

Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT El Camino High School

49738824930046
CDS Code

Schoolsite Council (SSC) Approval Date

April 1, 2024

Local Board Approval Date

March 5, 2024

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

The El Camino student is Empowered, Loyal, Committed, and Organized.

“EL CO”:

Empowered

Takes ownership for personal choices

Reflects daily

Embraces adulthood

Loyal

Loyal to yourself and others

True to yourself and others

Respects and protects the rights of others

Committed

Dedicated to achievement

Displays resilience

Seeks inner strength through personal courage

Organized

Displays enthusiasm on a regular basis

Motivated by hard work

Careful planning and hard work keeps you on your path

“Success is a peace of mind which is the direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming.”

John Wooden

Vision:

El Camino translates to “the way.” El Camino High School is an intervention to help students get back on track or “on their way” to graduate. We promote student success through care, commitment, and individualized support.

The primary purpose of El Camino High School is to provide credit deficient, at-risk students the opportunity to succeed academically and earn a high school diploma. The program will provide a supportive environment with a specialized curriculum, instruction, and guidance to overcome barriers in learning. Our Title I continuation school's small size helps to create a close relationship between students and educators, providing a dual emphasis upon academic instruction and personal guidance. This enables students to more effectively recapture credits, complete their graduation requirements, and leave our school with a high school diploma and a plan for post-secondary educational or vocational opportunities.

School Description:

El Camino High School is a continuation high school to help students recover credits to earn a California high school diploma. It combines online education with direct instruction. This blended model of education is ideally adapted to the needs of high school students with credit recovery courses and electives. The program has a specific pedagogical design to meet the needs of many types of learners and a supervisory model designed to meet both students' developmental needs for support and at the same time nurturing their growing independence. 60% of our students are socioeconomically disadvantaged. 7.7% of our population are English Learners. We serve an average of 80 students every year with a graduation rate of 88%.

COVID-19 Impact:

The impact of COVID-19 on El Camino High School was that during distance learning our student engagement decreased as home responsibilities increased and our students needed to work or be home with younger siblings or family members. This added responsibility still exists and we are making accommodations. It is working well even though the maturity of our students are a year behind.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan

Not Title I

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.

- Goal 1 = Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement
- Goal 2 = Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
- Goal 3 = Create and maintain optimum learning environments for students and staff
- Goal 4 = Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school
- * Goal 5 (Focus Goal) = Provide English Learner and RFEP students with equitable services

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource Inequities at El Camino High School are intrinsic motivation and student buy in for the program offered at El Camino High School.

Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

Information was collected from our parents, students, and staff.

Involvement Process for the 2023-24 SPSA and Update

Information was collected from our parents, students, and staff.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Last year we added high interest novels to our curriculum to increase reading opportunities for all of our students. In addition, we purchased Vocabulary units to be used during the 2022-2023 school year.

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

Students are reading and we are seeing an increase in reading comprehension. This year we have added audio books, daily reflection, direct writing instruction, daily edits, and No Red Ink, to positively impact their grammar, reading comprehension, and writing assessments. In addition, we are using the New York Times subscription to teach current events and expose our students to higher level of vocabulary and grammar.

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.

Since a majority of our students are only here for one semester or one year, we have decided to create our own pre and post assessments that will be given when the students enter El Camino and when they leave El Camino.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
STAR Reading	13% At/Above Benchmark	Students need access to high interest novels which can encourage reading and it will increase the opporutnities for focusing on reading comprehension
Grammar Assessment	70% Struggling/Beginning	Students need access to instruction in vocabulary and grammar.
Writing Assessment	74% Scored 70% or higher	Students need access to instruction in writing.

Subject: English Language Arts

LEA/LCAP: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.

Goal #1 All Students will achieve improved academic success in the core content areas, as demonstrated by assessment on the SBAC and local assessments. The gap between the achievement of white students and all subgroups will narrow. Students will write a mini-essay of at least three paragraphs with 80% grammar and mechanics accuracy. Dashboard data is not available due to low student count.

	2022-23 Final Data	2023-24 Data Goal
Schoolwide (SW)	Actual 5.6	Goal 7
English Learners (EL)	Actual 0	Goal 1
Students with Disabilities (SWD)	Actual 0	Goal 1
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Alignment of instruction with content standards: 1. Course outlines and instructional materials are aligned with state content standards. Vocabulary resources.	Pre/Post Assessment	Instructional Supplies	Title I	1000.00
	2. Staff will administer assessments to all students in Mathematics and English Language Arts.	Direct Instruction Teacher Created Assessments Pre/Post Assessment	Extra Duty Staff Development	Title I	500.00

	<p>Increased educational opportunity:</p> <ol style="list-style-type: none"> 1. Individual instruction for students will be modified based on the results of each student's exams, rubrics and/or other assessment results. 2. All students will be provided with additional instructional support for specific classes when deemed necessary by staff evaluation of test scores, pre/post exam scores and social/emotional needs. 3. All members of the faculty will employ powerful teaching strategies, based on data-driven research, and assessment of student achievement results. 4. All faculty members will use student achievement data to modify instruction. 5. All students will have access to the computer lab. 6. Career Guidance and post-secondary information will increase for all students 7. Team Success will provide all students with instruction in Drug, Alcohol, and Tobacco prevention. 	<p>Direct Instruction Teacher Created Assessments</p> <p>Calendar with dates of Presentations - SRJC - College and Career</p>	
English	1. CAASPP, ELPAC and	CAASPP English/ELPAC	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	other assessment scores will continue to be provided to all staff members				
	2. Instruction for students will be modified based on the results of assessments.	CAASPP English/ELPAC			
	3. The school will employ a full time EL Instructional Assistant.	CAASPP English/ELPAC			
	4. Extra Duty EL Assistant to support the Site ELD Coordinator	CAASPP English/ELPAC	Extra Duty Classified	Title I	500.00
Students with Disabilities (SWD)	<p>Extended learning time:</p> <p>1. All students will be provided with individual support and additional instructional time when determined by staff, evaluation of test scores, exams, and social/emotional needs that such intervention is necessary to the individual student's educational success.</p>	IEP/504 Meeting Notes			
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students are taught Algebra in small groups where there can be individualized instruction with more support.

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 not major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

We adjusted the Math credits for graduation from 30 to 20 with a high focus on teaching Algebra to all students. In addition, since a majority of our students are only here for one semester or one year, we have decided to create our own pre and post assessments that will be given when the students enter El Camino and when they leave El Camino.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Algebra Readiness	75% of the students come into El Camino without Algebra Credit	All students need Algebra to graduate.

Subject: Math

LEA/LCAP: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.

Goal #2 All members of the faculty will employ teaching strategies focusing on the essential state content standards as assessed by student achievement results. All students will have access to standards-based textbooks and materials. Dashboard data is not available due to low student count.

	2022-23 Final Data	2023-24 Data Goal
Schoolwide (SW)	Actual 5.6	Goal 7
English Learners (EL)	Actual 0	Goal 1
Students with Disabilities (SWD)	Actual 0	Goal 1
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Alignment of instruction with content standards:</p> <ol style="list-style-type: none"> 1. School staff will align all curricula, course outlines, and syllabi with state content standards. This alignment will be ongoing and reviewed annually. 2. Staff will administer assessments to ALL students in Mathematics and English Language Arts. 	Pre/Post Assessment Direct Instruction Teacher Created Assessments	Supplemental Teaching Resources	Title I	500.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Increased educational opportunity:</p> <ol style="list-style-type: none"> 1. Individual instruction for students will be modified based on the results of each student's exams, rubrics and/or other assessment results. 2. All students will be provided with additional instructional support for specific classes when deemed necessary by staff evaluation of test scores, local exam scores and social/emotional needs. 3. Members of the faculty will employ teaching strategies and assessment of student achievement results. 4. Faculty members will use student achievement data to modify instruction. 5. All students will have access to the computer lab. 6. Career Guidance and post-secondary information will increase for all students 7. Team Success will provide all students with instruction in Drug, Alcohol, and Tobacco prevention. 	<p>Pre/Post Assessment Direct Instrution Teacher Created Assessments</p> <p>Calendar with the Presentation Dates - SRJC, College and Career</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	<p>Improvement of instructional strategies and materials:</p> <ol style="list-style-type: none"> 1. CAASPP/ELPAC and other exam scores will be provided to all staff members 2. Individual instruction for students will be modified based on the results of assessments. 3. The school will employ a full time EL Instructional Assistant. 4. Staff will annually assess English Language Learners using the ELPAC. This will be conducted during the month of February of each school year. 	CAASPP/ELPAC Scores			
Students with Disabilities (SWD)	<p>Extended learning time:</p> <ol style="list-style-type: none"> 1. All students will be provided with individual support and additional instructional time when determined by staff, evaluation of test scores, exams, and social/emotional needs that such intervention is necessary to the individual student's educational success. 	IEP/504 Meeting Notes			
Other Student Groups					

Section 4 College & Career Readiness / Equity Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Curriculum was developed for a Work Ready Certificate. We were able to teach the core curriculum for the Work Ready but was not able to complete the interview process with community members.

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 not major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

We contacted the state in regards to other ways to meet the college and career indicator on the dashboard as it is unfeasible for our students to meet the metrics on the dashboard.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
College and Career Readiness	85.9% 2017 Not prepared 85.7% 2018 Not prepared 98 % 2019 Not prepared	CTE Courses
Work ready Certificates	0% of students have completed Work Ready Certificates	Need increased supports and services for work readinesses.
Graduation Rate	88% 2020 87% 2021	Alternative Pathways to High School Diploma

Subject: College & Career Readiness / Equity

LEA/LCAP: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Goal #3 College and Career will be 50% prepared

	2022-23 Final Data	2023-24 Data Goal
Schoolwide (SW)	Actual 3.3	Goal 5
English Learners (EL)	Actual N/A	Goal 3
Students with Disabilities (SWD)	Actual N/A	Goal 3
Other Student Groups	Actual	Goal
Graduation Rate (GR)	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	1. Add a CTE program to El Camino to prepare our students for college and career	Enrollment into Work Ready Program Enrollment into CTE Courses	CTE Credential/Teacher	Title I	500.00
	2. Professional development for staff to support college and career curriculum	Staff Attendance at PD	Books for PD		
	3. Next Generation Trades Academy	Next Generation Trades Academy Completion	Contract (for participants)		
	4. With an equity lens, El Camino will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students	College and Career Preparedness Data	Supplemental materials		
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					
Graduation Rate (GR)					

Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

A mentor was hired and is meeting with students every Friday. Our goal this year is to increase student background knowledge which will increase the level of understanding for each student.

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 not major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

In addition, since a majority of our students are only here for one semester or one year, we have decided to create our own pre and post assessments that will be given when the students enter El Camino and when they leave El Camino.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Youth Truth Survey	40% Belonging 43% Culture	Working on the daily culture in our classrooms - promoting organization, committment, loyalty, and empowerment
SEL Survey	34% reported getting enough sleep and/or eating healthy 65% reported setting healthy goals for themselves	Education on sleep and a healthy diet Education on setting goals

Subject: Attendance/PBIS

LEA/LCAP: Create and maintain optimum learning environments for students and staff.

Goal #4 Create and maintain optimum learning environments for students and staff.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2022-23 Final Data	2023-24 Data Goal	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal
Schoolwide (SW)	Actual 37.50%	Goal 42.5%	Actual 88.50%	Goal 93.5%
English Learners (EL)	Actual 38.61%	Goal 43.61%	Actual 91.70%	Goal 96.7%
Students with Disabilities (SWD)	Actual 25.29%	Goal 30.29%	Actual 92.30%	Goal 97.3%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal
Schoolwide (SW)	Actual 6.30%	Goal 11.3%
English Learners (EL)	Actual 0.00%	Goal 0%
Students with Disabilities (SWD)	Actual 21.40%	Goal 26.4%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	1. All parents will be annually invited to develop an Individual Learning Plan	Attendance at Individual Learning Plan Meetings			
	Mentoring Project will increase the student engagement	Attendance records/Power Schools	Consultant	Title I	6000.00

	<p>4. Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • The school will continue to make effort to increase parent participation in the school program, particularly in the expansion of the School Site Council • The school will continue to recruit parents, with communication in both English and Spanish, for participation in an expanded School Site Council • The school will maintain and annually update a student handbook, an alternative education center flow chart, a community services directory, an updated web site, and a parent newsletter. • The school 	<p>Website, Communication Artifacts of Communication</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>will develop a comprehensive school website.</p> <ul style="list-style-type: none"> All parents will be regularly notified of their student's assessment results. 				
English Learners (EL)	2. Development and maintenance of a comprehensive school website	Website Creation			
Students with Disabilities (SWD)	<p>3. Improved communication and dissemination of information to parents.</p> <ul style="list-style-type: none"> TeleParent Auto-dialer Handbook English/Spanish Mailings SSTs DELAC/ELAC School Site Council 	Artifacts of Communication			
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Monthly opportunities for parents to meet with the El Camino principal occurred and one parent did attend a night meeting.

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 not major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

In addition, since a majority of our students are only here for one semester or one year, we have decided to create our own pre and post assessments that will be given when the students enter El Camino and when they leave El Camino.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Parent Involvement School Site Meetings	1 Parents Involved	Increase Parent Involvement

Subject: Parent Engagement

LEA/LCAP: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Goal #5 Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	1.Student/Teacher/Parent/ Counselor Intake Meetings	Attendance at Intake Meetings	Light Snacks	Title I	100.00
	Positive Behavior Recognition	Attendance Increase	Supplies & Materials	Block Grant	500.00
	Board games to improve student's social skills.	Increase in Engagement on Healthy Kids Survey and/or Attendance Increase	Supplies & Materials	Block Grant	500.00
	Parent Social Meeting once a month	Attendance at Parent Social Meeting	Supplies	Title I: Parent Involvement	200.00
English Learners (EL)	1. All messages sent home in Spanish and English				
Students with Disabilities (SWD)					
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	16543.68	7,443.68
Title I: Parent Involvement	420.72	220.72
Title I: FTE		
Block Grant		

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$16,964.40
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$3,175.99
Total Funds Provided to the School Through the Consolidated Application	\$20,140.39
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$10,300.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: El Camino High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Sabrina Darakhshan Term: 23-24 XParent Community Member	1. Name: Rocky Schumann Principal
2. Name: Charmagne Amanitite- Mak Term: 23-24 Parent XCommunity Member	2. Name: Dominic Yarbrough Term: 23-24 Teacher
3. Name: Term: Parent Community Member	3. Name: Denise Tranfaglia Term: 23-24 Teacher
4. Name: Term: Student	4. Name: Term: Teacher
5. Name: Term: Student	5. Name: Term: Teacher
6. Name: Term: Student	6. Name: Rocio Lopez Term: 23-24 Other School Staff

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: El Camino High School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Sabrina Darakhshan Term: 23-24 XParent Community Member	1. Name: Rocky Schumann Principal
2. Name: Charmagne Amanitite- Mak Term: 23-24 Parent XCommunity Member	2. Name: Dominic Yarbrough Term: 23-24 Teacher
3. Name: Term: Parent Community Member	3. Name: Denise Tranfaglia Term: 23-24 Teacher
4. Name: Term: Parent Community Member	4. Name: Term: Teacher
5. Name: Term: Parent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Rocio Lopez Term: 23-24 Other School Staff