School Year: **2022-23**

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 Capitan High School	24-65789-127373		

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 Every Student Succeeds Act (ESSA) ensures schools provide a high-quality, well-rounded education, and guarantees equity for all. The MUHSD LCAP goals were created and revised collaboratively with stakeholders to ensure that the district and all sites, including ECHS, meet the ESSA requirements and the overall success of all students. ECHS's SPSA goals are aligned and support the district's focus and LCAP goals: all students are college and career ready, school climate, equitable access, and recruit and retain staff. The MUHSD LCAP goals and ECHS SPSA goals are monitored and reviewed annually by stakeholder for accountability. California Dashboard data and assessment results are monitored and reviewed annually by stakeholder for accountability as well.

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).

The Healthy Kids Survey, a SEL needs assessment, is used district wide to guide school sites in fostering school climate and culture and to provide strategies for a safe environment. ECHS also administers additional surveys to all stakeholders to gather data regarding feelings of safety, support, and instruction. Teachers annually complete a professional development interest/needs survey. As of 2021, all students will participate in a SEL survey through Panorama in their social studies classes. The survey is a needs assessment for further SEL supports. The principal facilitates a Student Advisory Committee as a needs assessment to collect feedback and input from student stakeholders. The Faculty Senate (teachers) surveys teachers and reports findings to the principal monthly.

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

The Merced Union High School District and District Teachers' Association collective bargaining agreement requires all probationary teachers to have three formal classroom observations per year. Permanent teachers are evaluated every other year. In addition, at El Capitan High School, the classroom observation process is done in a walk-through format. The walk-through process is essential to establishing and maintaining the fidelity of the district established instructional norms, allows teachers on-going recognition of strengths, provides specific feedback, and ideas to address challenge areas. Administrative walk-throughs are conducted by each administrator. Feedback can be given in either a written or face-to-face format. District administration also participate in the walk-through process, partnering with a campus administrator, to allow for calibration between the administrative staff and to provide additional insights into successes and target areas.

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)

El Capitan High School uses a variety of processes to collect, disaggregate, analyze and report performance data to the entire shareholder community. Our embedded intervention program provides a five-week grading cycle that allows students and parents regular feedback in regards to student performance as well as corresponding intervention. Teachers are required to post grades within the AERIES grading system. Students and parents are provided with log-in information that allows them to see specific grades on signature assignments and assessments. Use of the AERIES system, also allows for teachers, instructional coaches, counselors and administrators to analyze student's performance on assessment measures such as classroom based formative and summative assessments, district benchmark assessments, the ELPAC assessment and the CAASPP assessment.

Common district benchmark assessments or performance task assessments associated with the Common Core State Standards are administered quarterly to collect data regarding our school's progress towards Common Core and State Standards in ELA and Math. The data from these assessments are reviewed both at the site and district level to include school wide staff meetings, department meetings, Instructional Leadership Team meetings, Intervention Team meetings, School Site Council, ELAC, and DELAC. Common formative assessments, may also be used by our departments to collect data regarding the level of rigor demonstrated by the staff. The data from these assessments are reviewed by site members and material is discussed at collaborative meetings and instructional leadership team meetings. Additionally, ELA will begin administering a reading inventory test three times annually to assess student reading progress.

All data is collected with the intent of driving instruction and allowing for transparency in terms of communication with stakeholders. Benchmarks are used formatively to drive instruction.

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

Teachers employ a variety of strategies in order to determine the success of teaching techniques and level of student learning. Common signature assignments and formative and summative assessments are administered to determine student's mastery of the standards taught during each grading period. Student progress is monitored through curriculum-embedded assessments. Students that have not demonstrated mastery are required to refine and retake assignments and assessments in all instructional areas until mastery is reached. Error analysis and reflection are required as part of the mastery process. In addition to these signature assignments and assessments, frequent checking for understanding measures appropriate for the 1:1 web environment are utilized. Data gathered is used to inform instruction in regards to what standards need reteaching and what strategies produce the best results in terms of learning. The daily collaborative period allows for an immediate platform for all teachers to review this data and make needed changes to better support student learning.

Data is collected with specific intent to drive instruction and intervention. Student's performance on signature assignments and assessments is analyzed by subject specific teacher teams during daily collaboration periods in order to immediately adjust instruction. Additionally, students may participate in "data chats" and "test chats" with counseling and administrative staff related to their performance on standardized assessments and goal setting for future test administrations.

Academic marks are analyzed at each five week interval in order to adjust embedded intervention supports. Each student participates in the intervention program daily, either receiving the intensive subject specific intervention appropriate to target academic coursework that has fallen below the passing level, participating in study hall, leading others in the form of a Link Leader or Academic Mentor or enjoying the incentive of an Extended Lunch period.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The MUHSD board has adopted specific policies and expectations regarding the need for staff to be highly qualified. Presently, El Capitan High School has 78 highly qualified certificated teachers on staff. Of those 78, 75 teachers are fully credentialed.

All ECHS teachers receive professional development through both site and district level trainings which include follow up coaching support to ensure proper implementation of new or refined strategies. Site trainings are developed in association with the ECHS instructional foci for the school year which are directly aligned to both the adoption of the Common Core Standards and the district's communicated instructional focuses. Current instructional focuses include the use of instructional norms, 5 C's, the whole child, and digital citizenship.

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

ECHS staff receive regular professional development at both site-based and district levels, in addition to specific professional development pursued on an individual basis. Professional development is designed and selected based on district and school-based strategic plans and instructional focus areas, the ECHS vision and mission statements, and the established SLOs. All new teachers receive direct one-on-one support through the district's Induction program. Those new teachers that do not receive support from the induction program are paired with the instructional coach to receive the additional 1 on 1 support needed. District-sponsored professional development opportunities available to all teachers include the provision of credentialed instructional coaches who collaborate with teachers and provide feedback and support in a non-evaluative format, continual off-site training in researched based instructional norms (objective writing, higher order thinking questioning strategies, student engagement, vocabulary development, and daily literacy enhancing activities); lesson planning training and support; use of technology to support instruction and student learning; and funded opportunities for alternate campus visitations to observe and collaborate with MUHSD master teachers. On-going training in adopted programs that target at-risk subgroup populations including Edge and iLit curriculum used to support students acquiring English is provided by expert trainers. Finally, training essential to the adoption of the Common Core State Standards has been provided to the district's self-identified "early adopters" which served to determine essential standards, break down standards into sub-skills, determine appropriate pacing and order of instruction and collaboratively design performance tasks and assessments.

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

On-going professional development at ECHS consists of both support through the instructional coaching model and through an established site professional development calendar. The site PD calendar was collaboratively initiated based on the ECHS instructional focuses for the school year and the essential skills that ECHS students will require in order to achieve mastery of the Common Core State Standards and be college and career ready. In addition to the scheduled PD opportunities, the instructional coach holds a "Hot Topic" Thursday drop-in session. Every week a new strategy/fix/help is showcased where staff can drop in to receive the additional support.

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

ECHS staff receive continual coaching and feedback through the use of instructional coaching and peer to peer or administrative walk-throughs. Instructional coaching support is available daily, any period of the day, as El Capitan employs one full time instructional coach on site. The instructional coaching process allows for non-evaluative support to teachers by request or as assigned if necessary.

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

ECHS offers a unique master schedule in which a daily teacher collaboration period is offered in order to allow on-going monitoring of student achievement, while also providing an opportunity to refine and recommend instructional strategies and tactics for meeting student needs. Student's performance on signature assignments and assessments can be analyzed by subject specific teacher teams during the daily collaboration time in order to immediately adjust instruction.

Teaching and Learning

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

Teachers are implementing the Common Core State Standards in the classroom. Teachers continue to prepare students for the existing accountability system and utilize district adopted assessments/performance tasks to monitor progress. Teachers also use District provided pacing guides, quarterly benchmarks (ELA & Math), and site created formative assessments.

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

N/A

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

N/A

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

As evidenced by El Capitan High School compliance with the Williams Act, every student has access to standards-based instructional materials.

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

ECHS core classes are aligned to state adopted standards.

Opportunity and Equal Educational Access

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

El Capitan High School teachers utilize research-based instructional practices such as checking for understanding to assist in identifying students who may require Tier 1 classroom interventions (small group or individual instruction). Students are able to retake or redo assessments and signature assignments.

Evidence-based educational practices to raise student achievement

All teachers have been trained in Innovated Instruction and lesson design. Instructional Norms such as frequent checks for understanding, questioning techniques which require Higher Order Thinking Skills, student engagement strategies, vocabulary instruction, and participation in activities which integrate the four domains of language are also employed. The Admin Team will focus on the 5 C's during their walk throughs.

Parental Engagement

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

El Capitan High School offers many opportunities for parent and community involvement. Activities include School Site Council, English Learner Advisory Committee, Back to School Night, coffee social, and parent workshops. A community liaison provides translation and outreach services to non-English speaking populations. In addition, El Capitan offers parents multiple opportunities to become involved including: evening workshops on parenting strategies, college and career, support and student engagement. Saturday workshops may also be available to parents on topics that relate to increased student achievement.

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)

Involving stakeholders in programs is a focus at El Capitan High. Input is received from parents, community representatives, classroom teachers and other personnel as part of the School Site Council and English Learner Advisory Committee.

Funding

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

Academic Support, Integrated Math A and B, Read 180, AVID, technology, and professional development.

Fiscal support (EPC)

ECHS receives fiscal support with LCFF and Title I.

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

With the transition to the LCAP and LCFF we have aligned our LCAP and SPSA goals to our MUHSD and ECHS LCAP Goals. Each year the School Site Council (SSC) reviews and provides input for the current years SPSA . The plan will be reviewed with the current years SSC and aligned with our LCAP and site goals. The plan will be reviewed and updated as a team for the current school year.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.47%	0.3%	0.60%	8	5	11
African American	4%	3.8%	3.85%	68	68	71
Asian	12.46%	11.2%	11.38%	212	200	210
Filipino	1.29%	1.6%	1.46%	22	29	27
Hispanic/Latino	61.52%	64.1%	64.79%	1,047	1,145	1196
Pacific Islander	0.35%	0.4%	0.60%	6	7	11
White	18.51%	16.8%	16.47%	315	300	304
Multiple/No Response	1%	1.4%	0.60%	17	25	11
			Total Enrollment	1,702	1,786	1846

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	455	489	499
Grade 10	433	451	496
Grade 11	418	427	442
Grade 12	396	419	409
Total Enrollment	1,702	1,786	1,846

Conclusions based on this data:

1. Our student enrollment has increased past previous years.

2. Our White and Asian student population has decreased slightly.

3. Our Hispanic/Latino and African American student population has increased slightly.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	115	124	161	7.1%	7.3%	9.0%
Fluent English Proficient (FEP)	680	698	703	41.7%	41.0%	39.4%
Reclassified Fluent English Proficient (RFEP)	23	6	5	17.7%	5.2%	4.0%

Conclusions based on this data:

1. Our English Language Learner population has shown an increase in the past year.

2. While the percent of students classified as FEP has decreased, the FEP numbers has increased.

3. Our reclassification rate has decreased, most likely due to the pandemic.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	390	388	418	382	381	384	382	381	382	97.9	98.2	91.9
All Grades	390	388	418	382	381	384	382	381	382	97.9	98.2	91.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2582.	2603.	2575.	19.37	24.93	18.59	32.20	34.65	32.72	28.01	23.10	23.82	20.42	17.32	24.87
All Grades	N/A	N/A	N/A	19.37	24.93	18.59	32.20	34.65	32.72	28.01	23.10	23.82	20.42	17.32	24.87

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	26.44	33.86	21.20	47.64	45.41	57.59	25.92	20.73	21.20
All Grades	26.44	33.86	21.20	47.64	45.41	57.59	25.92	20.73	21.20

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	23.36	29.40	24.34	53.02	54.07	49.21	23.62	16.54	26.46
All Grades	23.36	29.40	24.34	53.02	54.07	49.21	23.62	16.54	26.46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.02	19.42	11.52	65.45	69.55	73.04	17.54	11.02	15.45
All Grades	17.02	19.42	11.52	65.45	69.55	73.04	17.54	11.02	15.45

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	31.41	30.71	17.80	46.60	51.71	66.75	21.99	17.59	15.45
All Grades	31.41	30.71	17.80	46.60	51.71	66.75	21.99	17.59	15.45

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our percentage of students who have exceeded or met the standards has dropped, mostly due to the pandemic.

2. Approximately 47% of our students were below standard. We need to make more improvements.

3. Our student participation and completion rate is high, the students tested each year has dropped slightly.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	390	388	419	378	384	382	378	384	381	96.9	99	91.2
All Grades	390	388	419	378	384	382	378	384	381	96.9	99	91.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2535.	2551.	2545.	4.76	5.21	4.99	15.34	19.79	18.64	26.72	26.30	29.40	53.17	48.70	46.98
All Grades	N/A	N/A	N/A	4.76	5.21	4.99	15.34	19.79	18.64	26.72	26.30	29.40	53.17	48.70	46.98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.23	12.50	11.29	26.60	27.86	48.82	61.17	59.64	39.90
All Grades	12.23	12.50	11.29	26.60	27.86	48.82	61.17	59.64	39.90

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.04	11.46	7.61	38.56	46.09	62.20	52.39	42.45	30.18
All Grades	9.04	11.46	7.61	38.56	46.09	62.20	52.39	42.45	30.18

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	8.75	10.16	7.87	57.56	56.51	67.19	33.69	33.33	24.93
All Grades	8.75	10.16	7.87	57.56	56.51	67.19	33.69	33.33	24.93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Percentages of students who exceeded or met the standards decreased by about 2% for the 18-19 school year.

2. Percentage of students who have not met the standards or who have nearly met the standards decreased.

3. Students need the most help in Concepts & Procedures.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1516.7	1547.5	1536.6	1505.4	1545.5	1526.9	1527.4	1549.1	1545.9	27	29	65
10	1561.9	1533.3	1541.7	1560.5	1526.4	1526.8	1562.6	1539.8	1556.1	27	28	42
11	1537.2	1546.7	1548.3	1515.4	1513.8	1522.7	1558.4	1578.9	1573.3	28	20	27
12	1538.2	1552.6	1557.5	1506.9	1534.8	1549.0	1568.7	1569.8	1565.6	16	23	26
All Grades										98	100	160

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	24.14	20.00	*	27.59	23.08	*	17.24	29.23	*	31.03	27.69	27	29	65
10	*	7.14	14.29	40.74	35.71	40.48	*	39.29	26.19	*	17.86	19.05	27	28	42
11	*	5.00	29.63	50.00	35.00	18.52	*	40.00	25.93	*	20.00	25.93	28	20	27
12	*	8.70	15.38	*	43.48	15.38	*	30.43	57.69	*	17.39	11.54	16	23	26
All Grades	13.27	12.00	19.38	42.86	35.00	25.63	24.49	31.00	32.50	19.39	22.00	22.50	98	100	160

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	34.48	27.69	*	17.24	35.38	*	17.24	16.92	*	31.03	20.00	27	29	65
10	*	14.29	26.19	40.74	53.57	42.86	*	10.71	14.29	*	21.43	16.67	27	28	42
11	*	5.00	33.33	50.00	35.00	18.52	*	50.00	25.93	*	10.00	22.22	28	20	27
12	*	8.70	23.08	*	56.52	46.15	*	21.74	23.08	*	13.04	7.69	16	23	26
All Grades	29.59	17.00	27.50	39.80	40.00	36.25	18.37	23.00	18.75	12.24	20.00	17.50	98	100	160

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		6.90	12.31	*	24.14	18.46	*	34.48	33.85	51.85	34.48	35.38	27	29	65
10	*	0.00	9.52	*	14.29	30.95	*	46.43	30.95	*	39.29	28.57	27	28	42
11	*	10.00	14.81	*	25.00	25.93	*	50.00	11.11	*	15.00	48.15	28	20	27
12	*	8.70	7.69	*	21.74	15.38	*	47.83	42.31	*	21.74	34.62	16	23	26
All Grades	*	6.00	11.25	28.57	21.00	22.50	33.67	44.00	30.63	30.61	29.00	35.63	98	100	160

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	20.69	4.62	55.56	48.28	66.15	*	31.03	29.23	27	29	65
10	*	7.14	4.76	55.56	67.86	66.67	*	25.00	28.57	27	28	42
11	*	0.00	3.70	67.86	60.00	51.85	*	40.00	44.44	28	20	27
12	*	0.00	3.85	*	65.22	50.00	*	34.78	46.15	16	23	26
All Grades	25.51	8.00	4.38	55.10	60.00	61.25	19.39	32.00	34.38	98	100	160

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	51.85	55.17	67.19	*	20.69	10.94	*	24.14	21.88	27	29	64
10	51.85	64.29	69.05	40.74	14.29	16.67	*	21.43	14.29	27	28	42
11	71.43	35.00	55.56	*	50.00	25.93	*	15.00	18.52	28	20	27
12	*	47.83	80.77	*	47.83	15.38	*	4.35	3.85	16	23	26
All Grades	55.10	52.00	67.92	30.61	31.00	15.72	14.29	17.00	16.35	98	100	159

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	13.79	16.92	*	48.28	38.46	77.78	37.93	44.62	27	29	65
10	*	3.57	19.05	44.44	50.00	47.62	40.74	46.43	33.33	27	28	42
11		10.00	25.93	57.14	50.00	25.93	42.86	40.00	48.15	28	20	27
12		13.04	11.54	*	39.13	19.23	*	47.83	69.23	16	23	26
All Grades	*	10.00	18.13	43.88	47.00	35.63	51.02	43.00	46.25	98	100	160

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	10.34	6.25	66.67	62.07	73.44	*	27.59	20.31	27	29	64
10	*	3.57	2.38	66.67	92.86	80.95	*	3.57	16.67	27	28	42
11	46.43	15.00	11.11	42.86	75.00	74.07	*	10.00	14.81	28	20	27
12	*	4.35	23.08	*	91.30	73.08		4.35	3.85	16	23	26
All Grades	28.57	8.00	8.81	59.18	80.00	75.47	12.24	12.00	15.72	98	100	159

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was an increase in the percentage of students scoring at an overall level of 1 or 2.

2. Despite an overall decrease, there was a increase in the Reading, Writing, and Speaking domains.

3. There was a 7% increase in Overall Language of Level 4.

School and Student Performance Data
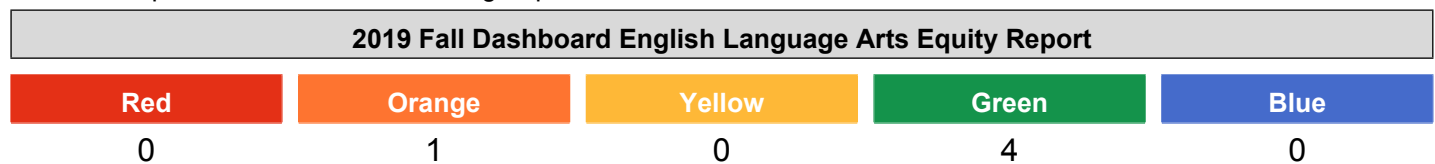
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1786	**71.6**	**9.0**	**1.0**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	161	9.0
Foster Youth	17	1.0
Homeless	75	4.2
Socioeconomically Disadvantaged	1279	71.6
Students with Disabilities	154	8.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	68	3.8
American Indian or Alaska Native	5	0.3
Asian	200	11.2
Filipino	29	1.6
Hispanic	1145	64.1
Two or More Races	25	1.4
Native Hawaiian or Pacific Islander	7	0.4
White	300	16.8

Conclusions based on this data:

1. Approximately 70% of are students socioeconomically disadvantaged.

2. The majority of our student body is Hispanic.

3. English Learners make up a large sub group of our student population.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Yellow		
College/Career Green		

Conclusions based on this data:

1. | Need to increase focus on EL progress.

2. | We have a strong Graduation rate, as well as preparing students to be college and career ready.

3. | Our suspension rate is a concern.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	4	0

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

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
22.5 points above standard	73.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++21.7 points	Increased Significantly ++28.5 points	4
366	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
16.2 points below standard	2.8 points above standard	100.1 points below standard
Increased Significantly ++26.7 points	Increased Significantly ++17.9 points	Increased Significantly ++32.5 points
23	244	29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
5.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	33.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++64 points	3	Increased ++9.9 points	4
17		55	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
8.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	55.8 points above standard
Increased Significantly ++24.2 points	3		Increased ++9.3 points
216			67

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
89.1 points below standard	66.2 points below standard	35.3 points above standard
Increased Significantly ++56.3 points	Maintained -0.8 points	Increased Significantly ++24.4 points
17	40	184

Conclusions based on this data:

1. All of our students are above standard, with significant increases in all subgroups.

2. EL's are performing in the orange performance level despite increases as a group.

3. ECHS had no data points in the red.

School and Student Performance Data
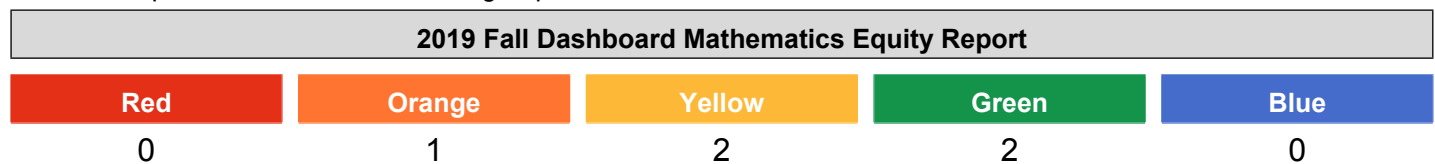
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	2	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
73.3 points below standard	136.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17.5 points	Increased Significantly ++45.1 points	4
369	57	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
123.7 points below standard	92.8 points below standard	184.3 points below standard
Increased Significantly ++17.8 points	Increased ++13.3 points	Increased Significantly ++27.4 points
23	246	29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
117.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	35 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++36.8 points	3	Increased Significantly ++22.1 points	4
17		55	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Green
94.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy		29.7 points below standard
Increased ++12.8 points	3		Increased Significantly ++22.3 points
217			69

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
148.3 points below standard	131.3 points below standard	71.8 points below standard
Increased Significantly ++75.2 points	Increased Significantly ++16.5 points	Increased ++10.9 points
17	40	187

Conclusions based on this data:

1. All students groups are below standard, despite significant increases in all subgroups.

2. ELs, socioeconomically Disadvantaged, and Hispanic subgroups are below standard

3. ECHS had no data points in the red.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

English Learner Progress
No Performance Color
51.7 making progress towards English language proficiency
Number of EL Students: 89
Performance Level: Low
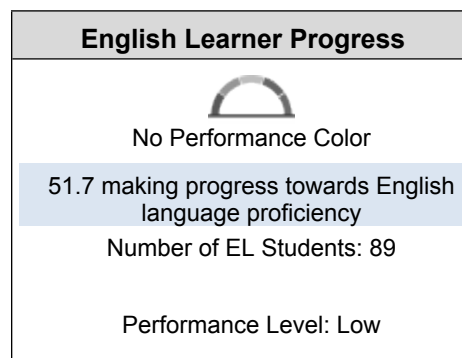
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
16.8	31.4	4.4	47.1

Conclusions based on this data:

1. A majority of students are making progress towards English language proficiency.

2. 16.8% decreased on the performance indicator.

3. 31.4 percent of the low level ELs 1-3) did not progress towards English proficiency.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	418	100
African American	20	4.8
American Indian or Alaska Native	1	0.2
Asian	56	13.4
Filipino	6	1.4
Hispanic	247	59.1
Native Hawaiian or Pacific Islander	3	0.7
White	81	19.4
Two or More Races	2	0.5
English Learners	34	8.1
Socioeconomically Disadvantaged	328	78.5
Students with Disabilities	44	10.5
Foster Youth	6	1.4
Homeless	30	7.2

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	22	5.3
African American	0	0
American Indian or Alaska Native		
Asian	4	7.1
Filipino		
Hispanic	7	2.8
Native Hawaiian or Pacific Islander		
White	10	12.3
Two or More Races		
English Learners	1	3
Socioeconomically Disadvantaged	11	3.4
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	172	41.1
African American	7	35
American Indian or Alaska Native		
Asian	19	33.9
Filipino		
Hispanic	96	38.9
Native Hawaiian or Pacific Islander		
White	44	54.3
Two or More Races		
English Learners	10	29.4
Socioeconomically Disadvantaged	122	37.2
Students with Disabilities	12	27.3
Foster Youth		
Homeless	7	23.3

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	196	46.9
African American	9	45
American Indian or Alaska Native		
Asian	34	60.7
Filipino		
Hispanic	98	39.7
Native Hawaiian or Pacific Islander		
White	47	58
Two or More Races		
English Learners	4	11.8
Socioeconomically Disadvantaged	130	39.6
Students with Disabilities	7	15.9
Foster Youth		
Homeless	6	20

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	102	24.4
African American	5	25
American Indian or Alaska Native		
Asian	12	21.4
Filipino		
Hispanic	51	20.6
Native Hawaiian or Pacific Islander		
White	31	38.3
Two or More Races		
English Learners	3	8.8
Socioeconomically Disadvantaged	62	18.9
Students with Disabilities	3	6.8
Foster Youth		
Homeless	1	3.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	302	72.2
African American	11	55
American Indian or Alaska Native		
Asian	40	71.4
Filipino		
Hispanic	173	70
Native Hawaiian or Pacific Islander		
White	67	82.7
Two or More Races		
English Learners	16	47.1
Socioeconomically Disadvantaged	224	68.3
Students with Disabilities	25	56.8
Foster Youth		
Homeless	14	46.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	249	59.6
African American	9	45
American Indian or Alaska Native		
Asian	34	60.7
Filipino		
Hispanic	138	55.9
Native Hawaiian or Pacific Islander		
White	59	72.8
Two or More Races		
English Learners	11	32.4
Socioeconomically Disadvantaged	185	56.4
Students with Disabilities	22	50
Foster Youth		
Homeless	12	40

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	19	4.5
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	14	5.7
Native Hawaiian or Pacific Islander		
White	4	4.9
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	13	4
Students with Disabilities	1	2.3
Foster Youth		
Homeless	1	3.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. There was an increase in all measurable subgroups, despite our ELs performing in the yellow performance band.

2. The performance of our Asian population decreased resulting in a green performance band

3. As a class, the class of 2019 showed a 4% increase over the previous class.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
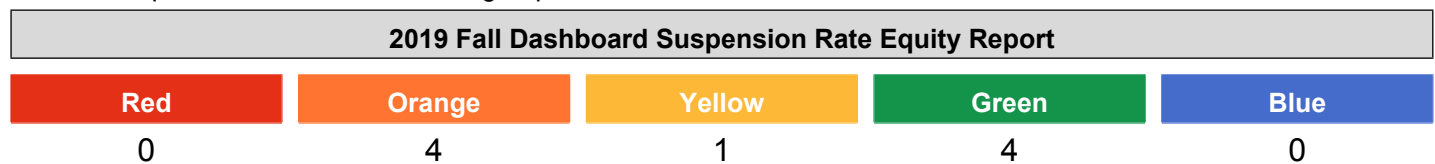## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	418	401	2	95.9
English Learners	34	32	1	94.1
Foster Youth	6		0	
Homeless	30	28	0	93.3
Socioeconomically Disadvantaged	328	311	2	94.8
Students with Disabilities	44	40	1	90.9
African American	20	18	1	90
American Indian or Alaska Native	1		0	
Asian	56	55	0	98.2
Filipino	6		0	
Hispanic	247	235	1	95.1
Native Hawaiian or Pacific Islander	3		0	
White	81	80	0	98.8
Two or More Races	2		0	

Conclusions based on this data:

1. All students overall % increased, earning a blue score in this area.

2. Race/ethnic groups maintained or increased their grad rate with the exception of our white students. They had a decrease of 1.5%.

3. Despite having a 4.4% increase, students with disabilities performed in the green band.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	4	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	Yellow
5	5	6.5
Maintained 0	Declined -1.8	Declined -4.4
1764	140	31
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Green
6.2	6.4	6
Maintained +0.1	Increased +0.3	Declined Significantly -4.4
81	1239	151
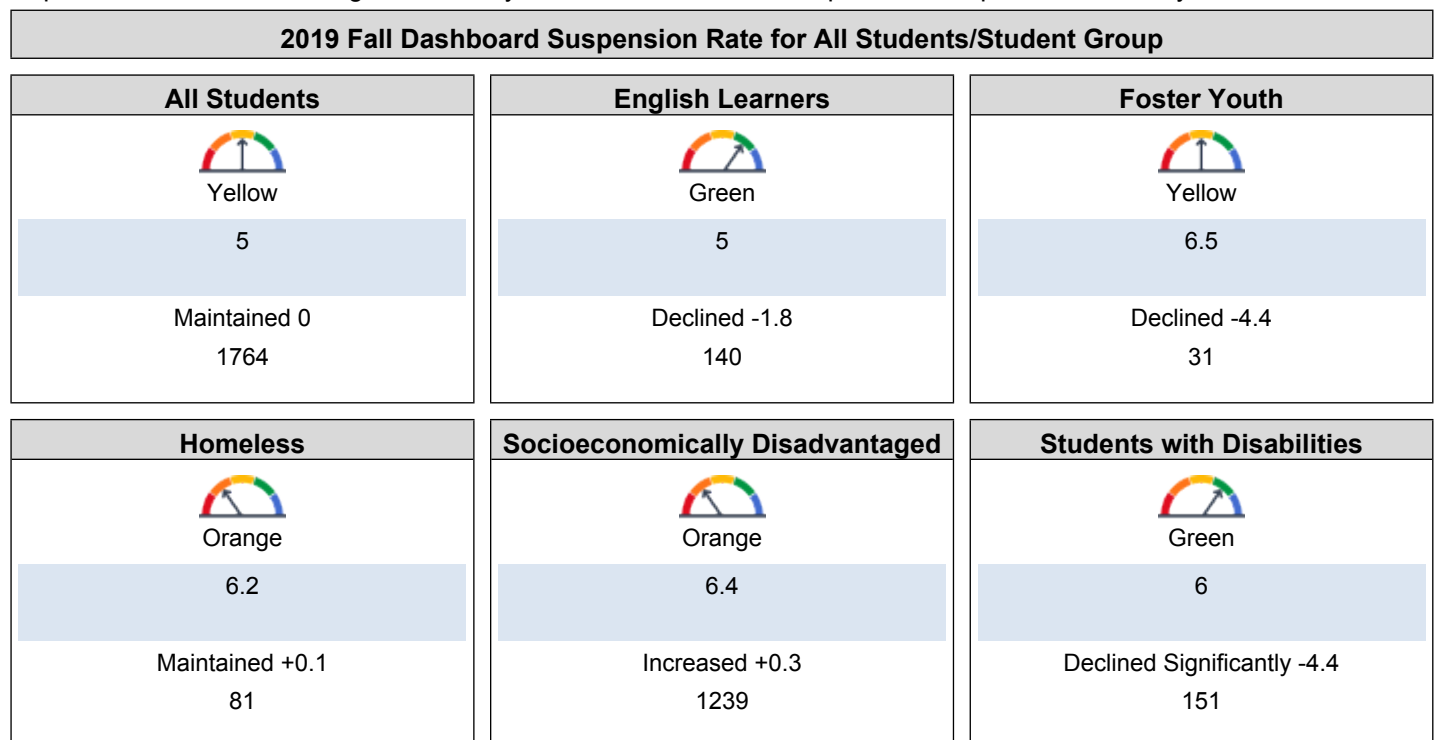
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Green	No Performance Color
17	0	1.4	0
Declined -6	11	Maintained 0	Maintained 0
88		210	23

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
5.5	4.2	Less than 11 Students - Data 4	2.6
Increased +0.7	Increased +4.2		Declined -1.2
1097	24		307

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.1	5

Conclusions based on this data:

1. Hispanic and Socioeconomic suspensions increased by less than 1%.

2. 5% of our student population has been suspended at least once. This percentage is high.

3. EL, Foster Youth, African American, and SPED students decreased in suspension rates.

Annual Review

Goal 1

SPSA Year Reviewed: 2021-22

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.

CCI % increased from 61.3 in 2019 to 73.8 in 2020 with additional supports.

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

Due to the pandemic the 2020 budgeting expenses were focused on supporting unprecedented needs of students and staff.

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.

There will be an increase of funds used on increasing course opportunities for students with lower class sizes. There are additional pandemic funds being allocated for CCR and learning.

Goal 2

SPSA Year Reviewed: 2021-22

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.

Parent involvement increased (online due to pandemic). Attendance rates skewed due to distance learning and pandemic.

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

The pandemic led to more online options for parents/stakeholders. More of these types of opportunities will continue. Attendance suffered due to distance learning and the pandemic. Facilities were upgraded, such as motion censored paper towel dispensers, due to pandemic.

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.

More funds will be allocated to improve on correcting behaviors.

Goal 3

SPSA Year Reviewed: 2021-22

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.

Majority of Goal 2 funding would go towards special populations, including EL, SPED, Migrant, Foster Youth, Homeless, African American students. Supports to close the learning gap and opportunities.

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

The pandemic has increased the gap in learning loss and opportunities. The extent and levels are still not known.

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.

Pending new and unforeseen needs due to pandemic, funding and outcomes may shift.

Goal 4

SPSA Year Reviewed: 2021-22

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.

Supplemental supplies for PD is necessary to best prepare teachers for post pandemic instruction and additional trainings to combat learning loss.

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

Allocated funds would be used to support PD and trainings to ensure highly qualified staff and to retain and support staff.

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.

Previous Title 1 funds allocated for PD will be funded this year by ELO funds, allowing for more Title 1 funds to be spent on Goals 1- 3 instead of Goal 4.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: College and Career Readiness/ Instruction
All students will be college and career ready. All students in the MUHSD must take relevant courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school. The LCAP will detail actions and services that will be put into place to provide additional layers of support to ensure rigorous and relevant education. The goal is for every graduating student to have a CTE certification and college credit on their transcript.

Goal 1

El Capitan High School will provide all students with relevant and rigorous instruction that provides access to college and career readiness by providing a relevant education for all in alignment to the district's goals.

Identified Need

Continue to increase CCI across all groups on CA Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCI Percentage Prepared CA School Dashboard Reports and Data	73.8% 2020 CA School Dashboard Reports and Data	Increase to 75%
CCI Percentage Not Prepared CA School Dashboard Reports and Data	15.7% 2020 CA School Dashboard Reports and Data	Decrease to 10%
Graduation Rate CA School Dashboard Reports and Data	95.9% 2021 CA School Dashboard Reports and Data	Increase to 97%

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

Strategy/Activity

Students will develop their college and career readiness through alignment and implementation of Common Core State Standards (CCSS), A-G classes, elective classes, CTE class and opportunities, college credit classes and opportunities, pathway/capstone classes and opportunities, certifications, college prep and informational programs, AVID, enrichment programs, 6 year plan, Link Crew and other college and career planning opportunities.

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)
55,000	Title I 4000-4999: Books And Supplies Supplemental materials and supplies for alignment and implementation of Common Core State Standards (CCSS), A-G classes, elective classes, CTE class and opportunities, college credit classes and opportunities, pathway/capstone classes and opportunities, certifications, college prep and informational programs, AVID, enrichment programs, 6 year plan, Link Crew and other college and career planning opportunities.
51,365.61	Title I 5000-5999: Services And Other Operating Expenditures Professional services and operating expenditures for alignment and implementation of Common Core State Standards (CCSS), A-G classes, elective classes, CTE class and opportunities, college credit classes and opportunities, pathway/capstone classes and opportunities, certifications, college prep and informational programs, AVID, enrichment programs, 6 year plan, Link Crew and other college and career planning opportunities.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School certificated staff and all students

Strategy/Activity

Increase course opportunities and access to certificated staff by reducing class sizes with additional sections offered at a reduced class size.

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)
322,078.10	Title I

	1000-1999: Certificated Personnel Salaries Certificated salaries
106,648.84	Title I 3000-3999: Employee Benefits Certificated benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

Salaries and benefits for AVID tutors.

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)
30,000	Title I 2000-2999: Classified Personnel Salaries Tutor Salaries
10,000	Title I 3000-3999: Employee Benefits Tutor Benefits

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 2: Positive School Climate
For all students in the MUHSD to have a safe environment and buildings in which to learn, students must be consistently present, in good standing with their citizenship and engaged in curricular and extra curricular activities.

Goal 2

El Capitan High School will maintain a safe and orderly school, promote student and stakeholder attendance and involvement, and monitor, maintain and improve upon facilities.

Identified Need

Increase parent/stakeholder involvement, opportunities and knowledge of student services. Promote behavior correction and school safety. Increase daily student attendance rates. Maintain and improve upon facilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Parent/Stakeholder Opportunities	2020 Data	Increase in opportunities pending pandemic
Increase Student Daily Attendance Rates	2020 Data	Decreased chronic absenteeism (10%)
Decrease Suspension Rates	2020 Data	Decrease in suspensions (data may be skewed due to distance learning prior year)

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 Parents/Stakeholders

Strategy/Activity

Increase parent involvement, opportunities and knowledge of student services.

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)

Amount(s)	Source(s)
12,000	Title I 4000-4999: Books And Supplies Materials/Supplies/Refreshments for Parent/Stakeholder meetings, events, offerings and trainings.
7,500	Title I 5000-5999: Services And Other Operating Expenditures Services and operating expenditures for Parents/Stakeholders meetings, events, offerings and trainings.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote behavior correction and school safety. Increase daily student attendance rates.

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)
15,000	Title I 4000-4999: Books And Supplies Materials and supplies for safety, IC, SEL, interventions, recognitions, MTSS/Maxims, facilities.
5,000	Title I 5000-5999: Services And Other Operating Expenditures Services and operating expenditures for safety, IC, SEL, interventions, recognitions, MTSS/Maxims, facilities, liaisons.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Stakeholders

Strategy/Activity

Maintain and improve upon facilities.

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)
5,250	Title I 4000-4999: Books And Supplies Supplies and materials to maintain and improve upon facilities
5,250	Title I 5000-5999: Services And Other Operating Expenditures Services and operating expenditures to maintain and improve upon facilities

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Equitable Access
MUHSD will educate staff on needs of underrepresented populations, implement safety nets for at risk students, and track indicators by subgroups.

Goal 3

El Capitan High School will provide equitable access to academic, social-emotional, and extracurricular services by meeting the needs of underrepresented populations and implementing safety nets for at risk students.

Identified Need

ELs are performing below all other subgroups in the majority of measurable outcomes

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress	51.7% for Fall 2019	Increase to 60%
College and Career Indicator	61.3% overall/ 28.6% for English Learners	Increase to 63% overall/30% for English Learners
Suspension rate	5%	Decrease to 3.5%
Graduation rate for English Learners	90% for Fall 2019	Increase to 92%

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)

Special Populations

Strategy/Activity

Increase programs, opportunities and access for special populations, EL, Special Education, High Risk, Migrant, African American, Homeless and Foster Youth.

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)

21,000	Title I 4000-4999: Books And Supplies Supplementary materials to support special populations
20,000	Title I 5000-5999: Services And Other Operating Expenditures Services and other operating expenditures for special populations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will be provided equitable access to academic, social-emotional, and extracurricular services.

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)
2,000	Title I 4000-4999: Books And Supplies Supplemental materials for equity supplies for all students
2,000	Title I 5000-5999: Services And Other Operating Expenditures Services and operating expenditures for equity for all students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Staff

Strategy/Activity

Additional hours to assist with equity access.

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)

4,000	Title I 2000-2999: Classified Personnel Salaries Staff salaries
1,000	Title I 3000-3999: Employee Benefits Staff benefits

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Recruit and Retain Highly Qualified Staff
Recruit and retain highly qualified staff by developing leadership capacity, supporting new teachers/administrators, and accessing professional development opportunities.

Goal 4

Support District in recruiting and retaining highly qualified staff by developing leadership capacity, supporting new teachers/administrators, and accessing professional development opportunities. Staff Development and peer support will assist in the retention of new teachers. ECHS provides opportunities for members of departments to take part in conferences with a focus on CCSS. The district Induction adviser will meet with the administration regularly to provide suggestions for how to improve retention.

Identified Need

Increase staff PD opportunities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PD Opportunities	20-21 Data	Increase number of PDs offered

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)

Staff and All Students

Strategy/Activity

Provide professional development and support to staff to ensure instruction for college and career ready graduates.

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)
7,000	Title I 4000-4999: Books And Supplies

	Materials and supplies for professional development activities. Light refreshments for professional development.
3,000	Title I 1000-1999: Certificated Personnel Salaries Sub for PD opportunities

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$685092.55
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$685,092.55

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$685,092.55

Subtotal of additional federal funds included for this school: $685,092.55

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $685,092.55

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Megan Cope	Principal
Angela Jones	Classroom Teacher
Kyle Clinton	Classroom Teacher
Lucia Hurtado	Parent or Community Member
Michelle Lopez	Classroom Teacher
Vanessa Chavez Solis	Other School Staff
Karen Petersen	Other School Staff
Anali Sebastian	Secondary Student
Lori Henenfent	Parent or Community Member
Soledad Preciado	Secondary Student
Sebastian Ramirez	Secondary Student
Heather Nardello	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
	Other: School Safety Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/20/2021.

Attested:

Principal, Megan Cope on
SSC Chairperson, Soledad Preciado on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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