year teachers will increase the frequency and complexity of contributions by students to academic discussion during core instruction through the use of strategic structured language practices and routines.
Students will self-assess three times/year the number of times they contribute to a conversation during a lesson (ELA, Math, or Science)	This will occur in the first week of November, March and June.	Over the course of the school year students will increase the reported number of times that they productively contribute to academic discussion during core instruction through participation in structured language practices and routines.
Informal observations indicate an increased opportunity to produce language and increased scaffolding with structured language practices and routines.	Informal observations indicate that student language production and scaffolding to support language production occurs occasionally.	Informal observations will demonstrate a steady increase in the number of structured language practices and routines in use and the frequency/complexity of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		student oral language production.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

Students identified as ELs will participate in a grade-level wide 30-minute period of designated English Language Development (ELD), taught at their language level range, with lower than the average student to teacher class size utilizing Wonders Designated ELD curriculum on a daily basis.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

During the 2020/2021 school year, teachers will use planned, structured academic conversations and routines to increase the frequency and complexity of student talk throughout the school day which will be even more critical during periods of online learning. Teachers and site leaders will review data from ELlevation on a monthly basis during grade level PLC meetings.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

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

### Strategy/Activity

Teachers and support staff will reach out to families on a daily to weekly basis to ensure that all required students are regularly attending their ELD session. Attendance will be critical for students who are at the emerging and early expanding stages of English language proficiency.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

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

### Strategy/Activity

El Camino teachers and staff will work with our families to help them understand the role of daily targeted ELD instruction, the path to proficiency, and the impacts that copious language opportunities have in students gaining proficiency. Outreach will occur over the course of the year and will be in the form of English Learner Advisory Council (ELAC) meetings, family information nights, and ParentSquare posts about ELs, ELD, and redesignation.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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

## **ANALYSIS**

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

During the 2019-2020 school year, El Camino ELs made growth in language production. A common master schedule, dedicated daily English language development (ELD) sessions of 30 minute durations tailored to language proficiency level (emerging, expanding, bridging), twice-weekly grade level PLC sessions, monthly vertical articulation, and professional development during staff meetings on how to increase opportunities for student language production throughout the entirety of content manner all assisted in students making gains towards proficiency. Though school closures due to the COVID-19 pandemic occurred in March 2020, students continued to make gains during the last trimester of the year though at a slower rate.

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

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

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

For the 2020/2021 school year, our next steps will be to include strategies that support meaningful access and participation in ELD groups within the online learning environment as well as the in-person environment. We expect our students to show forms of regression due to the atypical end of the school year which impacted how students received ELD and overall oral language production opportunities with their peers and with strong language models. In order to compensate for the anticipated regression, our staff will be working to increase parent/guardian understanding of the roll ELD plays in increasing student language proficiency and the importance of daily support with language production. Staff will review data from ELlevation, our new EL data platform, on a monthly basis to determine changes to groupings and needed instructional strategies and supports during core instruction.

# School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Amanda Martinez	Principal
Kyla Kinzler	Classroom Teacher
Rosalinda Greening	Other School Staff
Jane Kittle	Parent or Community Member
Dominick Dennisur	Parent or Community Member
Ariana Castellanos	Parent or Community Member

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/4/2020.

Attested:

	Principal, Amanda Martinez on 11/4/2020
	SSC Chairperson, Chairperson: Jane Kittle on 11/4/2020