El Capitan High School
SELF-STUDY REPORT

100 Farmland Ave.

Merced, CA 95340

Merced Union High School District

March 20 - 22, 2023

ACS WASC/CDE Focus on Learning Accreditation Manual,

2019 Edited Edition (2020-2021/2021-2022 SY Visits)

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El Capitan High School WASC Visiting Committee

David Brown - Chair

Chris Ostermann

Jason Tomlinson

Angela Menjivar

Veronica Vas Dinas

El Capitan High School WASC Leadership Team

Megan Cope - Principal
Tiffany Gossman - Associate Principal
Melissa Blake - Instructional Coach
Mike Abarca - Counselor
Anthony Doyle - Teacher Librarian
Anneka Schnieder - ELA
Tina Spurlock - AVID
Kyle Clinton - Math
Megan Fry - Math
Angela Jones - Science
Dara Smith - SPED
Kaylyn Davenport - Agriculture
Jason Schneider - Social Studies
Joaquina Lee - Social Studies
Susana Aguirre - ELD
Eduardo Ruiz - Counseling
Ray Abarca - SPED
Gerardo Guardado - World Language
Janel Mouillseaux - Intervention Teacher
Brandon Sanchez - Intervention Coordinator

El Capitan High School 2022-2023 Focus Groups

Focus Group A
Organization: Vision & Purpose, Governance, Leadership & Staff, & Resources
Megan Cope - Principal
Randall Barber - Med Tech (Lead)
Derek Price - Activities Director
Anthony Doyle - Teacher Librarian
Celia Casso - Ag
Michelle Lopez - Science
Tyler Dietz - SS
Michael Davenport - ELA
Anthony Martinez - ELA
Michaela Pignone - Ag
Megan Fry - Math
Jose Duran - World Lang
Jason Duyette - PE
Cari Nichols - Psych
Brenda Olmos - SSM
Jordan Irsik - SPED

Focus Group B
Standards-Based Student Learning: Curriculum
Christopher Tufts - AP
Tina Spurlock - AVID (Lead)
Michael Abarca - Counselor
Kyle Clinton - Math
Krystal Angel - Math
Gurbax Shergill - Science
Christina Schiewek - PE
Maycol Fernandez Wilson - World Language
Esteban Martinez - SS
Ray Abarca - Sp Ed
Gregory (Brian) Jones - SPED
Sarah Hill - Art
Rachel Day - Ag
Tyler Morgan - Business
Kristi Dunham - SS
Jason Schneider - SS

Focus Group C
Standards-Based Student Learning: Instruction
Anthony Arista - AP
Angela Jones - Science (Lead)
Joaquina Lee - SS
Andrea Evans - Counselor
Xer Moua - ELA
Anneka Schneider - ELA
Josh Roe - Science
Johnny Villa - SS
Maria Ramirez Ramirez - Math
Veronica Belmonte - Math
Daniel Fishman - Ag
Maria Arteaga - World Languages
Moises Gutierrez - ELD
Tara Morgan-Ramirez - ELA
Christian Salcedo - Art
Lauren Petiti - Art
Keith Petiti - Business
Angela Cook - Child Dev

Focus Group D
Standards-Based Student Learning: Assessment/Accountability
Tiffany Gossman- AP
Melissa Blake - Instructional Coach (Lead)
Alejandra Salas - Counselor
Mikayla Bliss - Science
Charlene Gallardo - Science
Steven Holl - Science
Matt Davis - ELA
Michelle Dillon - ELA
Kaylyn Davenport- Ag
Kamella Gudgel-Lema - Math
Haylee Eagleton - Math
Lauren Petiti - Art
Dara Smith - SPED
Jazmin Chavez - PE
Amy Verrinder - AVID
Mario Arroyo - SS
Randal Bartley - SS

Focus Group E
School Culture and Support for Student Personal and Academic Growth
Robert Nunes - AP
Eduardo Ruiz - Counselor (Lead)
Rodd Parker - Athletic Director
Janel Mouillesseaux - IC teacher
Rachel Day - Ag
Maria Brouillard - Band
Thomas Briggs - PE
Susana Aguirre - ELD
Gerardo Guardado - World Language
Patrick Kincaid - English
Adrian Hurtado - SPED
Aaron Ruiz - SPED
Seth Medefind - SS
Brandon Sanchez - Intervention Coordinator
Ramiro Zaragoza - Math
Brenda Villafana Larios - Math
Roxana Husselstein - Science
Adam Alexander - Art
Sheila Whitley - Academic Support
Ka Vang - Nurse

El Capitan High School 2022-2023 Home Groups

Home Group 1A - ELA & ELD
Tara Morgan-Ramirez
Michelle Dillon
Moises Gutierrez
Tina Spurlock
Michael Davenport

Home Group 1B - ELA
Matt Davis
Susana Aguirre
Xer Moua
Patrick Kinkade
Anneka Schneider
Myranda Verdin-Cose
Anthony Martinez

Home Group 2A - Science
Makayla Bliss
Charlene Gallardo
Josh Roe
Gurbax Shergill

Home Group 2B - Science
Steven Holl
Roxana Husselstein
Angela Jones
Michelle Lopez

Home Group 3A - Social Science
Mario Arroyo
Randall Bartley
Joaquina Lee
Esteban Martinez
Jason Schneider
Johnny Villa

Home Group 3B - Social Science
Tyler Dietz
Kristine-Kristie Dunham
Seth Medefind
Ryan Sanchez
Rodd Parker
Brandon Sanchez

Home Group 4A - Math Department
Krystal Angel
Megan Fry
Haylee Eagleton
Maria Ramirez Ramirez
Ramiro Zaragoza

Home Group 4B - Math Department
Kyle Clinton
Veronica Beltomote
Kamella Gudgel-Lema
Brenda Villafana Larios

Michaela Pignone
Celia Casso

Home Group 5 - Physical Education
Thomas Briggs
Jazmin Chavez
Jason Duyette
Christina Schiewek

Home Group 7 - Special Education
Aaron Ruiz
Dara Smith
Jordan Irsik
Adrian Hurtado
Gregory (Brian) Jones
Ray Abarca

Home Group 6 - AG
Kaylyn Davenport
Rachel Day
Daniel Fishman
Eli Grant

Home Group 8 - Multi Departments

Sarah Hill
Lauren Petiti
Maria Arteaga
Jose Duran
Maycol Fernandez
Gerardo Guardado
Tyler Morgan
Keith Petiti
Christian Salcedo
Sheila Whitley
Adam Alexander
Maria Brouillard
Angela Cook

Merced Union High School District Administration

Superintendent
Alan Peterson

Deputy Superintendent - District Operations
Ralph Calderon

Assistant Superintendent - Business Services/CBO
Scott Weimer

Assistant Superintendent - Educational Services
Constantino Aguilar

Director - Human Resources
Mandy Ballenger

Director - Educational Technology & Online Programs
Sheryl Garman

Director - Student Support
Cristi Johnson

Director - Intervention, Instruction, & Innovation
Torrin Johnson

Director - Facilities
Melissa Miller

Director - Maintenance & Operations
Mark Gottschall

Director - Fiscal Services
Sonia Garcia

Director - Nutrition Services
Erin Tassey

Director - Transportation
Brenda Hermosillo

Program Manager - Child Welfare and Attendance
Kelli Sharpe

Program Manager - Risk Management
Derek Daley

Program Manager - Warehouse/Purchasing
Jason Perez

WASC Self-Study Timeline

September 2022

    Modify focus & home groups to reflect additions/changes

    Provide current year data to stakeholder groups to prepare for modification of SPSA

    Begin to gather information needed for School Profile

October - November 2022

    Get input from staff for identifying instructional foci/critical needs of improvement

    Identify lead teachers for WASC review

    Revision Chapter II in groups

    Provide data for stakeholders & gather their input

November - December 2022

    Revision of Chapters I-III

    Gather feedback of Chapters I-IV

    Gather input for Chapter IV & V

    Summarize Chapters I-IV into identification of critical needs

December 2022 - January 2023

    Complete Action Plan

    Provide report to all stakeholders for review

    Revisions completed

    Whole report review with administration team and teacher leaders

        Chapter I- Last week of November

        Chapter II- First week of December

        Chapter III- Second Week of December

        Chapter IV- Third Week of December

        Chapter V- Christmas Break

    Final Review- Second/Third week in January

January 2023

    Prepare welcome baskets

    Plan for breakfast and lunch for team

    Schedule meetings dates/times

February 2023

    Submit WASC Report

March 2023

    Prep Staff for visit March 20-23

Acronyms Used in the ECHS 2022-2023 WASC Report

Abbreviation	Meaning
AP	Advanced Placement
ASB	Associated Student Body
AVID	Advancement Via Individual Determination
CBEDS	California Basic Educational Data
CELDT	California English Language Development Test
CFU	Checking For Understanding
DELAC	District English Learners Advisory Committee
DOK	Depth of Knowledge
DRC	Day Reporting Center
ELA	English Language Arts
ELAC	English Learners Advisory Committee
ELPAC	English Language Proficiency Assessment for California
EL	English Learner
FCCLA	Family, Careers & Community Leaders of America
FFA	Future Farmer of America
GPA	Grade Point Average
IEP	Individualized Education Program
LCAP	Local Control and Accountability Plan
LEA	Local Education Agency
NETS	National Educational Technology Standards
RTE	Return to Excellence
RTI	Response to Intervention
SART/SARB	Student Attendance Review Team/Board

SARC	School Accountability Report Card
SAT	Scholastic Aptitude Test
SLO	Student Learner Outcome
SPSA	Single Plan for Student Achievement
SSC	School Site Council
SST	Student Study Team
UDA	Understanding Drugs and Alcohol

Chapter I: Progress Report

<u>Major Developments Since Initial Visit</u>
One of the most significant developments since the initial visit has been the increase in student and staff numbers. At the first visit, we supported only Freshman and Sophomores with a staff of 36 teachers; since then we have grown into a school that supports all four grade levels with a staff of 88 teachers. The administration staff has gone through changes as well. Currently, the administrative staff is completely different from the last visit with four administrators new to the site this year. The most senior administrator has been in place for four years.

Additionally, there have been changes at the district level. Currently, the district staff consists of a Superintendent, Deputy Superintendent, as well as several other positions that have shifted over the years. This includes a reduction in Assistant Superintendents from three to two, two Executive Director positions which have become Director positions (for a total of eleven director positions), and three Program Administrator positions.

The adoption of the new funding formulas has influenced financial decisions made at the local level. With more control of how funds are spent, more attention is available to be given to our different populations.

El Capitan's SPSA aligns with MUHSD's LCAP Goals. Our School Site Council and Administrators all contribute to the implementation of and monitoring of our schoolwide action plan and SPSA. Our School Site Council annually reviews student progress towards our LCAP goals. Additionally, El Capitan holds two LCAP meetings per year to share and celebrate our goals.

Critical areas follow-up (as identified in our last full visit report)

Critical area #1

In order to make the transition to mainstream classes smoother for EL and special needs students, the administration and staff must increase opportunities and support. For Spanish-speaking students, this would mean a community liaison on campus, and the school must continue to seek funding for one. Additionally, the co-teaching model for special needs and regular education teachers would be improved if they met during collaborative periods.

Single Plan for Student Achievement
Goal # 3

Progress since last visit

Since our last full visit, a Spanish-speaking community liaison, whose role is to facilitate issues between staff and students, was hired. In addition, we have two Spanish-speaking para-professionals to support students in classes. Both Special Education and EL teachers have been given supportive resources as well. For example, special education teachers co-teach with general education teachers, including small amounts of time to collaborate. Additionally, EL teachers have been supported with new curriculum and training.

Critical area #2

Teachers continue to seek ways to collaboratively integrate technology in order to create more visible and viable student engagement. Students would like more opportunities to work together and use meaningful paper/pencil activities.

Single Plan for Student Achievement
Goal #4

Progress since last visit

Since our last full visit, math teachers have incorporated strategies to make learning more visible using vertical whiteboards (Math 360). Vertical whiteboards or individuals whiteboards are also being used in other subject areas such as science and world languages. Technology is used to create more visible and viable student engagement in terms of random group generator and random selection for checking for understanding. With our adoption of new math curriculum and consumables being available there has been an increase in more meaningful and collaborative opportunities for students to get away from technology. We have also had an increase in professional development around Thinking Classrooms to add more meaningful collaboration and communication.

<u>**Critical area #3**</u>

The administration and staff continue to seek ways to engage parents in school activities despite the transportation problems.

<u>**Single Plan for Student Achievement**</u>

Goal #2

<u>Progress since last visit</u>

Parent engagement, like many other things, has evolved with technology. While we do not always have a large turn out for parent engagement specific events such as Coffee with Principal or Back to School Night, we do however have a large social media presence. Communicate is sent out via ParentSquare weekly and we have number of views as well as followers on social media accounts. At sporting events, fundraiser, award ceremonies, and scholarship information night we have a large number of parents present to support their students. We feel our parent engagement data needs to be collected in a new way to capture how connected and supportive our families are. While we do still need to get our At - Promise students and families more connected overall we have great parent support.

Chapter II: Student/Community Profile and Supporting Data and Findings

El Capitan High School is located in the city of Merced in Merced County, which lies in the San Joaquin Valley. Being centrally located in California means that the city is within a few hours drive of major cities such as San Francisco, Sacramento, or Los Angeles. Merced, CA is the largest suburban city in Merced County with a population of approximately 84,081 people. The demographics are as follows: White (not of Hispanic or Latino descent), 23.7%; Black or African American 3%; Asian 12.6%; two or more races 2.6%; and being of Hispanic or Latino descent 57.8%. The percentage of persons who speak a language other than English in the home is 23%.

El Capitan is a Title I school and must meet the mandates identified when receiving Title I Funds. Our indicators are measured through the state metrics on the State of California Dashboards.

The Merced Union High School District serves approximately 11,182 students, spanning over three cities. There are six comprehensive high schools and three alternative education sites in the district. MUHSD is a multiple feeder school district, with the majoirty of students coming from Merced City School District. ECHS is the most recent school opened in the MUHSD district, located in North Merced close to the UC Merced campus. ECHS opened with only a freshman and sophomore class, and the first graduates were the class of 2016. It was the district's first 1:Web school, with a flexible "bring your own device" option, as well as the option to use the school-supplied Google Chromebook for work in all academic areas. All students have a device to use at school and at home.

School Purpose

School Motto
"Learn, Love, Lead, and Leave a Legacy"

School Mission and Vision Statement

> Mission Statement
> "El Capitan High School is committed to developing 21st century leaders who demonstrate integrity, honor, and compassion as they gain the academic and technological skills needed to achieve excellence in college and career."
>
> Vision Statement
> "Learn, Love, Lead and Leave a Legacy"

Schoolwide Learning Outcomes

> 1. El Capitan students demonstrate integrity, honor, and compassion.
>
> 2. El Capitan students achieve academic and technical excellence through innovation and critical thinking.
>
> 3. El Capitan students reach their college and career goals and become responsible and productive digital natives.

WASC Accreditation History

Initial WASC Visit
In 2014, El Capitan High School was involved in our initial WASC accreditation process. We were granted an initial accreditation status for grades 9 through 10, expiring in June 2017.

2016 WASC Visit
A 2016 WASC Self-Study was completed with six year and one-day mid-cycle review accreditation for all grade levels.

Mid-Cycle One-Day WASC Visit
A mid-cycle review was completed in 2019.

Demographic Data

Staff

ECHS currently has a staff of 145, which accounts for 57 classified and 88 certificated. Of the 88 certificated staff, there are five teachers that were hired with a Provisional Internship Permit (PIP) and 4 that are considered not "Highly Qualified Teachers".

Name	Subject Area	Years in District
Megan Cope	Principal	7
Michael Abarca	Counselor	8
Ray Abarca	SPED	12
Susana Aguirre	ELD	17
Krystal Angel	Math	8
Joe Anthony Arista	Administration	<1
Mario Arroyo	Social Science	4
Maria Arteaga	Spanish	7
Randall Barber	Science	4
Randall Bartley	Social Science	4
Veronica Belmonte Valadez	Math	1
Melissa Blake	Instructional Coach	15
Makayla Bliss	Science	<1
Thomas Briggs	PE	8
Maria Brouillard	Music	6
Celia Casso	Science	9
Kyle Clinton	Math	20
Jazmin Chavez	PE	2
Angela Cook	Family & Consumer Science	18

Kaylin Daveport	Agriculture	8
Mike Davenport	English	9
Matthew Davis	English	3
Rachel Day	Agriculture	<1
Tyler Dietz - Powers	Social Science	<1
Michelle Dillon	English	17
Tony Doyle	Librarian	32
Kristie Dunham	Social Science	17
Jose Duran	Spanish	19
Jason Duyette	PE	17
Haylee Eagleton	Math	2
Andrea Evans	Counselor	16
Maycol Fernandez	Spanish	8
Daniel Fishman	Agriculture	4
Megan Fry	Math	8
Charlene Gallardo	Science	8
Tiffany Gossman	Administration	12
Eli Grant	Agriculture	<1
Gerardo Guardado	Spanish	17
Kamella Gudgel-Lema	Math	8
Moises Gutierrez	ELD	15
Sarah Hill	Art	22
Steven Holl	Science	6
Adrian Hurtado	SPED	6
Roxana Husselstein	Science	8

Jordan Irsik	SPED	<1
Angela Jones	Science	10
Gregory Jones	SPED	1
Patrick Kincaid	English	6
Joaquina Lee	Freshman Seminar	16
Michelle Lopez	Science	3
Anthony Martinez	English	4
Esteban Martinez	Social Science	<1
Seth Medefind	Social Science	18
Tyler Morgan	Business	5
Tara Morgan-Ramirez	English	20
Xer Moua	English	19
Janel Mouillesseaux	Intervention Teacher	15
Robert Nunes	Administration	14
Rodd Parker	Social Science	18
Keith Petiti	Business	26
Lauren Petiti	Art	7
Michaela Pignone	Agriculture	2
Derek Price	Social Science	17
Maria Ramirez Ramirez	Math	2
Joshua Roe	Science	1
Aaron Ruiz	SPED	9
Eduardo Ruiz	Counselor	4
Brandee Ruiz	Counselor	15
Alejandra Salas	Counselor	5

Christian Salcedo	Art	2
Brandon Sanchez	Intervention Coordinator	10
Ryan Sanchez	Social Science	<1
Christina Schiewek	PE	15
Anneka Schneider	English	8
Jason Schneider	Social Science	17
Gurbax Shergill	Science	17
Dara Smith	SPED	22
Tina Spurlock	English	17
Christopher Tufts	Administration	11
Myranda Verdin-Cose	English	<1
Amy Verrinder	AVID	19
Johnny Villa	Social Science	2
Brenda Villafana-Larios	Math	1
Sheila Whitley	Academic Support	26
Ramiro Zaragoza	Math	1

Section A. Full-Time Equivalent of Classified Staff

Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full-time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. For more information on reporting full-time equivalents of classified staff, please refer to the Glossary and Instructions page.

Male Full-Time Equivalent Staff Count

Row	Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
1	Male Paraprofessionals	0.00	0.00	0.00	0.00	2.00	0.00	0.00	0.00	2.00
2	Male Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
3	Male Other Classified Staff	0.00	0.00	0.00	0.00	7.00	1.00	0.00	0.00	8.00

Female Full-Time Equivalent Staff Count

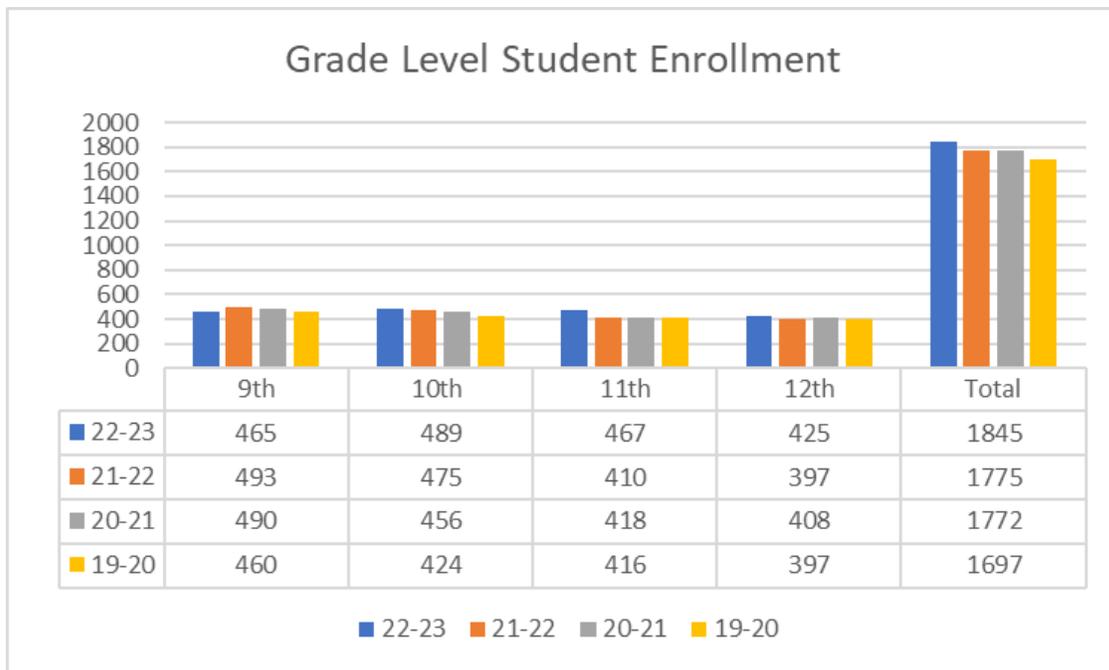| Row	Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
4	Female Paraprofessionals	0.00	0.00	0.00	0.00	5.00	0.00	1.50	0.00	6.50
5	Female Office/Clerical Staff	0.00	0.00	0.00	0.00	10.00	1.00	4.50	0.00	15.50
6	Female Other Classified Staff	0.00	1.00	0.00	0.00	6.50	0.00	2.50	0.00	10.00

Nonbinary Full-Time Equivalent Staff Count

Student Enrollment Data

El Capitan was built as planned, with no major changes in location or design, and opened on August 19th, 2019, with 765 freshman and sophomore students. The first year, there were 419 freshmen, 311 sophomores, and four upperclassmen. The school opened with freshmen and sophomore students; additionally it also housed the severely handicapped program for Merced High School and El Capitan High School, which accounted for our four upperclassmen (junior) population. With each coming year, El Capitan serviced one additional student class until it achieved full capacity. In 2015-2016, ECHS became fully operational at every grade level, freshmen to senior level students, with a student population of 1518 and featured the first graduating class. Our current enrollment data for the 2022-2023 school year is 1,911.

Grade Level Student Enrollment:
In line with the addition of a grade level in each of the years after our opening, there has been an overall growth in student population.

Grade Level Student Enrollment

	9th	10th	11th	12th	Total
■ 22-23	465	489	467	425	1845
■ 21-22	493	475	410	397	1775
■ 20-21	490	456	418	408	1772
■ 19-20	460	424	416	397	1697

■ 22-23   ■ 21-22   ■ 20-21   ■ 19-20

Student Gender:

The number of students from each gender has been relatively equal since it's opening.

Student Gender	22-23	21-22	20-21	19-20	
Female	935	872	869	859	935
Male	908	902	906	842	908
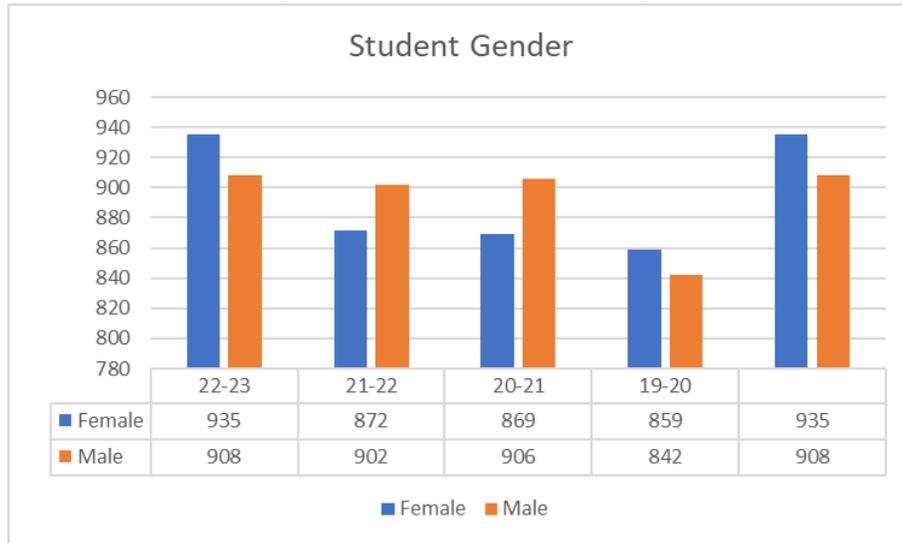
Mobility of Students

The City of Merced has a transient population with continual flux related to various environmental factors to include housing needs, general employment and agricultural work availability. The ECHS student additions, or students moving into the ECHS boundaries, have averaged approximately 14 students per month. During this same period students who are leaving ECHS to another school within the district or to another district entirely, averaging approximately 17 per month.

Student Ethnicity:

The majority of the ECHS student population has been of Hispanic origins. All groups have been relatively consistent over the past three years.

Student Ethnicity	Hispanic	White	Native American	Pacific Islander	Asian	Filipino	Black	Multi-Ethnic
21-22	1142	290	10	11	214	28	65	16
20-21	1134	302	7	10	201	29	76	14
19-20	1048	310	9	7	218	24	70	15
18-19	1017	291	8	5	209	24	80	15
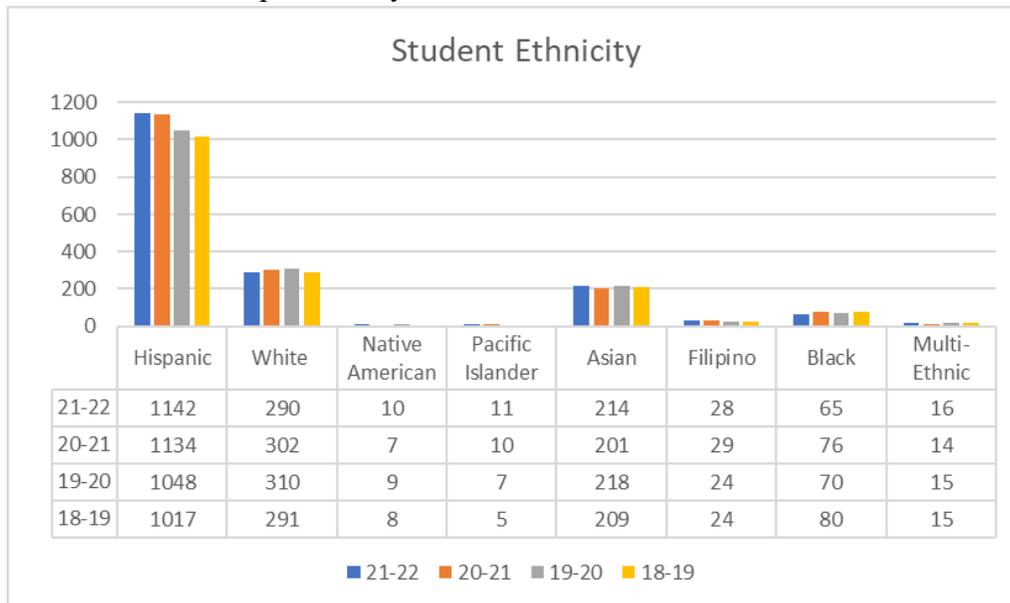
Socio-Economically Disadvantaged

Socioeconomic disadvantaged students still make up more than half of our student population. All students receive free or reduced lunch while at school. Our counselors support foster and homeless students as needed. ECHS also has a migrant counselor on staff; he works with our migrant students to help them be successful. The Gaucho Closet was established in 2013-2014 to assist those who may need some clothing such as coats, sweat shirts, or shirts.

	21-22	20-21	19-20	18-19
■ Total Enrolled	1846	1785	1702	1225
■ Sociol-Economically Disadvantaged	1297	1250	1125	817
■ Percentage	70.26	70.03	66.1	66.69

■ Total Enrolled ■ Sociol-Economically Disadvantaged ■ Percentage
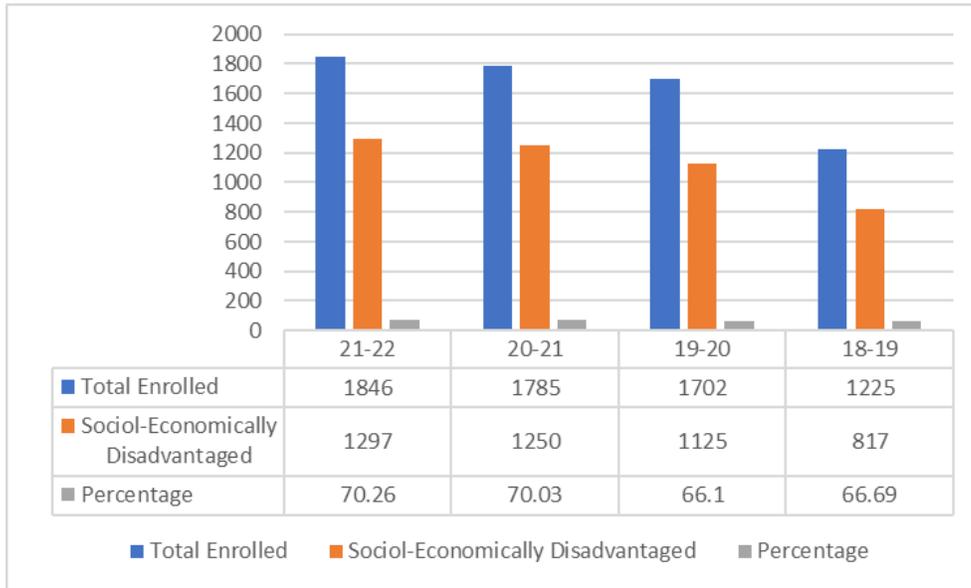
Special Populations

Our special populations have maintained numbers with a small variation from year to year. The school's severely handicapped population had a decline during the pandemic and this year is half of typical enrollment.

25
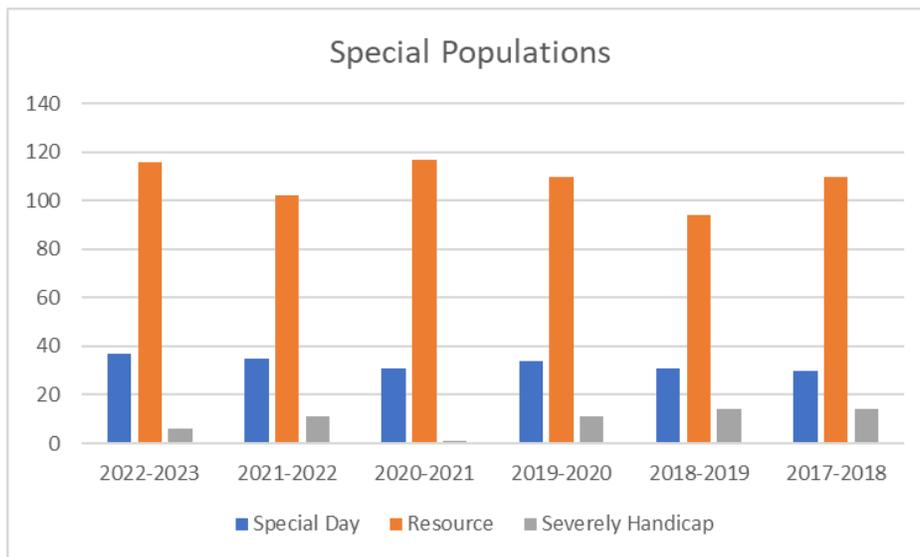
Foster Youth

The number of foster youth fluctuates throughout the year. Our registrars and our counselors along with our district representative have ongoing communications throughout the year. To help ensure we are meeting the needs of our foster youth the district has a Foster Youth Liaison to connect with supports and services.
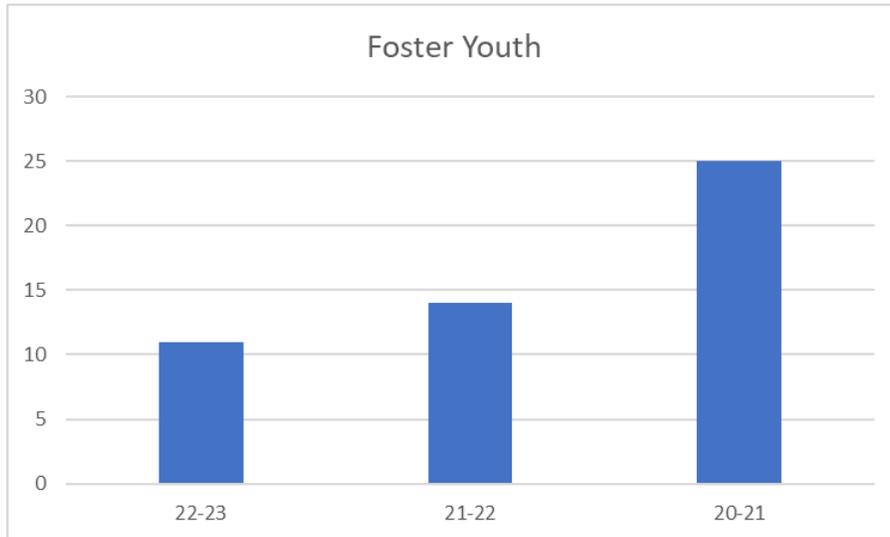
Migrant Ed

The migrant population has continued to increase over the last three years as the general student body has grown. ECHS attendance boundaries services a large rural area extending out across the county to the Snelling area.
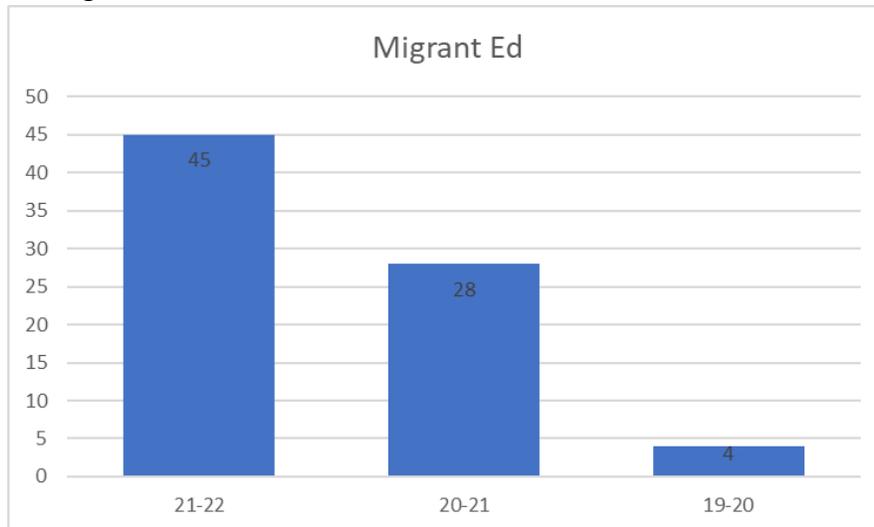
Language Proficiency

The language proficiency of the student population of ECHS shows that the majority of our students are considered to be proficient in the English language. They are considered proficient for one of two reasons; either they are classified as being an English Only student or they have been through the process of being redesignated to be English proficient.

Language Fluency

	English Only	FEP	LEP	Redesignated
21-22	904	34	150	655
20-21	979	35	195	606
19-20	880	46	11	630
18-19	846	54	103	617

■ 21-22 ■ 20-21 ■ 19-20 ■ 18-19
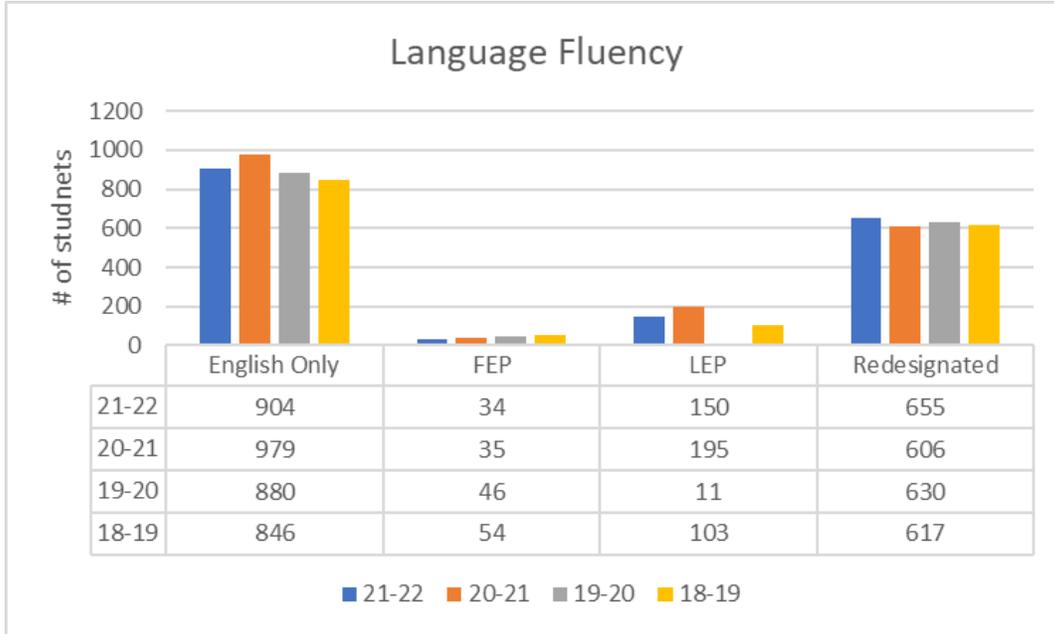
The increase in the number of students is in line with the number of students identified as being Limited English Proficient. It also matches the student population since the highest number of students have been identified as Spanish speakers.

Limited English Proficient (LEP)

	Spanish	Hmong	Pujabi	Other
20-21	126	11	1	19
19-20	87	9	2	18
18-19	87	9	2	12

■ 20-21 ■ 19-20 ■ 18-19
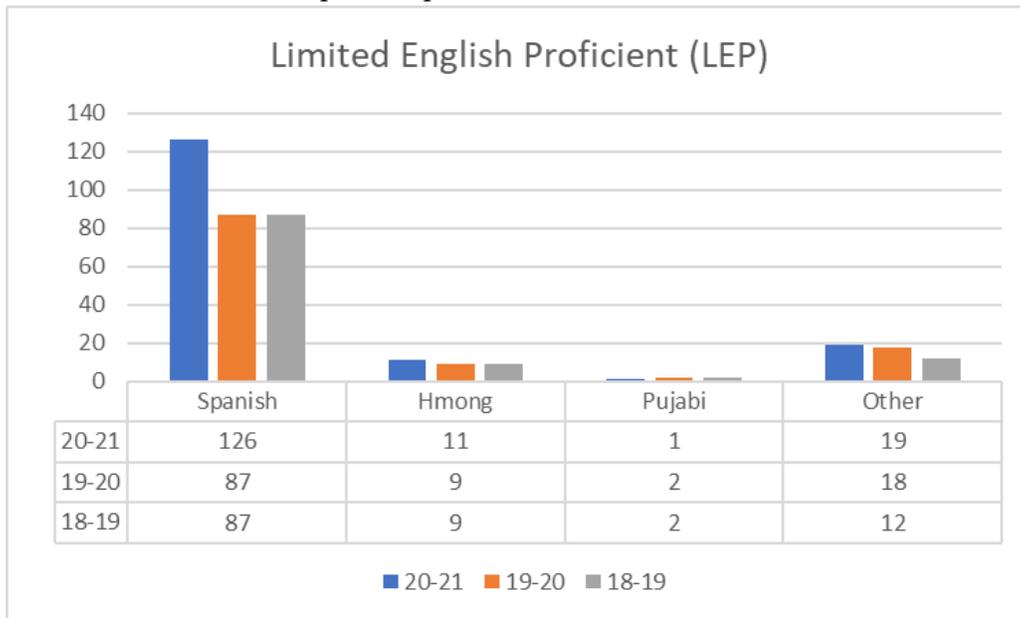
Just as the number of LEP students reflect our student population being from Spanish speaking households, the number of students that are classified as Fluent English Proficient also reflect the Spanish speaking population.

Fluent English Proficient (FEP)

	Spanish	Hmong	Pujabi	Other
20-21	19	0	4	9
19-20	25	3	4	14
18-19	25	3	4	13

■ 20-21   ■ 19-20   ■ 18-19
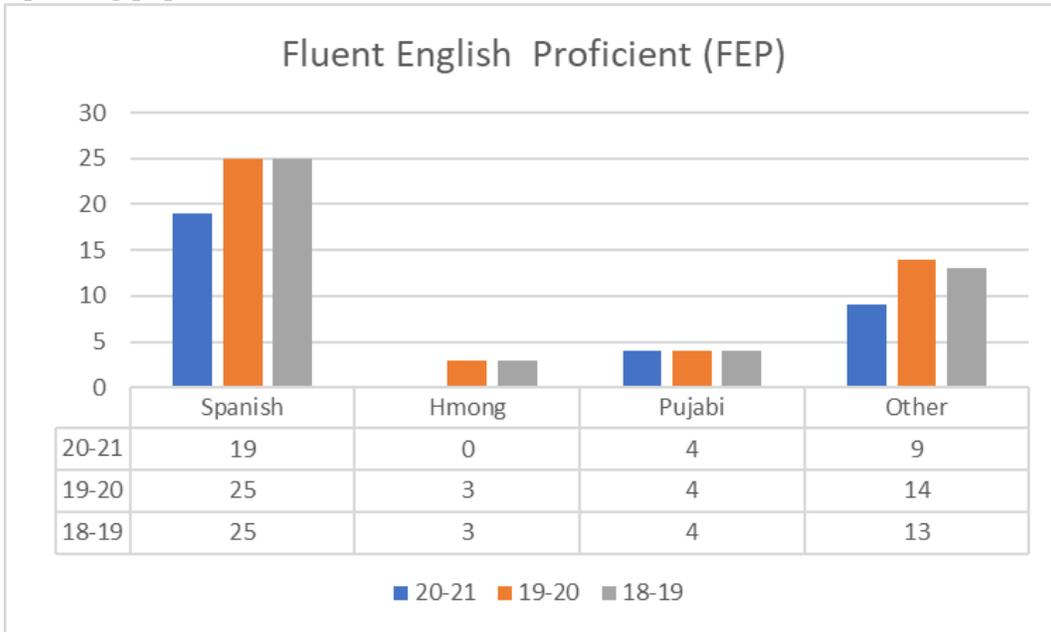
Student Involvement

At ECHS, we strive to attain 100% student involvement. We understand the connection between student involvement and student success, therefore we make every effort to ensure that our students are involved in at least one school activity such as sports and clubs.

Student Discipline

During the 2018-2019 school year there were:

71 incidents of drug or alcohol use; 42 students involved in fights; 41 students involved with confrontive behavior; 4 students involved in creating a hostile environment; 10 major disruptions; 8 gang attire incidents, and 30 incidents of bullying.

During the 2019-2020 school year there were:

138 incidents of drug or alcohol use; 87 students involved in fights; 34 students involved with confrontive behavior; 4 students involved in creating a hostile environment; 6 major disruptions; 9 gang attire incidents, and 10 incidents of bullying.

During the 2020-2021 school year there were:

49 incidents of drug or alcohol use; 38 students involved in fight; 51 students involved with confrontive behavior; 10 students involved in creating a hostile environment; 8 major disruptions; 2 gang attire incidents, and 7 incidents of bullying.

Over the course of three years, our campus has continued to grow and add additional students and staff, which in part explains the increasing number of incidents. Additionally, there have been multiple changes in the administrative positions that oversee discipline which would also account for some of the fluctuations. The district and staff at ECHS are always looking for new and innovative ways to reduce discipline incidents. In that spirit, in the last few years, MUHSD has implemented Restorative Justice, DRC, and UDA; these are counseling interventions to help students with Anger Management and Drug Counseling. The site has added a Student Support Manager to provide mental health services and social and emotional support to students as well as a counselor from Sierra Vista.
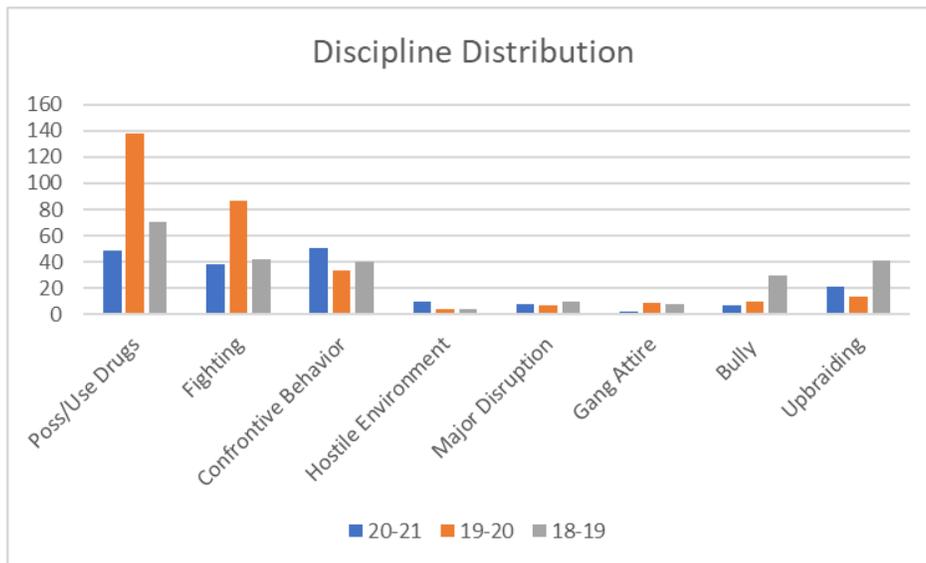
Fighting and Assault & Battery Offenses:

El Capitan High School's (ECHS) incidents of fighting and assaults have consistently ranked middle-low compared to the other comprehensive high schools in the district with similar enrollment. In the 2019-2020 school year, ECHS had a dramatic increase in incidents but continued to be in the mid-level of incidents throughout the district. The COVID -19 pandemic impacted the data in 2020-2021 and again in 2021-2022 as students re-acclimated to in-person instruction. ECHS is committed to providing a safe instructional environment and has begun implementing Restorative Justice and proactive interventions to continue a downward trend in the discipline data.

Fighting & Assault & Battery	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2017-18	24	62	44	44	22	51	34	22	303
2018-19	50	89	42	63	24	79	52	31	430
2019-20	100	80	87	72	35	236	60	21	691
2020-21	24	19	38	44	14	28	30	8	205
2021-22	75	73	67	115	21	62	16	24	453

Bullying & Threatening Offenses:

The El Capitan High School (ECHS) data has been impacted by the school, district, and state COVID-19 protocols. Over the past three years, bullying and threatening offenses data have been on the decline. ECHS has focused on re-acclimating students to in-person instruction and on discipline alternatives through education and support. Programs such as Suite 360 and the Daily Reporting Center (DRC) are used as an alternative discipline to educate students and address inappropriate behaviors. Strategic use of admin and school counselor support will be a significant change factor and will allow ECHS to maintain low incidents in this area of focus.

Bullying & Threatening	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2017-18	35	12	25	35	14	68	6	0	195
2018-19	23	23	30	44	11	71	10	5	217
2019-20	59	50	10	3	16	75	1	3	217
2020-21	34	2	7	4	26	54	2	5	134
2021-22	39	3	7	4	9	8	0	2	72

Drug and Alcohol Offenses:

El Capitan's incidents related to drugs and alcohol consistently rank among the lowest in the district with the exception of 2019-2020 and 2021-2022. The data shows that the entire district experienced an increase for those years. COVID was a factor in the 2020-21 school year as all students were in distance learning.

Drugs & Alcohol	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2017-18	41	38	51	48	44	22	44	21	309
2018-19	71	82	71	89	49	87	74	44	567
2019-20	182	133	138	59	65	132	96	67	872
2020-21	71	32	49	37	15	54	27	36	321
2021-22	105	55	121	133	61	119	40	51	685

Number of Days Home Suspended:

El Capitan has consistently experienced lower suspension rates as compared to schools with similar demographics. Historical data shows a downward trend of suspensions with the exception of the school year 2021-22.

Number of Days Home Suspended	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2017-18	130	246	217	184	195	108	367	134	1581
2018-19	71	77	193	62	83	90	152	75	803
2019-20	39	39	43	26	19	80	109	56	411
2020-21	37	13	31	15	12	1	28	14	151
2021-22	163	94	237	116	45	73	84	80	892

Number of Expulsions:

El Capitan's rate of expulsion has fluctuated over the last three years as compared to other comprehensive schools in the district with similar demographics. THis could be attributed to the use of tiered interventions such as Tier 1 and Tier 2 of DRC and UDA. Counseling and mental health services are also used to help students struggling with socio/emotional issues. During the 2021-2022 school year, El Capitan experienced some challenges with students returning from COVID, including multiple fights and assaults, contributing to a large increase in expulsions for that year.

Number of Expulsions	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2017-18	10	5	9	10	11	12	15	13	85
2018-19	2	5	6	8	7	11	16	7	62

2019-20	6	5	10	13	6	6	13	6	65
2020-21	2	0	1	2	0	0	0	0	5
2021-22	9	3	22	10	3	8	4	14	74

Safety/Cleanliness/Facilities

El Capitan High School was constructed in 2013, with classrooms located in buildings labeled A-J, a practice gymnasium, a champions gymnasium, cafeteria, library, agriculture workshop, two computer labs, two teacher lounges/workrooms, administrative building, and multiple varsity athletic fields. The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

Brick Repair: El Capitan High School has a beautiful brick veneer finish on all buildings. After the first year El Capitan High School opened its doors, significant brick repair was required. Throughout a long process to recoup the funding in order to complete the needed repairs, construction began in June 2022. Brick veneer was removed from many areas around campus. The demolition of this process occurred during the summer months to avoid as much disruption to the school year as possible. Removal of brick veneer occurred on the gymnasium, administrative building, theater, stairwells, portions of the J building, and a significant amount on the E building including the senior tables area. Safety fences and barriers were installed around campus to ensure student and staff safety. Brick veneer was replaced in all areas after plaster repair. The brick veneer project is anticipated to be completed by May 2023.

Football Stadium: El Capitan High School is in the planning process of building a football stadium. The stadium is planning to include home and visitor stands, two concessions, two sets of restrooms, and a ticket booth. Groundbreaking for the stadium will occur in the fall of 2023. El Capitan High School has solicited input from educational partners and community stakeholders through meetings and a google form.

Cleaning Process: El Capitan High School provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The associate principal over facilities works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and Repair: A scheduled maintenance program is administered by El Capitan High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed

efficiently and in the order in which they are received.

Our Facility Inspection Report for the 2022-2023 school year is linked in the appendices. It indicates that our school site is in fair to good condition. This inspection is conducted by our Head Custodian annually. Any issues that are detected are addressed promptly.

Parents

Parent Education Level: City of Merced

Grad Sch.	4-yr College Grad.	Some College	High Sch. Grad	Not High Sch. Grad	Decline To State
414	156	245	229	266	159

Parent Education Level: El Capitan

The following is information that is self-reported by parents of the students at ECHS, which is a general reflection of the education level of all parents in the city of Merced.

Year	Grad Sch.	College Grad.	Some College	High Sch. Grad	Not High Sch. Grad	Decline To State	Skipped Question
22-23	414	154	244	228	269	160	373
21-22	194	309	384	308	389	189	0
20-21	194	292	404	290	421	171	0
19-20	193	284	387	278	384	175	0

Parent Community Organizations/Outreach

ECHS offers many opportunities for parent involvement. Parents are invited to participate in multiple committees such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC). They are also given the opportunity to join a variety of booster clubs that support academic and athletic organizations. Additionally, education opportunities, including various parent workshops, are provided to ECHS parents. There are several events organized to help strengthen the relationship between the school and parent/community members such as Coffee with the Principal. The following is a partial list of opportunities provided to ECHS parents.

Sports Boosters
Band Boosters
FFA Boosters

Coffee with the Principal
      Parent attendance for 22-23 - 4
Partners Workshop - Fall
      Senior Parent Night October 12, 2022 (157 seniors and their family attended)

While multiple options for involvement are offered for our students' parents, participation numbers are low. Increasing parent involvement in our school has been difficult for a variety of reasons, including the extended distance between our feeder community and school campus and the lack of participation of high school parents in general.

School Performance Data
Staff Development
Instructional Foci
Each year, the administrative staff, along with the Instructional leadership team, determine the instructional foci for the school year. The foci are based on the growth from the previous year and any struggles that have been identified by the staff. The instructional focus for the 2022-23 school year are: UDL, Back to Basics lesson components - measurable objective, rigor, 4C's, CFU's and Closure

Professional Development
Each year, our staff is offered professional development that falls in line with the instructional foci of the year. Our daily collaboration schedule allows our instructional coach to develop and deliver these professional development opportunities directly to the staff during the school day. Our instructional coach modifies the workshop to fit the needs of each core subject area and offers each workshop during both the fall and spring semesters. Professional development calendar.

AVID Enrollment

AVID	9th	10th	11th	12th
21-22	41	41	52	34
20-21	64	52	48	32
19-20	76	65	52	31
18-19	0	60	57	53

21-22 20-21 19-20 18-19
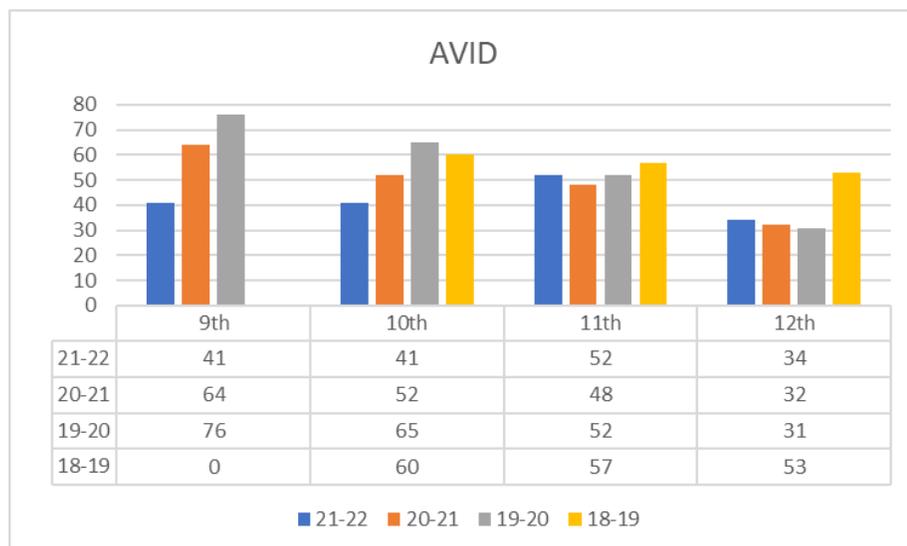
ECHS opened with record numbers of Freshmen and Sophomores enrolled in the AVID program during our first year. Since that time, the total number of students enrolled in the program has continued to rise. However, the number of Freshmen has continually declined. This can be explained by the adherence to AVID qualifications and the reduced number of sections available to be allocated to the program.

PSAT Data

At ECHS, we believe that it is our duty to prepare all students to be successful in college or career as they graduate from our school. For that reason, we enroll AVID and any sophomore or junior student interested in the PSAT every year. All data represented in the PSAT Participation graph was taken from the College Board website.

PSAT Participation

	9th School	State	District	10th School	State	District	11th School	State	District
2022	0%	0%	2%	1%	2%	7%	1%	2%	8%
2021	0%	0%	6%	3%	2%	8%	4%	2%	9%
2020	3%	0%	1%	0%	0%	4%	4%	2%	2%

■ 2022 ■ 2021 ■ 2020
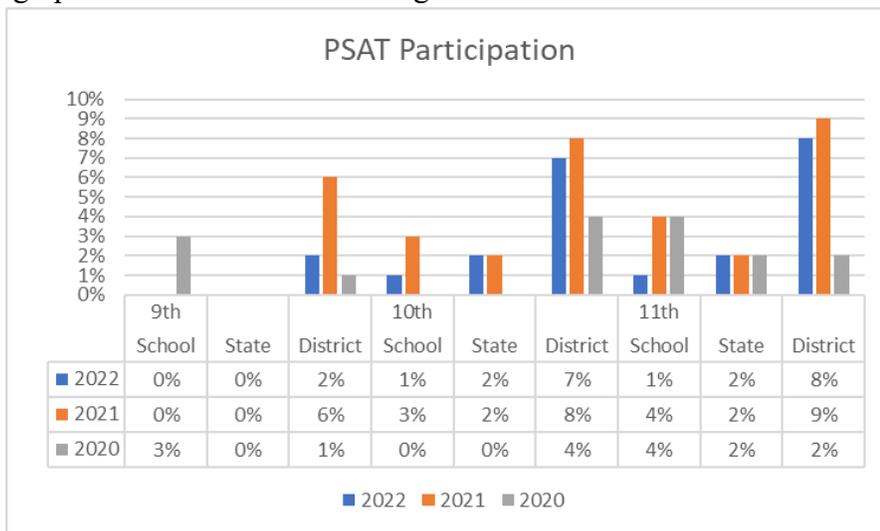
AP Data

We currently offer 12 AP courses based on the needs and interests of our students. We will add one additional course next year.

AP Classes

	English Lang/Comp	English Lit	Spanish	Art	AP Stats	AP Calc	AP Chem	AP Euro	AP US	AP Gov	AP Biology
21-22	67	50	28	5		30	7	34	41	53	21
20-21	37	46	35	8	11	26	12	55	56	85	28
19-20	38	55	23	12		30	13	34	68	90	38
18-19	70	71	28	12	18	17	37	48	71	64	22

■ 21-22 ■ 20-21 ■ 19-20 ■ 18-19
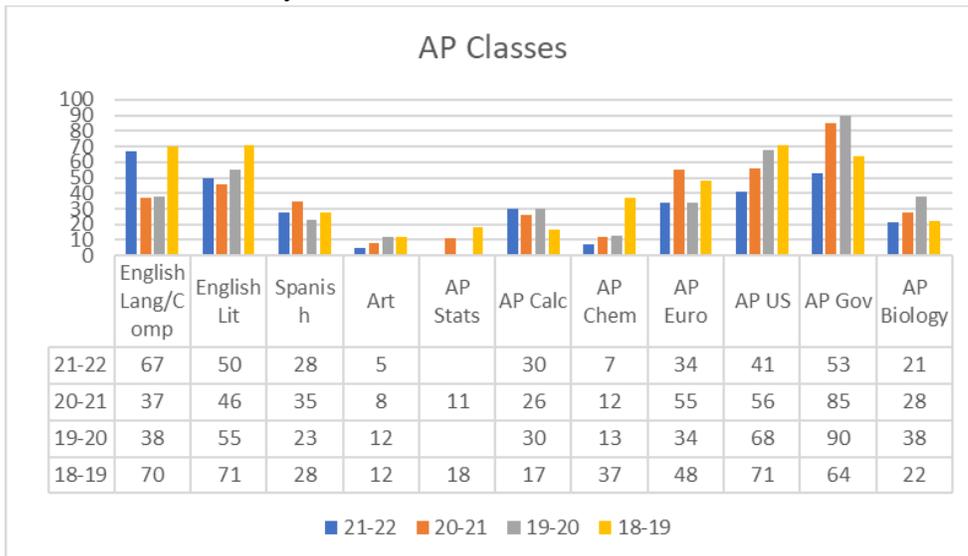
While our students are scoring below average on most AP exams, they have excelled on two tests, Studio Art 2D and Spanish Language. Our AP teachers continue to make efforts to improve their scores by attending AP institutes and using other study prep materials.

Despite having below average performance on the majority of our AP exams, we continue to provide opportunities for students to take them. We open our classes to any student that shows an interest in taking the class, regardless of their past performance in previous classes. The number of students taking AP exams was drastically impacted by the COVID-19 pandemic.

	2018	2019	2020	2021	2022
Total AP Students	260	203	182	138	173
Number of Exams	417	319	239	183	237
AP Students with Scores 3+	106	100	105	58	79
% of Total AP Students with Scores 3+	40.77	49.26	57.69	42.03	45.66

Grading Data

An analysis of grading data from the 1st Quarter report card period (Mark 2 - first image) and the Mark 3 report card period (second image) of the 2022-2023 school year indicates a need to focus on EL's and SPED sub-groups academic performance. EL's have a D/F rate of more than 40% in ELA and consistently have a significantly high D/F rate across most other content areas. The same can be said for SPED.

Mark 2

Department	All Students D/Fs	Total	Percent	English Only D/Fs	Total	Percent	FEP D/Fs	Total	Percent	ELD D/Fs	Total	Percent	RFEP D/Fs	Total	Percent	SpEd D/Fs	Total	Percent	Foster Care D/Fs	Total	Percent
English	332	1635	20.30%	159	850	18.70%	8	78	10.30%	53	106	50.00%	112	600	18.70%	68	164	41.50%	5	20	25.00%
Math	241	1423	16.90%	119	704	16.90%	8	66	12.10%	32	116	27.60%	82	530	15.50%	20	119	16.80%	5	16	31.30%
Science	146	1396	10.50%	68	716	9.50%	7	86	8.10%	21	58	36.20%	50	532	9.40%	22	97	22.70%	4	17	23.50%
Social Studies	240	1437	16.70%	112	719	15.60%	5	75	6.70%	46	124	37.10%	77	512	15.00%	36	129	27.90%	3	16	18.80%
ELD	58	177	32.80%	0	0	0.00%	0	0	0.00%	51	158	32.30%	0	0	0.00%	10	20	50.00%	0	0	0.00%
PE	128	605	21.20%	65	244	26.60%	4	15	26.70%	24	89	27.00%	34	250	13.60%	25	73	34.20%	6	10	60.00%
World Lang.	42	751	5.60%	34	401	8.50%	0	33	0.00%	3	29	10.30%	5	287	1.70%	4	20	20.00%	1	10	10.00%
Ag	108	563	19.20%	36	281	12.80%	0	13	0.00%	42	74	56.80%	30	194	15.50%	12	50	24.00%	1	2	50.00%
SpEd	22	279	7.90%	12	162	7.40%	0	3	0.00%	8	59	13.60%	2	55	3.60%	21	238	8.80%	1	16	6.30%
AVID	6	262	2.30%	5	141	3.50%	0	15	0.00%	0	1	0.00%	1	105	1.00%	1	9	11.10%	0	1	0.00%
IT	23	393	5.90%	15	217	6.90%	0	17	0.00%	5	19	26.30%	3	139	2.20%	9	44	20.50%	1	11	9.10%
Perf. Arts	6	299	2.00%	3	172	1.70%	0	23	0.00%	0	2	0.00%	3	102	2.90%	0	10	0.00%	1	2	50.00%
Art	26	559	4.70%	13	283	4.60%	1	21	4.80%	4	30	13.30%	8	224	3.60%	5	54	9.30%	2	12	16.70%

Mark 3

Department	All Students D/Fs	Total	Percent	English Only D/Fs	Total	Percent	FEP D/Fs	Total	Percent	ELD D/Fs	Total	Percent	RFEP D/Fs	Total	Percent	SpEd D/Fs	Total	Percent	Foster Care D/Fs	Total	Percent
English	367	1627	22.60%	184	849	21.70%	8	79	10.10%	55	102	53.90%	120	597	20.10%	66	162	40.70%	7	18	38.90%
Math	246	1406	17.50%	126	696	18.10%	7	66	10.60%	30	119	25.20%	83	524	15.80%	22	118	18.60%	5	16	31.30%
Science	211	1396	15.10%	112	719	15.60%	11	87	12.60%	19	59	32.20%	69	531	13.00%	27	96	28.10%	7	16	43.80%
Social Studies	253	1439	17.60%	123	724	17.00%	7	77	9.10%	42	126	33.30%	81	511	15.90%	43	131	32.80%	5	15	33.30%
ELD	43	178	24.20%	0	0	0.00%	0	0	0.00%	42	174	24.10%	0	0	0.00%	10	20	50.00%	0	4	0.00%
PE	146	616	23.70%	75	251	29.90%	4	16	25.00%	30	94	31.90%	37	254	14.60%	34	80	42.50%	9	12	75.00%
World Lang.	53	748	7.10%	39	397	9.80%	1	34	2.90%	5	30	16.70%	8	287	2.80%	6	20	30.00%	1	9	11.10%
Ag	125	554	22.60%	40	276	14.50%	0	12	0.00%	46	73	63.00%	39	192	20.30%	16	49	32.70%	2	2	100.00%
SpEd	20	271	7.40%	13	161	8.10%	0	2	0.00%	4	52	7.70%	3	56	5.40%	20	236	8.50%	0	16	0.00%
AVID	5	260	1.90%	4	139	2.90%	0	15	0.00%	0	1	0.00%	1	105	1.00%	0	8	0.00%	0	1	0.00%
IT	48	393	12.20%	28	212	13.20%	0	19	0.00%	6	19	31.60%	14	143	9.80%	13	44	29.50%	2	11	18.20%
Perf. Arts	8	297	2.70%	3	169	1.80%	0	25	0.00%	0	1	0.00%	5	102	4.90%	1	10	10.00%	1	2	50.00%
Art	39	554	7.00%	16	278	5.80%	2	21	9.50%	5	30	16.70%	16	225	7.10%	5	52	9.60%	0	12	0.00%

ELPAC Data

Over the years, the number of students scoring at the Novice, Intermediate, Initial Fluent levels has fluctuated while the number of students scoring at Well Developed has increased, indicating that our students are moving through the steps to be redesignated as proficient English speakers. There is a gap in data due to no test data during COVID 19 closure.

ELPAC Performance Levels

	Novice English Learner	Intermediate English Learner Level	Initial Fluent English Proficient	Well Developed
2022	13%	27%	4%	18%
2021	22%	33%	26%	19%
2020				
2019	15%	34%	40%	9%
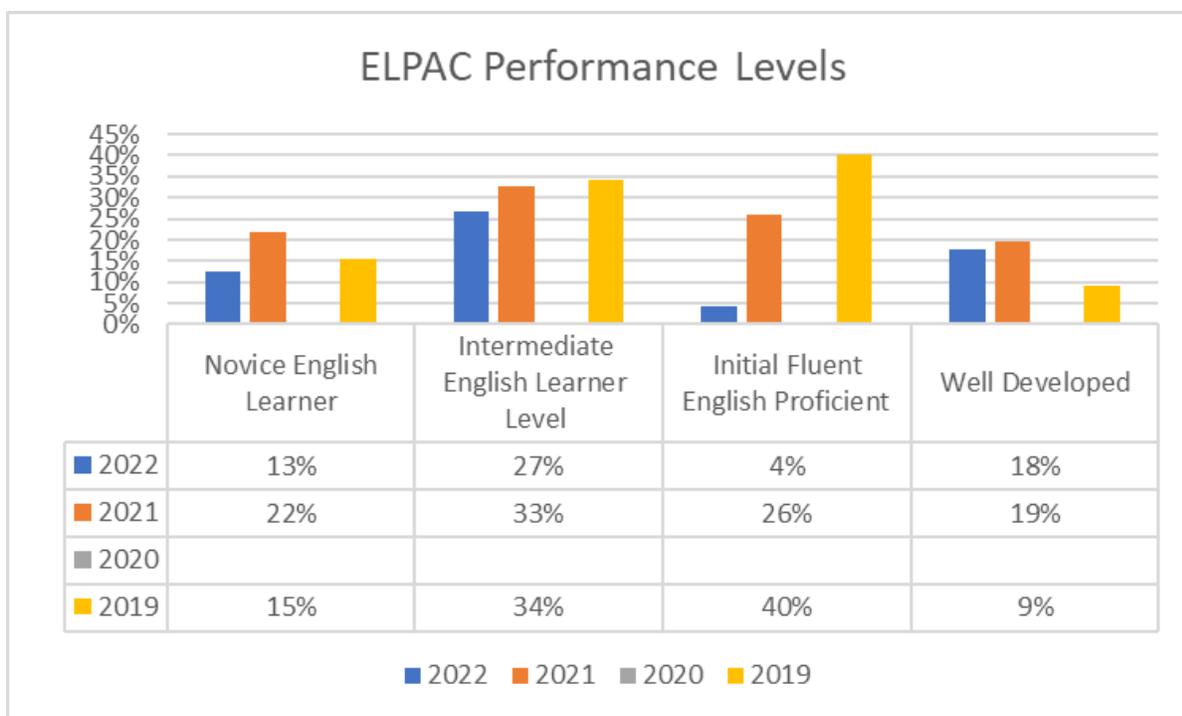
Student Performance Data

Attendance

The El Capitan High School (ECHS) attendance rate has been impacted by the COVID-19 state and district protocols over the last three years. Our attendance fell to a three-year low in the 2020-2021 school year as students re-acclimated to in-person attendance. Overall, the ECHS attendance starts strong in August and then tapers off. Attendance then hits our lowest point around December; after winter break, our attendance starts to rise until we approach the end of the school year, when attendance starts to see a decline.

Month	1	2	3	4	5	6	7	8	9	10	11	Yearly Avg.
2019-20	96.6%	95.6%	95.1%	94.7%	94%	93.8%	93.9%	86.5%	100%	100%	100%	95.3%
2020-21	97.1%	98.1%	98.4%	97.3%	96.2%	96.6%	97.3%	98.2%	97.7%	98.4%	98%	97.6%
2021-22	90.4%	92.1%	92.3%	92.1%	91.3%	81.2%	89.8%	93.9%	93.4%	91.1%	88.1%	90.74%
2022-23	92.3%	93.8%	93.2%									

2021-2022 Graduation Data

	ECHS	District
Students on Track	98.71%	95%

Students Transferred to Alt. Ed.	7%	3.6%
Estimated Completion	100%	99.53%

CAASPP Data

Since the first implementation of the new CAASPP assessment system, ECHS has performed at levels comparable to the state average, in both areas, but particularly in English. Data presented is from 2019 as that is the most recent on the State dashboard.

Math
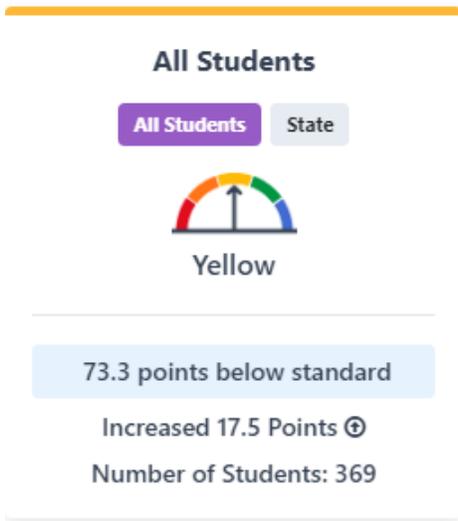
ECHS   **State**
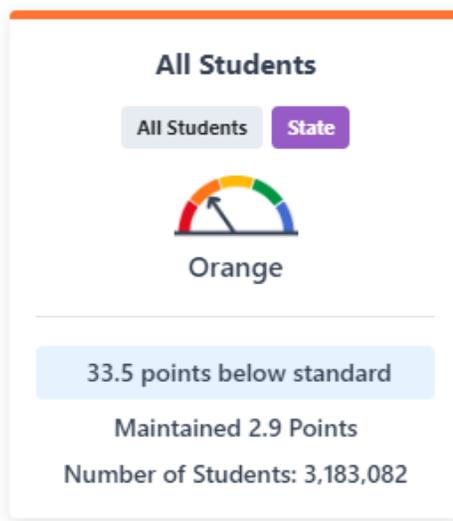
ELA
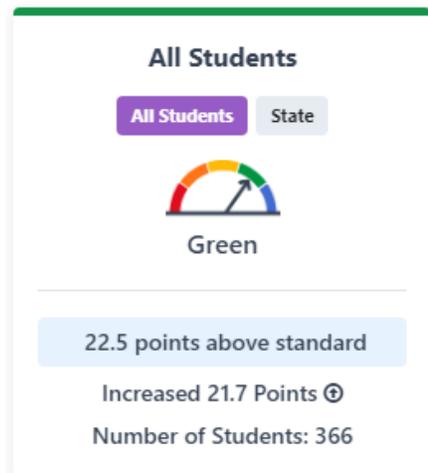
ECHS   **State**
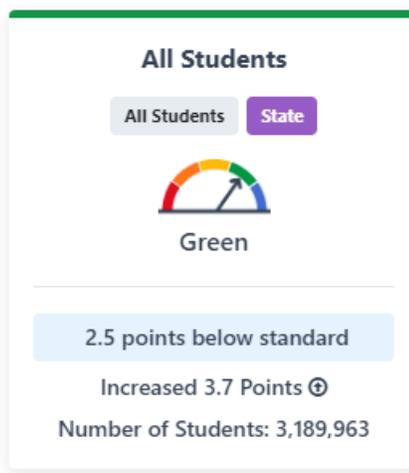
Perception Data

School Climate

Student Survey

During the 2022-23 school year, students were surveyed to give ECHS staff a better idea of their perceptions in regards to student support systems and learning environments.

Survey results for 1264 student responses concluded that students feel they work their hardest each day, their grades reflect the work they have put forth, and that their teachers are generally helpful when they have questions. Based on student responses, a few areas of improvement are: making our students feel safe on campus, and many are not connected to sports, clubs, or extracurricular activities. It was also indicated that we need to improve the sense of community and family at ECHS. Last year, the school experienced two rather large fights in which we feel warranted these responses. We have made large strides in improving our campus culture, but this will continue to be an area of need.

Below are some of the responses from students when we surveyed them for comments to the following questions.

What I appreciate and want to retain at ECHS are:
- **I** appreciate the cool teachers and the fun activities, rallies, and events.
- I appreciate that the teachers take their time when teaching so that every student learns what they have to do
- My opportunity to graduate and my athletic skills
- Lunches, lately they have been in stock so that's nice. That being said, the lines are far too long, perhaps more carts would help or a faster way to get them to move lines faster.
- My personable skills as in social skills, talking to individuals and things of that subject.
- I appreciate the teachers who actually seem like they like their jobs and make school fun
- I appreciate the opportunities the school has given me and want to retain memories and knowledge I learned throughout my freshmen to senior year.
- What I appreciate about ECHS is that I love that everyone has a different background Something I appreciate is how involved everyone is and not only academically wise. It makes the school year more fun and it involves everyone and not only a specific group of people.
- I appreciate that all the staff and teachers at ECHS are constantly working to help students become successful-- either by teaching them, making sure they get to class, or providing extra resources for them. I want to retain the campus dynamic at ECHS-- no one really bothers others and many people just go about their day. I appreciate that the campus is clean and most of my classmates are respectful and supportive.
- I appreciate the awareness the school has compared to other schools and I want this school to retain that trait.
- I appreciate that ECHS provides free food for us, meaning we simply don't have to pay for them.
- I appreciate the effort done to celebrate hispanic culture and want to retain knowledge about all communities.

What after school club/activity would you participate in if offered?

- One club that I would participate in is a photography club because I am interested in photography but there are no classes that are offered at El Capitan right now.
- JAZZ ENSEMBLE!!! OR ANYTHING FOR MUSIC
- I would participate in a club that helps other classmates with homework.
  I think i may going to participate such as Art club or something
- An after school club/activity I would love to participate in would be helping the needed people/community. For example providing clothes, shoes, etc. Not only that, but I would like to help clean the community.
- I am currently participating in a medical professionals club which is mostly what I want to spend my time doing with a club since it is towards my pathway.
- Maybe something culinary, but other than that I can't think of anything else.
- I would participate in a Yoga club
- A Kpop Dance Club. I wish this was a thing because my friends have one at Buhach High School, but I don't think I have the skills myself alone to make it myself. I'm not the most skilled dancer so I may not be the best teacher, but I wish it was a thing because I see so much laughter, skills, hardships/frustrations, and learning from it from kpop groups/cover groups. It makes me happy when my friends talk about it from their school, so I just wish my school had something like it here. :)

What I'd like to change at ECHS to make my experience more fulfilling is:
- something i would want to change at echs to make my experience more fulfilling is to maybe add a writing prompt club,so i can express myself through my stories as well as other students can too.
- if you put more benches out in the school because a bunch of people have no choice but to walk around or sit on the ground. Sitting on the ground is very unsanitary because of the roaches at school.
- I would like for students to receive more opportunities to showcase ability and have access to more courses.

We would love to hear your stories! If you would like to share anything more about your experiences with El Capitan High School, please enter it here:
- No specific stories but El Capitan is the only school I've been in after moving from the Philippines and overall it's been a good place to adjust and pursue my high school career. I've learned a lot and made adjusting to being in a new country easier.
- when i first came here in freshman year 3 quarter i felt like i didn't belong but i made friends here who really get me. i was shy at first when i came here but now i feel more open to speak up and i feel like i meet more and more people who understand me.
- El Capitan has challenged me to become a better person. I have learned to cope with my anxity. In elementry school I would have thrown up due to me being so anxious. The past two years I have grown thanks to the amazing staff memebrs to keep pushing me forward.

Original survey responses are included in the appendix.

Students were invited to meetings to discuss the WASC process, what data was gathered, and how they feel about ECHS.

Parent Survey

During November of the 2022-23 school year, parents were surveyed to give ECHS a clearer idea of how the parents perceived their student's educational experience at ECHS.

Contrary to the student responses, parents feel their students experience a sense of community and family at ECHS, and that they have a close and supportive relationship with their classmates. Additionally, they feel that their students have more choices and are willing to work hard to complete their high school education. Parents expressed that an area of improvement would be to increase opportunities for their students to develop leadership skills at ECHS.

Below are some of the responses from parents when we surveyed them for comments to the following questions.

What I appreciate and want to retain at ECHS are:
- The strong FFA organization and the new direction that the principal seems to be taking to get things on track.
- Holding students accountable for their actions. I appreciate the staff making it a safer environment on campus for students to attend school.
- Opportunities for my student to be challenged, to be involved in extracurricular activities, to plan for the future/college and to be as successful as possible. Most importantly have fun and stay focused during the high school experience.
- The focus on academics and ensuring that students are ready for college and the real world

What I'd like to change at ECHS to make our experience more fulfilling is:
- The administration should occasionally sit in on classes at ECHS. Teachers should be monitored as to whether their teaching style is in line with the goal of successfully engaging students in the learning process. If not, suggestions for improvement could be passed along to help a teacher make more of an impact on his or her students.
- More of planning for post high school embedded in the school day. All students should have a plan when leaving high school.
- Have more cultural events without a holiday having to be involved. Involve all staff, not just teachers. Have more parent involved events.

We would love to hear your stories! If you would like to share anything more about your experiences with El Capitan High School, please enter here…:
- I feel that there should be more career development classes offered to students. My daughter is bright and could use more guidance into a career choice. She has been left in computer programming for three years and she doesn't enjoy it. It feels like a waste of time at this point.
- We moved to Merced from Fremont, CA at the middle of my daughters high school. Had a little bit fear that as a parent did I take any wrong decision. But after attending one month at ECHS, my daughter told me with so happily that Dad this school is very good, Teachers are friendly with students and encouraging me when I ask questions where in Fremont I am fear to ask questions. Second this school allowed me take more classes. At that moment I got relaxed. After completing her Junior year and the progress she showed us relieved me

from all my doughs. Miss Rebecca Pascal and Mr. Mike Abarkar are so kind and helped us to smooth transition from Fremont to Merced.

- My daughter was very anxious about transitioning from middle school to high school, but after only the first day she felt comfortable and accepted at school. She feels like the teachers and the students are really accepting and chill. She's also very interested in the variety of elective courses offered .Thanks for making it an awesome transition to high school!

Original survey responses are included in the appendix.

Staff Survey

During the 2022-23 school year, staff members were surveyed to give ECHS a clearer idea of how the staff perceives professional experiences on campus.

The survey resulted in 64 responses, which includes certificated and classified staff members. A majority of our staff strongly agree that they look forward to coming to work each day. They enjoy working with colleagues and feel supported by administration. Additionally, they feel they have received adequate training in implementing technology strategies in their classrooms. The staff felt that some of the areas of improvement included the student use of profanity.

Below are some of the responses from staff when we surveyed them for comments to the following questions.

Overall, what I appreciate and want to retain at ECHS is:
- I appreciate and wish to retain the protocol of having teachers calling home on student's with concerns or who are failing, and documenting it.
- The open door policy from most teachers to students, all my students are supported and open to learning
- I really enjoy the collaborative nature at ECHS. I think the expectation to collaborate and learn from others needs to be established again since it has been lost over the past 6 years.
- I appreciate the support of admin, and colleagues and LOVE the collaboration time when it is used correctly it is VERY effective!
- the family dynamic we have here. We used to be much stronger in this in the years past, but as we got bigger it's been harder to maintain. It would be nice to keep that culture amongst us teachers.
- I appreciate the support that has been shown to me thus far this year. Admin has been supportive in providing me with the things that I need to make my classroom be successful for students to learn. Every week I meet with my instructional coach to help with my lesson plan and come up with interactive lessons for my students to complete. I feel that El Cap has a family workspace environment and I look forward to coming to work every day.
- Administrations desire to change and be open to ideas for change to make ECHS a great place to work. I also feel like here compared to other sites there is a much better culture and relationship between certificated and classified as well as administration and classified. I also feel like the students are more willing to accept consequences and work to improve their behavior when they realize that staff is all on the same page.
- I appreciate that staff is being asked to be more involved to get to know other colleagues.

What I'd like to change at ECHS to make our experience more fulfilling is:
- Increase off campus opportunities to socialize and get to know each other as humans and not just colleagues.
- Counselors accountable for the amount of students they advise/consult who are failing courses. How many students do they see in a day? Also, when will a school/district wide policy be implemented regarding cell phone use in the classroom?
- I would like to create more student success programs that have less barriers to entry. Most student cannot stay after school or arrive early because they rely on the bus. Creating an intervention period or longer lunch would allow those students to get the help they need. Also I think basic technology skills should be taught in freshman seminar, students need to know how to navigate their google drive and the resources available to them.
- I want to feel more connected to colleagues and this school, and I want students to feel more connected to each other and this school. I want to see more of a culture of school pride and school spirit, and students really feeling like they're an important part of everything that happens. I know we're all working towards that so I know this is an area that will improve.

We would love to hear your stories! If you would like to share anything more about your experiences with El Capitan High School, please enter here…
- Nice to have new admin that enforces rules and not afraid to put high expectations on students.
- Working this year with the Academic Support and Credit Recovery Students has been fulfilling. I really enjoy working with this group of students. It has its challenges but overall it has been fun! Thank you El Cap!
- This year is a complete 180 degree turn from last year in terms of how administrations cares and deals with staff and students. Last year was discouraging for me. General apathy was commonplace among admin, or at least it felt that way. The path of least resistance was taken consistently. This year, our admin is doing the hard work of visiting classes, providing feedback, holding students and teachers accountable. As a result, I believe students and teachers are doing a better job.
- I never had the opportunity to work with with great group like my department, we might have a few differences, but at the end we have a goal in common. I enjoy spending my lunch with students.
- I love my job I love to be a mentor and a supporter to all my students I love to see them grow as they be our freshman's to seniors that development of maturity and growth towards themselves in their mindsets and their decisions that they choose for their future.

Original survey responses are included in the appendix.

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and

commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1. **Mission Statement** "El Capitan High School is committed to developing 21st century leaders who demonstrate integrity, honor, and compassion as they gain the academic and technological skills needed to achieve excellence in college and career." **Vision Statement** "Learn, Love, Lead and Leave a Legacy" **SLOS** El Capitan students demonstrate integrity, honor, and compassion. El Capitan students achieve academic and technical excellence through innovation and critical thinking. El Capitan students reach their college and career goals and become responsible and productive digital natives.	**Mission Statement** **Vision Statement** **SLOS** **MUHSD Goals for Students** 1. All students will be college and career ready. All students in the MUHSD will take graduation required courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school. 2. All students in the MUHSD will have a safe environment and buildings in which to learn. Students will be consistently present, in good standing with their citizenship, and engaged in curricular and extracurricular activities. 3. The Merced Union High School District will provide equitable access to technology, technology connectivity, and academic, social-emotional, and extracurricular services to ensure high outcomes for all students while mitigating any barriers that correlate with any social or cultural factor.
A1.2. El Capitan worked with organization Inflexion, who assisted in identifying our schoolwide maxims. The El Capitan community, including staff, students, and parents, were able to study the values, mission, and culture of the campus, and narrow the focus to be specific and reflective of who the El Capitan Gauchos truly are. The result of this study was "Learn, Love, Lead, and Leave a Legacy". More specifically, the maxims are more specifically defined in the following way: "We learn by engaging and exploring with open minds. We love by understanding and including others. We lead by supporting each other and our community. We leave a legacy."	Inflexion Maxims Developed Maxim posters all over campus Survey results from stakeholders Team sites worked to develop final product
A1.3.	Parent Engagement Tab from website ● School Site Council

Since opening the school, there has been an opportunity to revisit our established SLOs. A committee was used to examine the current SLOs and determine if a modification is necessary. The committee concluded that the SLOs were still relevant and in line with the mission and vision statements. The mission and vision statements are displayed in various parts of campus, including in classrooms, main office, gyms, and school gear. Every meeting agenda for School Site Council, Back to School Night, Family Education Engagement Activities, and Alumni Association contain our mission statement, vision statement, and SLOS.	● English Language Advisory Committee (ELAC) Back To School Night Weekly newsletters sent out to parents through Parent Square Parent Engagement Policy
The committee has aligned the schools maxims and SLO's within the scope of support from the district. The school has made measures to assure that critical thinking, collaboration, creativity and communication are in each class in some aspects.	4Cs Maxims

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1. MUHSD policies are clearly stated, posted and regularly sent out to staff as reminders. The mission, vision, and maxims were developed within the scope of support of the district. The district is supportive of efforts to monitor student progress by	● Board members ● Board duties

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providing funding and structures. The district also provides funding to help engage parent and community participation in SSC. The majority of complaint procedures are handled on campus, but the process has been outlined by the district. Board duties are outlined in the California Education Code. The Board works closely with the Superintendent to align their work with our Strategic Plan, district and individual school site needs, plans, and goals. Board of Education elections occur every two years, alternating with either two or three seats open for election/reelection. Board members serve a four-year term upon election.	
A2.2. There is a clear, sustainable understanding regarding the relationship between the governing board and the professional staff. The district office sends out the district meeting minutes according to the required time before each board meeting. This information is then emailed to all staff to view and make comments. After a board meeting, the agendas are then submitted to staff to read. Staff members are encouraged to participate by attending meetings or providing feedback to district or site staff.	● Meeting minutes are available on District Website ● Meeting minutes are emailed to professional staff ● Staff are informed of governing board meetings in advance (via email) and are welcomed to attend and participate at governing board meetings
A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.	● MUHSD policies on Uniform complaint procedures are clearly stated and posted on the district website (supporting evidence) for staff and stakeholders to access, with an option to fill out the Uniform Complaint Procedure Form (supporting evidence). Information regarding policies is available to staff and stakeholders online (supporting evidence) where it shows other options of reporting, such as online reporting, tip 411, contact information for the Title IX investigator, contact information for the Title IX Coordinator and Director of Student Services, and local law enforcement reporting options .
There is parental involvement in the form of committees such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC). There are informal involvement opportunities as	● School site council members are elected in September. Parent Square is sent with invites for SSC members and asking for nominations. Ballots are sent out via email and parent

identified through the activities calendar and parent square notification system. Parents are notified on how they can participate in the governing of the school through informational flyers, information presented at school functions (e.g. back to school night), Parent Square, social media accounts (Facebook, Instagram, Twitter) and emails. The School Site Council (SSC) sent parents information through Parent Square to identify those interested in serving on the committee. Parents are reminded to come and are sent the agenda through Parent Square. The English Learners Advisory Committee sends out information through Parent Square. We at ECHS contact parents about Local Control and Accountability Plan (LCAP) meetings using Parent Square and social media posts. The other committees on campus for our groups, such as FFA, Band Boosters, and Sport team boosters distribute information through their members, social media pages, and flyers.	square. ● ELAC monthly meeting agenda ● SSC monthly meeting Agenda and Minutes ● El Capitan High School Calendar ● Coffee With the Principal- off site meeting inviting the community and used to inform parents of the school events, programs , and to answer questions and concerns. ● The Parent Square Notification System is used to communicate with parents about upcoming events they can participate in. ● FFA opportunities for involvement ● Band Boosters opportunities for involvement ● Athletic Coaches/Parent Pre-season meetings ● Sport Teams Boosters opportunities for involvement

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal

communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A3.1 ECHS has established an organizational structure dependent upon the on-going evaluation of student achievement data. Administration Team Meetings include Principal, Associate Principals, Intervention Coordinator, Athletics Director, Instructional Coach, Activities Director, and School Psychologist. These meetings are held every Monday to ensure proper communication and support for our staff. Topics of discussion include the weekly calendar, including athletics update, supervision at events, school operations, and budget requests. Discipline, and personnel issues are discussed as needed. Aeries analytical data is reviewed to evaluate trends and specific student needs for targeted intervention. Administrators share concerns and needs of the department they manage and serve as a liaison between the administrative team as a whole and campus staff. In the Weekly Update, sent out by the principal, technology is used to support continual feedback from certificated and classified staff to the ECHS administration team. Staff are encouraged to share their successes and challenges with administration on a regular basis with honesty and candor being encouraged. Transparency and prudence are valued by the administrative team and drive the goals of open communication and collaboration among staff. Frequent subject level collaboration meetings and monthly whole department meetings are focused upon identifying learning goals based on essential questions, shared instructional strategies and common evaluation of student achievement. School Site Council is a committee made up of teachers, parents, classified staff and students held monthly via Zoom. The goal of the committee is to coordinate with all school advisory committees in the development and review of the Single Plan for Student Achievement (SPSA) and providing ongoing review and implementation of the plan with all stakeholders. The committee evaluates the	● Department collaboration (sample agenda) ● Administration Team Meetings ● SSC monthly meeting Agenda and Minutes ● Multi-Tiered Systems of Supports (MTSS) Team

effectiveness of the allocation of State and federal funding resources. Additionally, the committee evaluates progress made toward school goals to raise student academic achievement. ECHS has a newly established Multi-Tiered System of Support (MTSS) Team to evaluate and respond to student needs in the areas of academic performance, social-emotional functioning, and college-career readiness. The team analyzes student data from a variety of sources (healthy kids survey, aeries analytics, panorama) to evaluate the needs of the students and develops tier 1 universal supports, tier 2 targeted interventions, and tier 3 intensive interventions. Data is used to monitor progress, changes, and trends.	
A3.2. Our School Site Council oversees the annual creation and evaluation of the Single Plan for Student Achievement (SPSA), with extensive collaboration with our Administrative Team and Instructional Leadership Team. The school's accountability report card (SARC) captures our school's demographics, as well as important achievement data including California Assessment of Student Performance and Progress (CAASPP) scores, staffing patterns, and budget allocations. Every effort is made to ensure that our SPSA aligns with our District Plan and Focused Goals. The SPSA is based on multiple data results including, but not limited to: California Standards Tests (CSTs), California Assessment of Student Performance and Progress (CAASPP), the SAT and ACT, Advanced Placement (AP) scores, attendance data, ECHS graduation rate and data regarding number of students meeting CSU/UC "a-g" eligibility upon graduating, attendance data, and survey data. Past SPSAs have focused on WASC recommendations and other important school issues that have included the achievement gap and academic excellence for all students, issues of alignment, integration of the Common Core State Standards, school culture, transparent and effective communication, and post secondary planning and college readiness. **LCAP Goals-** **Goal 1 - College and Career Ready** All students will be college and career ready. All students in the MUHSD will take graduation required courses that meet their academic and	Data Used for SPSA LCAP Goals "Aligning to the LCAP Goals"

career technical education needs to prepare them for any endeavor they pursue after high school. **Goal 2 - School Climate and Culture** All students in the MUHSD will have a safe environment and buildings in which to learn. Students will be consistently present, in good standing with their citizenship, and engaged in curricular and extracurricular activities. **Goal 3- Equitable Access** The Merced Union High School District will provide equitable access to technology, technology connectivity, and academic, social-emotional, and extracurricular services to ensure high outcomes for all students while mitigating any barriers that correlate with any social or cultural factor. **Goal 4 - Recruit and Retain Highly Qualified Staff** The Merced Union High School District will recruit and retain staff who are fully credentialed, appropriately assigned, and contribute to the overall success of academic and social-emotional outcomes for all students.	

A3.4.
 	
As reflection is an important part of the teaching profession; staff at ECHS have been working towards being more reflective. The ECHS staff reflects on and uses a variety of processes and procedures to support student learning.
 	
Daily collaboration is one of the main reflective processes used on campus. In this daily collaboration, staff have a chance to meet, create common lessons and assessments, troubleshoot lessons and assessments, and reflect on the effectiveness of both lesson delivery and assessment testing data. Teachers are able to review and modify assessments given, identify commonly missed questions, and determine if the content of the questions are confusing or could contain confusing questions.
 	
Staff meetings are held once a month. These meetings are informational and focus on various types of training, including Gang Training, ELD Supports, and Interventions.
	● Subject Level Collaboration
	
	● Staff Meeting once a month
	
	● MTSS
	
	● 5th period retake and redo until 2022 school year.
	  ○ Tutorial: Any student who received an "F" in Math, Science, English or Social Science.
	  ○ Study Hall: Any student below a 2.5 GPA (who does not receive an F in a core subject) will be in study hall to work on their homework.
	  ○ Extended lunch: Any student who earned a 2.5 GPA or above.
	  ○ Placement changed every 5 weeks depending on grades.

ECHS has a newly established Multi-Tiered System of Support (MTSS) team to evaluate and respond to student needs in the areas of academic performance, social-emotional functioning, and college-career readiness. The team uses data from a variety of sources to evaluate the needs of students; these include the healthy kids survey, Aeries analytics, and panorama. From this analysis, the team develops Tier 1 universal supports, Tier 2 targeted interventions, and Tier 3 intensive interventions. The ending data is used to monitor progress, changes, and trends. In order to encourage students to take advantage of this time, we implemented a retake and rdo process for students. This encourages students to reflect on their effort before, during, and after a test to improve study and test taking skills. Staff also uses mastery grading as a tool to encourage students to reflect on their learning. There are several interventions in place to aid struggling students. Saturday Academy allows students to recover attendance, gain additional tutorial, studio or lab time, and make up work with their teachers. There is also Read 180, a program utilized to aid struggling readers.	 ● [Saturday Academy](#) ● Read 180
A3.3. ECHS has many effective communication structures in place for resolving differences among staff and administration. This is to help model the expected behavior for students, as well as new and established staff. Subject Level Facilitators and groups are available to assist staff member struggles with lesson planning and classroom management issues. If this group is not able to resolve the planning concerns, they are to take it to their department chair who works directly with the teacher in need to resolve the issues. The department chair may see a need for more intensive help, directing the teacher to the instructional coach for more specific training. The instructional coach will then regularly meet with the struggling teacher to suggest instructional strategies to improve teaching style. This may include observations from the	● Subject collaboration ● [Instructional Coaching](#) ● Professional Development opportunities on and off campus ● Onsite induction mentor for guidance with new teachers ● Grievance process ● DTA meetings ● Faculty Senate ● Classified Council

instructional coach to provide any necessary feedback to the teacher. Subject Level Collaboration allows teachers to bring their lessons and ideas together, sharing what combinations of tech and lesson structures used to plan lessons. If a teacher has an issue with another teacher, they discuss the problem with the administration. If the problem continues without a significant attempt to resolve, the teacher has the ability to contact the site's District Teacher Association Representatives, filing a grievance against the administrator starting the process of resolution. Once a month, the DTA holds a meeting to discuss site concerns, taking those concerns to site administrators, allowing them to resolve the issues, reporting back to the staff as to how said issues were resolved.	

A4.   Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1. The MUHSD board has adopted specific policies and expectations regarding the need for staff to be highly qualified. Presently, El Capitan High School's staff is 95% highly qualified as 75 teachers meet the HQT requirements. There are four teachers who are on a provisional internship permit (PIP) credential. All ECHS teachers receive professional development through both site and district level training, which include follow-up coaching support to ensure proper implementation of new or refined strategies. Additionally, site trainings are developed in association with the ECHS instructional foci for the 2022-23 school year. These are directly aligned to both the adoption of the Common Core Standards and the district's communicated instructional foci. Current instructional foci include UDL and Back to Basics lesson components, with an emphasis on measurable objectives, rigor, 4C's, checks for understanding, and closure.	With Full Credential - 75 Without A full Credential - 4 ECHS 2022-2023 PD Calendar ECHS 2022-2023 MCOE PD Calendar
A4.2. Teachers without clear credentials work with an induction mentor for up to two years in order to meet the requirements to clear their credential. The induction mentor provides support and feedback with classroom management, lesson planning and instructional foci. Additionally, Melissa Blake, the instructional coach, observes each new teacher once a week on average. The instructional coach meets with teachers on internship credentials for a period each week to discuss lesson planning, goals, best practices, and problem solving around classroom management. All teachers on campus, regardless of credential status, are able to email, call, or text the instructional coach for lesson planning and classroom management support. Melissa is often invited into teacher's classrooms to observe student learning and support the work they do with students. Each month, there is a prep period PD called "Hot Topic", held by our instructional coach; these topics require new teachers to attend. Teachers are encouraged to participate in these topics, and the resources from	New Teacher Day Fall 2022 Hot Topic Induction ILP plan AVID Summer Institute.

the PD are shared after with all teachers on campus.	
A4.3. The administrative team supported by the instructional coach, Melissa Blake, works to create professional development around the needs of the staff and the yearly instructional foci. Melissa then meets with teachers individually and in collaboration groups to help mee the professional needs of our staff. These include advocating for training, supplies and time needed to improve lesson planning. El Capitan has a full-time Induction Mentor supporting preliminary-credentialed teachers who are working towards a clear credential. Mentors observe at least one lesson per week, as well as meeting for one hour with the teacher. During the collaborative meetings, the mentor and teacher discuss current and future lessons, apply and unpack CSTPs, create class profiles, identify two case study students, develop lesson plans, and review assessment data.	Instructional Coach Melissa Blake ECHS 2022-2023 PD Calendar New Teacher Day Fall 2022 Hot Topic BTSA/Induction mentor Melinda Crooks Induction ILP plan

A4.4. Temporary and probationary certificated staff are evaluated every year per the certificated contract, while permanent staff are evaluated every other year. These evaluations are conducted using the rubric associated with California Standards for the Teaching Profession (CSTP). Each certificated employee requiring an evaluation will participate in three educational objective meetings as well as a pre-evaluation meeting, observation, and a post-evaluation meeting. Support is provided to teachers both in terms of establishing meaningful educational objectives for the school year and in terms of identifying appropriate evaluation focus areas that are in line with their professional development needs. This support may consist of a combination of any of the following: Induction support, instructional coaching, site-based and district-wide professional development opportunities, and regular administration and peer-to-peer learning walks. The walkthrough process is essential to establishing and maintaining the fidelity of the district established instructional norms and allows teachers ongoing recognition of strengths as well as provide	Induction Mentor - Melinda Crooks Instructional Coach - Melissa Blake Educational Objectives Template

specific feedback and ideas to address challenge areas.	
A4.5. Staff are given a list of the roles and responsibilities of all administrators at the start of the school year. These are given digitally and a hard copy. When the Principal sends out his weekly email on Mondays these include a list of responsibilities and how to contact them. Each teacher on campus is also given a list of who the department chairs are along with their roles and responsibilities. The department chair's agenda is shared out with the entire staff.	2022-2023 Admin Responsibilities Department chair roles and responsibilities

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A5.1 A department is allocated a budget based on the prior year's allocation. During the year, meetings are held within departments to discuss needs for the current year. After the departments have come to a consensus on the priorities for the year, a	Department Head Meetings School Site Budget - SPSA District LCAP Plan CTE Pathway Plan The independent audit of the Student Body accounts is performed by VTD.

meeting is held with the principal and department heads. On top of the school site budget, money is allocated to the targeted departments that have the students with the highest needs. The School Site Council Budget also helps to determine the allocations of funds. Specifically, it helps to determine the allocations of funds that will best serve special populations of students and is governed by a board voted on by the certificated, the classified, the student body, and the parents of El Capitan High School. Several programs that benefit from this budget are ELD and AVID. Field trips, class sections, and supplies needed to help run specialized activities are supplemented using these funds. Career Technical Education (CTE) teachers are involved with developing a CTE pathway plan which is a part of the district LCAP plans. Each CTE department develops its own plan and submits it to the CTE coordinator. The CTE departments determine their needs for the upcoming year and create a list of needs.	
A5.2 All budgets are controlled by the district, except for the Student Body Office. The Student Body Office controls the accounts for on campus clubs and athletic teams. A yearly audit is performed by an outside agency on all SBO accounts.	The independent audit of the Student Body accounts is performed by VTD.
A5.3 Facilities are modern and up to date with reliable and fast internet speed for all students at all parts of campus. The classrooms are new, have storage space for teachers, and have enough power outlets, chairs and desks to meet the needs of the students. The school has classes on the first and second floor. Elevator cards are given to students that need to access the second floor but are unable to take the stairs. Laboratory facilities are equipped with updated resources and modern safety features. The brick-like structure on the outside walls of the school is currently being replaced. This repair is necessary for the safety of the students and will	

ensure that student safety is prioritized. Each year two classrooms on campus are available to be remodeled by the district. Whiteboards have been purchased over the last three years for Math classrooms to use Math360. During the 22-23 school year two Math classrooms and an English classroom were remodeled with new desks to facilitate flexible grouping and visible learning.	
A5.4 All students are provided with a Chromebook, textbook, and all additional material needed for class at the beginning of the year. Students that are enrolled in classes throughout the year are given all necessary hardware, software, texts and supplies when they are enrolled in class. Students that lose their Chromebooks or textbooks are given loaners until they can replace the item lost.	
A5.5 MUHSD allows for administrative staff to attend teacher recruitments, provides signing bonuses, and competitive salaries and benefits. Our frequent collaboration and the summer leadership workshop provides support for our new teachers. Our instructional coach, Melissa Blake, follows up with new teachers often to make sure that they have what they need and are feeling supported. Staff are encouraged to seek out opportunities for professional development. Advanced Placement (AP) teachers are encouraged to attend summer workshops through the college board. Career and Technical Education (CTE) teachers are encouraged to attend workshops to increase their understanding of the materials. The Agriculture Department on campus must attend at least three separate professional development events each year to stay up to date on current industry techniques and practices. The district provides the resources necessary for the department to stay current. Not only are our specialized teachers given an opportunity to further their knowledge, but our district provides some financial support in order to give all of our teachers an opportunity to attend professional development workshops or conferences. Our teachers are provided the	Embedded professional development throughout the school year in department collaboration, Monthly drop-in PD offered based on data from walkthroughs to emphasize MUHSD Must Haves and Instructional Foci. The Induction program helps to support new teachers and ensure they are teaching with district standards in mind.

opportunity to attend at least six onsite professional development workshops.	
A5.6 There are five key areas of focus which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school. The areas are: 1.) **Strengthen Student Connectedness** Research shows that school connectedness results in positive educational outcomes as well as positive health outcomes. MUHSD has identified two-way communication as a means for improvement for parents, staff, and students. In addition, MUHSD has identified counseling and the focus on the Multi-Tiered System of Supports (MTSS) Tier 1. For more information on MTSS visit our MUHSD MTSS webpage 2.) **Professional Learning** The MUHSD will engage staff, parents, and families in professional learning in areas that include, but are not limited, to, cultural responsive pedagogy (CRP)*, universal design for learning (UDL), project-based learning (PBL), the Nurtured Heart Approach (NHA), and strategies for serving all students, including historically underserved special populations. Professional learning opportunities will also connect to the six strategies as part of strengthening student connectedness. 3.) **Pupil Learning Loss** Pupil learning loss is of great concern following the 2019-20 and 2020-21 school years. The district predicts it will take several years to overcome the negative outcomes resulting from the COVID-19 pandemic. For the 2022-23 LCAP, MUHSD is specifically focusing on students' performance levels in Math. 4.) **Technology Connectivity** The COVID-19 pandemic highlighted the need to continue working toward a wireless solution for all students either through mi-fis, towers, or a combination in order to ensure equitable access. The district will also work to establish a Virtual Academy, a	LCAP Meeting Dates March 2, 2023 (CSEA) March 9, 2023 (DELAC) March 16, 2023 (Parents) March 30, 2023 (DTA) April 4, 2023 (Community) April 5, 2023 (Student) May 2, 2023 (Community Forum) May 16, 2023 (Community Forum)

complete online program, that offers online individual courses. 5.) **Student Meals** All schools will participate in the Community Eligibility Provision (CEP) program for free nutrition services to students, and the district costs will be funded through the LCAP.	

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. ECHS has a solid understanding of Vision, Mission, District LCAP.
2. Our school Action Plan/SPSA is highly correlated to Student Learning
3. ECHS and MUHSD have significant resources for personnel and their professional growth.
4. ECHS has a strong relationship between the Governing Board and School.

Areas of Growth

1. ECHS needs to refine and continue to develop our vision, mission, maxims and align them with the 4Cs and our six year plans.
2. Facilities conducive to learning have been an area of growth as the school year we have mostly been under construction.
3. We need to improve our collective accountability to support student learning.
4. Measurable effects of professional development on student learning are limited.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B.1.1 Departments focus on developing rigor in their lesson plans. Students in math, for example, are being taught through discovery-based learning to develop formulas, as opposed to direct instruction. In social studies, students are being asked questions that are DOK 3 or 4 instead of generic DOK 1 recall questions. CTE classes continue to use project-based learning to provide students with practical lessons to prepare them for careers in their respective pathways. The Associate Principal in charge of Teaching and Learning, TIffany Gossman, is also in charge of instructional leadership, along with Instructional Coach Melissa Blake. They work together to refine professional development before presenting it to the staff. Teachers are then trained on the best practices and strategies to help support student learning in a global society. The school also provides activities, which include (but are not	- Self discovery lesson - Math 360 - Sample Lesson - Carnegie Learning Platform (Math curriculum) - Edulastic Interactive Formative Assessment and Math Benchmarks Q3 and Q4. - DOK 3/4 Social Science (US History) Lesson - ERWC - Government AP course offerings in - English - English 9 Advanced - English 10 Honors - AP English Language - AP English Literature - Math - Honors Precalculus - AP Calculus - AP Statistics - Social Studies

limited to) relevant field trips, college and career readiness programs, and the development of an advisory committee made up of industry professionals, guiding programs to ensure ECHS maintains industry standards.	○ AP European History
	○ AP US History
	○ AP Government
	○ Honors Economics
	● Science
	  ○ AP Biology
	  ○ AP Chemistry
	  ○ AP Physics
	● Art 2-D, Studio Art
	● AP Spanish Language
	
	AP course Audit (submission process for AP teachers to be able to teach an AP course at the appropriate level of rigor.
	● Common Core State Standards (CCSS) for: ELA/ELD & Math
	● Reading 180
	● Edmentum

B1.2.
At El Capitan High School, we design our academic standards to align with college and career-readiness standards across the curriculum. There are 12 different AP courses offered here at ECHS covering, Math, English, Social Studies, Science, Spanish, and Studio Art. Students are encouraged to challenge themselves and explore different subject areas. These subjects are directly aligned with college requirements. Our students achieve a high success rate with our open door policy in our AP courses to receive college credits. We are currently in the process of adopting a new curriculum for English, as well as focusing on a need to acquire textbooks for Math and English.
 	
Some classes within departments on campus also use an outsourced curriculum as supplemental aids, which aligns with standards. This allows students to work towards skills needed to complete the requirements and lessons being presented within the designated curriculum. Students can effectively show that standards and concepts are being met through allowing alternative ways for students to grasp skills.
 	
CTE and A-G required courses;
College counselors to help students apply for college; senior portfolio; senior interviews; AVID
Digital art provides a test to provide Adobe certification and a certificate that will enable
	Master Schedule (linked in appendix)
	
	AP course offerings in
	  English
	  Math
	  Social Studies
	  US History
	  Biology
	  Chemistry
	  Physics
	  Art 2-D, Studio Art
	
	AP course Audit (submission process for AP teachers to be able to teach an AP course at the appropriate level of rigor.
	
	A-G Requirements
	AVID Program
	Senior Interview Overview
	CCAP/Dual Enrollment
	Credit for Prior Learning

students with this certification the ability to work in graphic arts working with Adobe software.	
B1.3. El Capitan High School provides students with various Career Pathways that allow students to pursue their High School Diploma while also developing skills for career specific fields.	Academic Career Pathways offered at ECHS Sample Lesson Sample Work
B1.4. Here at El Capitan, we focus on congruence and consistency on a daily basis with a tremendous focus on collaboration. Students are expected to work collaboratively with their peers, which in turn teaches them the importance of being strong team players and how to effectively work with others. Staff also focuses on the importance of congruence and consistency by being involved in daily collaboration meetings within each department. Much of the focus of these meetings is ensuring lessons/curriculum are being created and taught that meet the demands of our desired schoolwide learner outcomes, as well as preparing our students for life after high school. These meetings ensure that teachers are collaborating to develop lessons in which students receive content across various subjects forcing them to critically think about the connections made within the content itself. Senior Seminar; Financial Literacy(Econ & Financial Alg); Preparing students for life after high school is the central focus of the staff at El Capitan High School. Numerous courses are offered to fulfill A-G requirements for UC/CSU acceptance for students	Student Group Projects/Assessments Subject Level Collaboration Meetings for Staff Stock Market research; **Senior Seminar Course Description:** This Course provides students with knowledge and skills that will enable them to 1) to make informed, responsible decisions about issues that affect personal health and well-being, 2) to establish and sustain healthy, rewarding interpersonal relationships, 3) to manage life financial decisions, and 4) to cultivate the understanding, appreciation, and practice of socially responsible behavior necessary for proactive community membership. ● Courses that meet A-G requirements ● CTE Pathways ● Working Professionals/ Vocational Arts (SPED) ● Concurrent Enrollment Opportunity

that wish to continue their education at a 4-year college or university after graduating from El Capitan. Our school also offers various CTE Pathways for students that are focused on joining the workforce after graduating from high school. Some of these pathways include Biotechnology, Design/Visual/Media Arts, Performing Arts, Information Technology, Agricultural Science and Mechanics. At El Capitan, we feel that these numerous opportunities truly prepare students for life after high school whether they plan to continue in their education or join the workforce, which aligns to the SLOs of ECHS.	
B1.5. **What can we keep here: (red)** Here are El Capitan, we integrate curriculum among disciplines, so that curriculum integrity, reliability, and security are maintained. We also integrate outsourced curriculum so that curricular integrity, reliability, and security are maintained. The Social Studies, Science, and English departments receive an outsourced curriculum through Edmentum. When students fail a class or transfer from another district with different graduation requirements they are able to take a class online with a curriculum provided by Edmentum. The Agriculture Department uses ICEV curriculum materials to help supplement classroom lectures and activities and is directed to CTE. The English departments use HMH to help build curriculum in the class. The Math department uses the Carnegie Learning curriculum.	- The Math Department works towards a daily goal of having students not only listen and speak, but read and write a reflection response. - The Spanish department presents current events that can be used by students in other subject areas. - The AP Spanish class works with thematic units that touch on relevant topics that are related to Science and History. - The Social Studies department works with the English department when selecting reading. - Science department emphasizes the outcome of calculations during experiments with justifications of each outcome. - The Life Sciences branch of the Science department regularly provides readings for students where they are expected to annotate and use quotes to support their claim in answering a prompt. - AP United States History and AP Language and Composition classes coordinate reading so that students are learning similar ideas and concepts in each class. - Welding certificate, Medical Tech, Emergency Med Response; Child Development; Careers in Education
UC Merced and MUSHD are partnering to bring a program called Merced Automatic Admission Program (MAAP). We are 1 of 2 districts in the state of CA who have such a program with a UC. Applicants are guaranteed undergraduate admission to UC Merced as long as they continue to meet the MAAP criteria.	https://admissions.ucmerced.edu/MAAP Parent Workshops at Tenaya

Here at ECHS we articulate our curricular programs and expectations with our feeder schools by offering parent classes at the feeder schools to help educate our parents in language acquisition, technology and college preparation. We also hold career days and club nights at the feeder schools as well as offer bussing from our feeder schools to our on-site activities so that our parents and community members can participate at our back to school night and gaucho fest where our students have the opportunity to showcase their talents.

In addition to working with the local middle schools, we work very closely with Merced College to help articulate college classes such as the wide variety of 2+2 credit classes we offer on campus through our CTE pathway programs. We also continue to look to UC Merced for support from their student body by utilizing their students and staff to help with tutoring and preparing our students for college in AVID, ASSETs after school program, and various other programs on campus.

Furthermore, we offer several avenues students can seek help throughout their high school career in order to reach their college and career goals. We have a college and career counselor on campus twice a week who is able to meet with students and guide them through college and career choices in conjunction with their regular counselor who stays with them for four years. We have a College and Career Center open two days a week where students have the ability to conduct further research on various colleges and careers. Students are also able to sign up for various college career seminars offered throughout the year.

Finally, we offer many avenues of AP courses for students to advance in their college placement classes. Every core subject - as well as many elective courses, such as Art and Spanish - offer a capstone AP course for students to take, allowing them to advance in their desired area of college study.

- Biotech articulation
- Merced College 2+2
- UC Merced Tutors
- College presentations
- Career presentation A1 A2
- College counselors
- AP courses
- Merced College
- ASSETS

B2.   Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1. All students at El Capitan take Freshman Seminar, where they explore the different CTE pathways offered on campus. Freshman Seminar allows students to learn about different career opportunities and the education required to pursue those careers. Additionally, we are in the process of building a Senior Seminar class/curriculum, helping students prepare for life after high school. ECHS has a college and career center with support staff and a counselor to help provide information for life beyond high school, including information about scholarships. The career center organizes opportunities for students to speak with college admission officers, U.S. Military representatives, and various career speakers to provide information about options beyond high school. We have a dual enrollment agreement with Merced College, allowing students the opportunity to earn college credits towards a degree before they graduate high school.	CTE Website Parent Square On Site Adjunct MCC Counselor Dual Enrollment/CTE classes DOR Meeting at the DISC, meetings at Tenaya DOR District Workability Program for work experience Working Professionals Program 6. Senior Seminar COURSE #2471. This course provides students with knowledge and skills that will enable them 1) to make informed, responsible decisions about issues that affect personal health and well-being, 2) to establish and sustain healthy, rewarding interpersonal relationships, 3) to manage life financial decisions and, 4) to cultivate the understanding, appreciation, and practice of socially responsible behavior necessary for proactive community membership. ● Career Center website ● College Counseling website ● A-G approved course list ● AVID classes and website (insert here) ● ECHS College & Career Fair ● Google Map of College Acceptance for the Class of 2022
B2.2 ECHS offers several CTE pathways that support	Senior Seminar COURSE #2471. This course provides students with knowledge and skills that will enable them 1) to make informed,

rigorous learning and real life experience. Students are able to obtain industry certifications by the time they complete the pathway. A graduation requirement is that all students complete 20 credits of CTE, and 10 credits must be a capstone. We also offer one section of Senior Seminar, which is being piloted on several campuses in MUHSD. The curriculum for that class is currently being built. The premis of the class is to provide seniors with life skills they need once they graduate from high school and enter "the real world". For our special education students, our site offers vocational opportunities for students to get job skills on and off site.	responsible decisions about issues that affect personal health and well-being, 2) to establish and sustain healthy, rewarding interpersonal relationships, 3) to manage life financial decisions and, 4) to cultivate the understanding, appreciation, and practice of socially responsible behavior necessary for proactive community membership. Med Tech Pathway Working Professionals Department of Rehab Child Development Computer Programming Graphic Design Marketing Accounting Floral Animation
B2.3. The Gaucho Game Plan is designed to develop a clear, concise, and encompassing set of both short and long term goals for students (short term being Graduation requirements, and long term being A-G/post-secondary education). This plan provides students with a roadmap for the next six years. It helps students understand their options during and after high school. ECHS staff are helping students fulfill their Gaucho Game plan by teaching the necessary content to meet postsecondary goals. Parents are also able to see a visual roadmap, so parents understand how they can continue to support their student.	Gaucho Game Plan
B2.4. Merced College and MUHSD have partnered in providing a variety of college classes for students. Students are able to sign up for classes at Merced College through the K-12 program. Many of the courses are taught by our instructors and mostly offered online. MUHSD teachers, who qualify, are able to be hired by Merced College to become adjunct teachers. They concurrently teach classes offered at ECHS so that students have the opportunity to earn college credit. ECHS has a College and Career counselor who splits her time at other sites. There is a College and Career Technician who also supports ECHS.	Senior Seminar COURSE #2471. This course provides students with knowledge and skills that will enable them 1) to make informed, responsible decisions about issues that affect personal health and well-being, 2) to establish and sustain healthy, rewarding interpersonal relationships, 3) to manage life financial decisions and, 4) to cultivate the understanding, appreciation, and practice of socially responsible behavior necessary for proactive community membership. Merced College Blue Devil Days MAAP program College visits MCOE Career Industry Day (sophomores) CTE - workplace certifications ACT Work keys

These individuals promote college courses, scholarships, and helps set up college visits for students. They support FAFSA trainings for parents at ECHS as well. ECHS has Merced College visit regularly to offer workshops to help students apply and sign up for courses. Many other colleges and universities have also come to ECHS to off support to students who wish to apply.	Welding certs College adjunct counselor

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Six year plan (Gaucho Gameplan) implementation to encourage connection between school and career goals.
2. Direct correlation between career/life readiness and classes offered.
3. Many students are currently taking college courses while in high school. In addition, some ECHS students graduate with an A.A. or certification from Merced College and a diploma from MUHSD.
4. AP students are encouraged to take advantage of the AP fee waiver, and attempt to take eligible tests.

Areas of Growth

1.   Communication between school, parents, and students in what they need to do to start their transition to their post secondary path.
2.   Teachers need to attend the meetings that are held for students who need assistance. Students need access to teachers during the school day. Early screening for academic and emotional struggles through SSTs will help identify students that need support.
3.   We need more planned integration between subject matters.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C1.1. Students participate in rigorous and relevant coursework. Each subject matter provides students with various activities that allow them to demonstrate their understanding of the subject matter. Students participate in collaborative classroom activities. They are more responsible because of this, as they understand the consequences of not completing their work. They develop more social skills, and they learn that others depend on them. Most teachers require students to complete weekly warmups, where they are asked to complete different types of activities like writing, and discussion activities. These warm up activities can be used to help teachers assess student progress. Some teachers use programs like Goformative, where they can see student responses immediately. Others use Google Classroom to ask questions about a topic, for instance a book read in an English class. These teachers can immediately determine who has and has not read the book being discussed and adjust accordingly. In World Languages, students participate in daily conversation activities, dialogues, and skits witih their partner or in group settings.	English: https://elcapenglish1.weebly.com/ Student Example of Lit Circle Work (this would be the work they did to prepare for discussion).
C1.2. The instruction and curricular focus at El Capitan High School has been Depth of Knowledge (DOK),	Rubrics ● Objectives ● Central/Essential

student engagement, and closure activities. This includes, but is not limited to Universal Design Learning (UDL), the Five C's (collaboration, critical thinking, culture, communication, and creativity). To meet the instructional foci, teachers are provided with on site professional development that is pushed into collaboration. Teachers then use the information learned and apply it to collaborate on assessments and lessons to reflect an increase in DOK, student engagement, while incorporating closing activities. Many teachers from different subjects collaborate to create tests that mimic the skills required by the Smarter Balance Assessment Consortium (SBAC) assessment. Teachers are guided by the instructional coach, Melissa Blake, to create pre-scripted questions, lessons with higher DOK levels, project-based learning, and lessons that require 100% student engagement. El Capitan teachers share daily objectives with students on the classroom whiteboard, Google Classroom, teacher websites, or project presentations. Most teachers use rubrics, examples/non-examples, assessments, online quizzes, hand rubrics, exit tickets, and individual whiteboards to check for understanding.	Questions ● Redo Retake Policy/Procedure (Error Analysis) ● Make-up/Late Work ● Example and Nonexample ● Exit Ticket https://docs.google.com/document/d/1JDH5E4PGPlv50FEtUwA_A3LOmyEadwA1XwJovrolg_M/edit

C2.   Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1. CTE	- Canvas - Onshape - Google Classroom

Career and technical education provides real world experiences through industry relevant curriculum and pathways. Students are allowed to create and research projects that prepare them to enter the workforce. Industry based technologies are incorporated in the lessons. Examples include Reality Works Real Care Babies, CAD, CNC, modern welding machines, Adobe Master Suite and medical technology. Teachers coach CTSO teams for real world competitions that mimic industry standards and leadership in the corporate world. CTSOs provide students with the leadership skills that will be demanded of them in the workforce, giving them an advantage in their future careers. Teachers are staying current in CTE by attending PD's in their respective fields.

World Languages

World Language prepares students to use the language to communicate and use the four language domains. Students are prepared to communicate with their peers and adults in School. They can also communicate in public settings and use the language in daily life situations. Students can also use the language when sharing personal experiences and daily life situations.

Mathematics

1. Weekly Agenda for Students
2. Student Dicovery / Warm-Up
3. Topic/Lesson is presented using Google Slides or PowerPoint
4. Practice Problems for students to work collaboratively during MATH 360
5. Practice Problems for students to work individually

Science

ECHS science courses align with a variety of standards for all curriculum needs. Next Generation Science Standards (NGSS) and California CTE Model Curriculum Standards if applicable. ECHS Biology, Chemistry, Earth Science, and Physics use Next Generation Science Standards (NGSS). Introduction to Genetics, Microbiology, Biotech1, Biotech 2, and Robotics courses use a combination of NGSS and California CTE Model Curriculum Standards when applicable. AP Biology, AP Chemistry, and AP Physics use NGSS and the College Board

- Quizizz
- Kahoot
- Nearpod
- Peardeck
- Padlet
- Jamboard
- Project Based Learning
- NGSS
- California CTE Model Curriculum Standards
- College Board - AP Biology
- College Board - AP Chemistry
- College Board - AP Physics
- Weekly Agenda
- Lesson / Pictures
- M1T1L3 - Comparing Multiple Representations of Functions
- Math 36
- Historical Women in Monuments
- Google Classroom
- Google Slides Presentations
- El Día de Los Muertos-2
- Individual and Group projects
- Final Project-Mis vacaciones de El …
- Proyecto Mi rutina diaria

guidelines. All ECHS students have a Chromebook that is used for the duration of their high school career. This technology is key in accessing curriculum for science classes through Google Classroom or Canvas. English	
C2.2. Agriculture: The Agriculture courses are taught by providing students with opportunities to learn through problem, project, and inquiry-based learning. Agriculture classes use a variety of technological tools to integrate into these modalities. English Department: Teachers instruct students to think, reason and problem solve when they complete group projects. ECHS students perform these functions individually in short writing assignments, essays and in the final exam, as well as in oral exercises such as class discussions, socratic circles, presentations and debates. Science: Project based learning and hands on setting allows students to utilize their creativity to describe, draw, and explain concepts in all the sciences. From making post boards, to modification of a build, to drawing cells; students are encouraged to use a variety of methods to convey their ideas and learning. Students in Introduction to Genetics demonstrate their understanding of advanced topics such as the relationship between cancer and the cell cycle, the heredity of our unique traits, the frequency of recombination between linked genes and how that information is used to construct a genetic map, the effect of mutations on operon systems, how mutations lead to genetic variations, and forensic science. Throughout the course, students conduct research and showcase their findings to peers during gallery walks. Students create models to show expected outcomes when variables change or to show the relationship between variables. Microbiology students demonstrate their understanding of topics such as the Classification of Bacteria, the composition of Prokaryotic Cells and how this relates to diseases and drug	● Universal Design for Learning (UDL) ● Gale Databases ● Novels ● Edpuzzles ● Project based learning ● Student presentations ● Annotations ● Analysis of various resources: songs, poetry, quotations, authors, etc. ● RedInk ● https://docs.google.com/document/d/1JDH5E4PGPlv50FEtUwA_A3LOmyEadwA1XwJovrolg_M/edit ● Genetic Disease Research Project ● Operon Model ● Genetics & Ethics Research ● Where Oh Where Are You Hiding Bacteria? ● Mold Terrarium ● Mental Health News Report ● Independent Mill Girl ● Communication & Boundaries Scenarios ● Who Inspires You? ● ▤ Group Project- Save our planet ● Group Project Video <Salvemos Nuestro Planeta> ●

interactions with these cells, lab techniques used in microbiology, how changes in the environment can affect microbial nutrition and growth, the uniqueness of Viruses, physical & chemical controls of microbes, and the study of other microbes such as Fungi. Students in microbiology design and conduct research to show their understanding of microbes. For example, students compare the microbes found at various locations on campus, such as in bathrooms, classrooms, common areas outside, or on equipment used by various students. Another example is the design of a Mold Terrarium using foods of choice and predicting whether or not mold will form or be inhibited by preservatives.

CTE Child Development

When using the Real Care baby infant simulator students must use the skills they've learned in class to meet the baby's needs.

World Languages

Students demonstrate creative and critical thinking by doing group projects where they analyze a problem and they create a solution to the problem. One of the group projects they do is the < Salvemos nuestro planeta>. They work together as a group to come up with some ideas we as a society can do to save our planet. They create a song with these ideas and advice to create awareness about protecting our planet.

Art

The Art department provides multiple pathways of study to allow students to explore their interest and learn about current industry practices. Students in Animation courses collaborate on projects together, as well as work on independent short films and projects, simulating actual practices in the Animation industry. Additionally, Digital Art classes provide students with resources to participate in creating graphic design work, and the Fine Arts classes participate in local art exhibitions, giving them practical experience in the industry.

C2.3. English: Students focus on soft skills, character strong, teamwork, career portfolio and interview. Senior English- Senior Interviews, Create resumes and cover letters to complete a career portfolio	• Understanding Your Paycheck • Financial Sheets • Job Interview • Budgeting • https://docs.google.com/document/d/1-Xeo t0WtUUq1LC1k5COzJxSsOq7vn-e-o9utF

Mathematics: Financial Algebra - job applications, application for housing, car loans and housing. Work on W2 forms. Social Studies:Freshman S.S. - CA Career Zone lessons, resume writing, mock interviews, monthly budgeting, job application. Sophomore S.S. - attend Career fair and MERCO gives them a financial lesson CTE Child Development When using the Real Care baby infant simulator students must use the skills they've learned in class to meet the baby's needs. World Languages Students demonstrate what they have learned by applying their knowledge on all the four domains of language: speaking, reading, listening, and writing. They work together in groups and complete group projects. ART The Yearbook staff has to organize and plan the publication of the school's Yearbook. This includes collaboration with professional artists, assigning jobs to students (editors, designers, marketers, etc.), creating advertisements to sell the book, and distribute the books once they arrive. This gives students practical experience in the design and publication industry. AG	v94hBE/edit ● Self-Esteem Role Playing ● 📄 Proyecto: Nuestro Viaje a....
C2.4. World Languages Students have the opportunity to have real-life experiences by doing the \<Vamos al Mercado\> project. Students learn the vocabulary and the grammar they need to go to the market, create a product, sell their product and buy from their peers. This setting is in the School cafeteria; however, after they have this experience, they can go to their town flea market and have a real experience. Science Microbiology students learn a variety of lab techniques which are utilized during the course and in future Biotech Pathway courses. Students that have completed the Biotech Pathway have reported that skills learned in these classes have guided them through their current college classes in their Bachelor of Science programs and employment	● https://docs.google.com/document/d/1KYz v7QO1Iz-ip-iotZ7U0RCZ2peXrB3gkMPA WRlZJh8/edit ● https://docs.google.com/document/d/1thzm i6GopuDPDQp-j-bT6_dPz0RUzJZeUoGu uh_U-FU/edit ● Creating inoculation and streak nutrient agar plates ● Gram Stain to identify groups of bacteria ● Careers and Fields of Research in Genetics ● How to Fill out a job application ● Resume Assignment ● Create your own Resume ● Job Interview Activity ● Analyzing Job Applications ● 📄 Vamos al Remate ● 📄 Vamos al Mercado (rubric) Evaluaci… ● El Mercado google Form

after college. Students in Genetics explore careers in genetics and the field of research within Genetics. This information is shared with their peers <u>Family & Consumer Science</u> Students create resumes and discuss professional dress and first impression	

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. There is a campus-wide focus on instruction and academics.
2. Teachers clearly communicate the learning expectations to all students via the Daily Learning Objectives.
3. All students have access to and are engaged in career and college preparation activities.
4. Teachers use extensive and varied instructional strategies to ensure the success of all students.
5. Encouragement of students to make plans to continue their education beyond high school through a Gaucho Game Plan (six-year plan).
6. Teachers attend professional development training that is current on changes in education offered through the district, site-based PD, and teacher conferences.

Areas of Growth

1. Improve our instruction by integrating more culturally/linguistically/historically responsive instruction.
2. Create a comprehensive PD plan with a specific focus on underperforming students and subgroups.
3. Professional development on the 4Cs and tier 1 classroom interventions and supports.
4. Improve access to research-based instructional methodologies including differentiation (possibly through formal training during PLC at the District level).
5. Consistent use of common rubrics to measure performance levels within disciplines so students can understand the expected performance levels.
6. Develop and maximize opportunities to intervene and fill in learning gaps in a timely manner.
7. Teachers will continue to evaluate the use of technology after distance learning to determine what technology enhances the classroom experience.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1. Leadership and instructional staff use various data collection methods to disseminate information to all stakeholders. Performance results are analyzed during collaboration, faculty meetings, department meetings and Gaucho Excellence night.	- CAASPP Results - CAST Results - AERIES - Parent Square - School Email - Reading Inventory - Mathia - SST, 504, IEP - Panorama Survey - AP Data Analysis - Staff presentations
D1.2. Grading policies vary based on department. Individual departments use the traditional scale and others do not. Some departments have common policies and scales such as math/science/PE and others do not.	- Aeries - Syllabus - Grading rubrics

D1.3.

Teachers, counselors and administration use various tools to monitor student growth. This includes a monitoring of grades, graduation status, district and state testing, Career Technical Education pathway sequencing, and the school's honor roll. Additionally, individual departments use tools specific to their department to monitor student growth and success. These include math benchmarks, NGSS lessons, and physical fitness monitoring, to name a few. These are done to ensure that state standards are being met, and are frequently monitored by classroom walkthroughs.

On a more individualized level, staff monitor student reading levels, in particular focusing on ELD students through ELPAC. There are also frequent meetings to discuss the best way to support students through IEPs, 504s, SSC, and SST meetings. These are done to ensure that students get the most individualized support possible.

One of ECHS's primary focuses is to ensure that all students are College and Career ready. In addition to monitoring students' graduation status, staff focuses on career certification in various CTE pathways. Students are also encouraged to participate in courses at the college level. Many students are enrolled in Merced College classes while also being enrolled in ECHS. Many students graduate with college credits already on their transcripts. Additionally, teachers focus on preparing students to be career ready while they are still in the classroom, helping them build positive discipline skills such as time management and meeting deadlines, to ensure that they have a solid foundation prior to entering college and career.

In addition to academic progress, the school also focuses on social/emotional progress. This is done through working to build a culture on campus that encourages student involvement. Students are frequently recognized for their positive behavior. The school is working to promote student-run clubs on campus, encouraging all students to be engaged in a club or sport.

- Aeries/analytics
- SAMS/Read 180
- TOMS
- Progress monitoring
- School/District Log
- Walkthrough data
- Meeting agenda/minutes
- Benchmark data/Mathia
- NGSS pacing guide
- Senior portfolio/interviews
- Enrollment data
- Fast Forward (ELD)
- CTSO - career tech student outcome (FLBA, FFA, FCCLA)
- Gaucho of the Week
- Attendance/dress code policies Fitness test
- PSAT/ASVAB
- CAASPP
- College presentations/tours

D1.4. ECHS staff and administration have implemented and continue to practice a Multi-Tiered system of support for all students. This has been done by creating focus groups of students. There are a large number of academic assessments to measure student growth as well, including quarterly benchmarks in English, yearly state tests, Math placement tests (including district-created common benchmarks), ELD testing and redesignation. In addition to these academic assessments, more holistic and wellness-oriented student check-ins, such as the Panorama Survey. In addition, the school has been developing ways to communicate and coordinate with feeder schools, such as "Math Bridge" in the Math department. A similar program is being implemented in the English department. Our counselors have quarterly district meetings to align curriculum and requirements for college preparation. Administrators and teachers are utilizing Aeries analytics for discipline, as well as district-wide grade queries to monitor student academic progress.	• CAASPP, TOMS, Aeries • 8th grade placement tests for proper placement into 9th grade math. • Panorama survey results • Aeries Analytics • Edulastic • SAM HMH Reading inventory
D1.5. The school uses a variety of data sources to assess student progress. This includes benchmarks in certain subjects, state testing, and general grade monitoring. There is a great deal of use of online resources and tools for student support in most subjects, as well as assistive technology for Special Education students. Additionally, the school works to provide professional development support and training for staff.	CAASPP, TOMS, Aeries Carnegie Training Pull out days MCOE Albert.io, Edulastic, GoFormative Speechify, Google Translate

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D2.1. Teachers, students and support staff at ECHS are using various forms of measurable, well-planned lessons and curriculum. These include Socratic Circles, Socratic Seminar, Kahoot, Quizlet, Edulastic, GoFormative, Albert.io, Fishbowl, PearDeck. There is also a use of real-time feedback and visible learning activities, including the use of whiteboards and posters, critique groups, Math 360, and Physics 360. Many of these activities, such as Socratic Seminar, achieve the objective of gaining a deeper understanding of an academic text through discussion. Summative Assessments - Socratic Circle - Multiple Choice, Checkbox, Short Answer Assessments - Projects with Rubrics - Science Labs - Fitness testing - quarterly - One rep max/weight lifting - quarterly - Portfolio reviews	- Aeries - Edulastic - Mathia - FastForward (ELD) - Reading Inventory - Read 180 - Albert.io for AP students - Response Form/Reflection - Canvas - Online CTE Certifications - Google Forms - Art Critique Groups
D2.2. Teachers provide timely, specific and descriptive feedback by utilizing visual learning in all subjects through whiteboard groups and gallery walks. There are	- Mathia - Delta Math - Canvas

also many programs that provide immediate feedback using programs including Mathia, Delta Math, Google Classroom, Canvas, Kahoot, Quizizz, Edjulastic, etc. Groups of students also work at tables/desk while teachers walk around and evaluate student engagement and learning. Learning management systems including Canvas and Google Classroom allows for quick feedback on assignments and quizzes. They also have rubric functions to help students identify in detail where they are able to improve in a project. Lastly, Aeries provides teachers with opportunities to have assessment as a gradebook category for all stakeholders to review throughout each semester.	

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. A variety of assessments a completed
2. Multiple means of communication with stakeholders
3. Math placement & math bridge
4. Parent Aeries support

Areas of Growth

1. Assessments need to drive instruction

2. Better communication with students and parents around the "why" - Better understanding of the big picture for example board and site goals.

3. Communication in home language

4. Increased focus on literacy

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E1.1. El Capitan High School offers many opportunities for parent and community involvement through different activities and committees. Activities include Back to School Night, LCAP Awards Night, Gauchoween, Winter Wish Rally, Senior Orientation Night, FAFSA Night, Coffee with the Principal. Principal Committees that parents can join to provide support are School Site Council (SSC), English Learners Advisory Committee, Parent Music Boosters, Ag Advisory Committee,	Parent Square Newsletter ELAC Roster Facebook Homepage Instagram Homepage Tik Tok Homepage

Basketball Boosters, Volleyball Boosters, Football Boosters, Water Polo Boosters, Swimming Boosters, Tennis Boosters, and Baseball Boosters. We provide support for students and parents in filling out the FAFSA and other information about college and career options. Parents and other family members are able to watch broadcasts of a variety of school events online through the NHFS network and the student/staff led broadcast team. This allows family members to watch athletic events, plays, rallies, band and choir performances, as well as graduation from anywhere in the world. El Capitan also maintains a social media presence, presenting information on Twitter, Instagram, TikTok and Facebook for parent and community outreach.

A community liaison provides translation for Spanish speaking students and helps assist with outreach services to non-English speaking populations. We need a liaison to help with translation for Hmong and Farsi speaking families. Coffee with the Principal meetings were held at ECHS, but to increase parental involvement some are now held at Tenaya, our feeder school on the South side of Merced. 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.

Counseling Google Classrooms also provide students and parents grade level information regarding school, college, and career opportunities.

Parental Committee Opportunities
El Capitan High School encourages parental and community involvement through several means to increase stakeholder awareness and allow for input on the teaching and learning process. Formal committees for parental involvement include the English Learner Advisory Committee (ELAC) and the School Site Council (SSC). Both of these committees require parental and community involvement in order to approve of and monitor school plans. The School Site Council has oversight responsibilities of the categorical budget and Single Plan for Student Achievement. Council members are elected to ensure parity between the school site staff and the students and parent or community population. Decisions regarding categorical expenditures must be presented and

Twitter Homepage

Band Booster Meeting Agenda

Mr. Abarca's Google Classroom (

Gaucho Network NFHS Website

Back to School Night Map

approved by the SSC who has the responsibility to ensure the expenditures are aligned to improving student achievement. The English Learner Advisory Committee (ELAC) consists of community members, parents, staff and students whose role is to provide advice to the needs of the community, families and students especially related to student's whose primary language is not English. Through ELAC, the school communicates and educates participants of the operations, performance and activities of the school and district that impact the English Language Learner population. Our Ag Advisory Committee is made up of community members, parents, and college professors. They all have ties to agriculture and specifically ties to programs we offer. Because they are industry professionals they help guide us in our program and what our instruction includes helping maintain industry practice in our classrooms. They review our program, give critiques and positives in what we are doing. They also provide assistance with materials, projects, and assist in acquiring speakers for classroom discussions and events. They advocate for us in the community and can help support us in times of need.	

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1. ECHS has 7 full time custodians that work day and night shifts. Custodians are assigned specific runs that are broken down into classrooms, bathrooms, and multi use rooms. Classrooms are trashed out,	Work Order/Facility Request Tracking ECHS Agenda Chats

wiped down, and vacuumed daily. New organizational process implemented for the school year 2022-23. All work order requests are logged and tracked for record keeping. Open work orders are followed up and support provided if needed to close out remaining work orders and prepare for new requests During the first two weeks of school administration present to all students the policies and rules of the school and district. The 411 Tip Line is regularly communicated to parents and students. We have reminder posters in classrooms and offices to remind students of this resource. Student and parents communicate concerns through the platform and all administrators have access to respond Safety Drills ECHS updated the tardy policy for 2022-23 to a more structured accountable approach. Student tardiness had increased every year and added to the other more serious discipline infractions. Student discipline policy is clearly outlined by the MUHSD Student Services office. ECHS Student Support follows the matrix based on student infractions. ECHS has implemented a Restorative Justice program for some discipline infractions and added those intervention to the ECHS matrix	Tip 411 Website Emergency Procedures Tardy Policy ECHS Discipline Matrix ECHS Agenda Chat
E2.2. Students are rewarded by grade levels on how they follow the four maxims of ECHS. Lead, Learn, Love, and Legacy for rewarded quarterly to students who exhibit those behaviors. Student are rewarded with Kona Ice, churros, ice cream, and other incentives Students and Families attended awards night. Awards aligned with our LCAP and district LCAP goals were celebrated. AP Exam Proficiency, CAASPP Proficiency Recognition, Perfect Attendance, Gaucho Awards, CTE Star Student, and EL Reclassification. Students are nominated by staff and chosen by the administration and activity director.	Positive Behavior Rewards ASSETS Clubs/Information 11/30 LCAP Award Presentation Staff Tournament Bracket Seal of Biliteracy ECHS Staff Teams Social Emotional Support Website

	Character Strong website
Seasonal coaches nominate players based on academics, performance and practice. SSMs/Wellness Groups/Sierra Vista Counselor Social Emotional Learning curriculum utilized by Freshman Seminar teachers and all English teachers. A philosophy for creating Healthy relationships with the people in your life. It focuses on transforming the way children perceive themselves Their caregivers and the world around them. Staff members are grouped by work together to earn points via activities Each month staff forward the Legacy/Gaucho Awards to a staff member to be recognized. This is a recognition from staff to staff. Club Rush is hosted during lunch during the first quarter to share and recruit new members. Booths are staff with current club members. The Seal of Biliteracy is an award given for attained proficiency in English and at least one other world language by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a verification of linguistic proficiencies." ECHS has an afterschool program that focuses on academics and engagement. For 2022-23 ECHS added an ASSETS For Life program that centers on the MTSS model of relational, restorative, reflective and instructional practices. Students are assigned programs based on the level of interventions determined by the seriousness of their infraction	
E2.3. TSA Melissa Blake provides Professional Development every other month during collaboration to all departments to provide alternative instructional options and help certificated staff progress in the school's rigorous curriculum standards. Staff meets with Mrs. Blake every other Thursday	Classified Student DOK PD "Hot Topics" with Mrs. Blake Admin Responsibilities 2022-2023 Meeting Schedules

during their prep period, where she presents material to help support student engagement, lesson development, checking for understanding etc. Teachers who attend, also collaborate on what strategies are working in their classroom. At the end of the day, Mrs. Blake sends out a copy of the presentation along with all the findings from teachers that attended the session. PD Calendar All administrations are delegated responsibilities and these are shared with staff and stakeholders. The goal is for all staff and stakeholder follow the chain of command regarding incidents and communicate concerns as soon as possible. Meeting Calendar The MUHSD offers online professional development through Canva. Staff members are encouraged to participate in an additional hours of professional development around topics that they are interested in. Compensation varies from year to year based on funding Group of senior students who meet with administrators and voice concern regarding school issues.	Professional Development Calendar MUHSD Innovated Ed

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E3.1. Since ECHS opened its doors, the embedded intervention program ensures that 100% of the El Capitan student body receives intervention support tailored to meet individual student needs on a daily basis. All ECHS freshmen participated in a Peer Support intervention period that includes study hall time, team and character building activities (Link Leader based) and college and career based skill building activities. Sophomore, junior or senior students evidencing an academic deficit, as indicated by a failing mark in any core subject area, will participate in a five week subject specific tutorial. Students who are passing all current coursework, but not yet demonstrating excellence in terms of evidencing a 3.0 or better, participate in a Study Hall rotation. The Extended Lunch portion of the embedded intervention program not only serves as an incentive to students to perform to the best of their ability, but also offers opportunities for leadership roles and participation in school climate enhancing activities. This program was eliminated due to the state mandated school start time of 8:30 and data tracking showed low participation and engagement by students. An academic support class is typically a supplemental class to help with a student's other classes. Students get credits toward graduation for attending. Academic support classes may be similar to resource support classes (classes with a special education instructor where students work on IEP goals and needs) The goal of this class is to create a learning environment that helps you become a more efficient academic learner and producer. The purpose of this class is to provide you with an opportunity to improve academic success through time management, organization, and the building of academic self-esteem. This class is designed to help students to sharpen their study habits in a variety of areas, including: listening; speaking; reading; writing; note taking; studying for tests; critical thinking; memorization techniques; and goal	LINK crew Assignment Log-student O'Net Skills Profiler Assessment Saturday Academy Flyer Saturday Academy Student Sign-Up Course Fair Passport Gaucho Academy ASSETS ASSETS Program Information AVID

setting.

SST Referral Form

An opportunity to recruit 8th grade/incoming freshmen from feeder schools to our campus and CTE pathways, electives, AP courses, clubs, and sports teams.

For students who do not experience success solely through participation in the intervention program, specially designed coursework is available to include academic skill building courses such as Read 180 English Intervention courses; Academic Support and Learning Skills support courses; English Language Development courses; and AVID participation. If students continue to experience difficulty in any area, an SST Referral form available to all staff via Google forms is to be completed. The SST Referral serves as one of the initial steps to formalizing an intervention plan and documents interventions already attempted by the teacher or other staff member in the general education setting. When the form is completed, it is sent to the appropriate grade level counselor to begin the next steps in the intervention process.

Students who require more intensive interventions are supported through the Student Study Team, IEP, section 504 or special education processes. ECHS student mentors, AVID tutors, Academic Support teachers and Special Education case managers are heavily involved in supporting at-risk students and all individualized plans provide access to services in line with each student's unique needs and are regularly monitored to measure progress. Teachers who have a high number of special education or struggling students are provided with paraprofessionals who help provide additional support in the classroom. There are also 13 sections where a special education teacher co-teaches with a regular education teacher. This helps students by providing additional support and help in the classroom. Additionally, students with Educationally Relevant Mental Health Needs can receive individual, group, or family counseling through the district's Therapeutic Intervention Program, serviced by Sierra Vista, a community mental health agency that is contracted by MUHSD to provide on campus services

AVID is an in-school academic support program for grades 6-12 that prepares students for college

eligibility and success. AVID places academically average students in advanced classes that are academically challenging while providing support to help them be successful in those classes. AVID levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families; though AVID is for all students, it targets those in the academic middle. AVID teaches study and organizational skills. Tutoring is available for AVID students by finding tutors who are students at UC Merced and or Merced College. AVID helps students in writing their personal statements, scholarship opportunities, and gives them the opportunity to visit schools all around California. AVID is implemented schoolwide and districtwide. An opportunity for students with low attendance to make up hours and for students who need extra help to get tutoring. Students are able to attend everyday 3:15-6:00 for tutorials in all subjects.	
E3.2. A space for students to reflect on behaviors and find replacement behaviors. Intervention is designed to turn discipline into a learning opportunity and reduce repeated infractions by helping students learn the consequences of their behavior with empathy. MTSS Restorative Practices ECHS utilizes this for students who exhibit specific undesirable behaviors. Provide reflection on healthy coping strategies to aggression and drugs. MTSS Behavior Support Plans Restorative Justice	MTSS Restorative Practices MTSS Behavior Support Plans Suite 360- Intervention Program for students to utilize for specific undesirable behaviors RJL Website DRC/UDA Website
E3.3. SSMs/Wellness Groups/Sierra Vista Counselor	
E3.4 Mentorship of our upperclassmen who demonstrate	

leadership qualities help guide and support Freshman through various activities. All freshmen are enrolled in the freshmen seminar class where they get instruction on how to use google and their chromebooks. They also spend time exploring the five different CTE pathways offered at ECHS; Media, Visual and Design Arts, Agricultural Science, Agriculture Mechanics, Information Technology, and Biotechnology Pathway.	
E3.5. Healthy Kids Survey	

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Student involvement /athletics/activities
2. High academic expectations
3. Student/staff connectedness
4. Staff involvement

Areas of Growth

1. Parental Involvement increased in meaningful ways.
2. Special populations involvement
3. Special populations support, especially diversity in languages
4. Equity for students who are transported by bus from south side of Merced

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Special populations support, especially diversity in languages
- Assessments need to drive instruction
- Increased focus on literacy
- We need more planned integration between subject matters.
- Professional development on the 4Cs and tier 1 classroom interventions and supports.
- Teachers need to attend the meetings that are held for students who need assistance. Students need access to teachers during the school day. Early screening for academic and emotional struggles through SSTs will help identify students that need support.
- Parental Involvement increased in meaningful ways.
- Special populations involvement
- Equity for students who are transported by bus from south side of Merced
- Better communication in home languages with students and parents around the "why" - Better understanding of the big picture for example board and site goals.
- Communication in home languages between school, parents, and students in what they need to do to start their transition to their post secondary path.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

<u>Overall Summary from Analysis of Profile Data and Progress</u>
<u>Strengths:</u>

- Increased the number of students enrolling in AP courses or Merced College Courses..
- Overall our discipline numbers are low in comparison to similar sized schools in our district with the exception of 2022-2023.
- There has been a steady growth in enrollment over the course of the last ten years, reaching site capacity.
- Overall campus culture is positive, as evidenced by the responses on the stakeholder surveys.
- Availability of multiple opportunities of Professional Development for all certificated staff.
- ECHS has above average state and district graduation rates.
- Overall, the trend data of the CAASPP shows an area of weakness in math, but we are growing in the right direction in Levels 3 & 4, which is consistent with the district and state.
- Overall, we maintained the current trends in ELA on the CAASPP, but decreasing the number of students that performed at Levels 1 and 2 and increasing those at Levels 3 and 4.
- According to the data, our EL students are continuing to move up through the ELD levels through the years.

<u>**Weaknesses:**</u>

- There is a need to increase parent involvement at ECHS
- The amount of time students are enrolled in our English Language Learner program is too long.
- There is a lack of relevant standardized testing data that can be easily disaggregated to staff.
- There is a need to continue refining our CTE pathways.
- While our student body has increased over the last ten years, the number of students that are enrolled in AVID has decreased, particularly at the freshman level.
- When compared to the English only student body, it is evident that our ELD population is performing at significantly lower levels across all subject areas, particularly core classes.
- Professional development to increase our cultural awareness would be beneficial for all staff.
- Professional development for improved instruction with a consistent focus (4Cs).
- Teacher's ability to identify and implement level 1 classroom supports and interventions.

<u>**Critical needs:**</u>

1. Special population support, especially in diverse languages
2. Assessment driving instruction
3. Professional development, particularly with the 4C (communication, collaboration, creativity, and critical thinking)

Chapter V: Schoolwide Action Plan

Action Plan Goal 1: Assessments drive instruction.
MUHSD LCAP Goal: All students will be college and career ready. All students in the MUHSD will take graduation required courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school.

Objective 1:	Responsible Person (s) Involved	Professional Development/Resources/Funding	Timeline	Reporting
Common formative and summative assessments provided consistently and with fidelity	Admin, District, Teachers	District wide collaboration to create common benchmarks	2023-2025	Data Collection
Review walk	Admin,	Hot Topic, staff	ongoing	Walk through data

through data regularly to make instructional adjustments	Induction Mentor, and Instructional Coach, teachers	meetings, individual coaching meetings		

Action Plan Goal 2: Identify and connect our uninvolved students with a club or team to increase engagement on campus. Addressing transportation needs to ensure equitable access.

MUHSD LCAP Goal: All students in the MUHSD will have a safe environment and buildings in which to learn. Students will be consistently present, in good standing with their citizenship, and engaged in curricular and extracurricular activities.

Objective 2:	Responsible Person (s) Involved	Professional Development/Resources/Funding	Timeline	Reporting
Targeted Student Involvement	Admin and staff	Professional develop with staff to foster relationships and make connections, School-wide Character Strong	2023-2026	Data collection with accurate coding in Aeries

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Action Plan Goal 3: Continue to support EL students with paraprofessionals in the classroom. Increase communication in their home language with Community Liaison reaching out to parents to mitigate barries. Create opportunities for EL families to engage at the same level as our English only families, i.e. schoolwide presentation in home languages, translators present all information meetings/ceremonies.

MUHSD LCAP Goal: The Merced Union High School District will provide equitable access to technology, technology connectivity, and academic, social-emotional, and extracurricular services to ensure high outcomes for all students while mitigating any barriers that correlate with any social or cultural factor.

Objective 3:	Responsible Person (s) Involved	Professional Development/Resources/Funding	Timeline	Reporting
Increase supports for EL students	All Staff	Staff meetings and Hot Topic professional	2023-2024	Data collection

with diverse languages		developement		
Monitor EL academic progress each grade mark	Counselors and Admin	Ellevation training/Title 1	ongoing	EL Data
Parent Involvement	Admin and staff	Title I	2023-2025	Data collection

Action Plan Goal 4: Professional development, particularly with the 4C (communication, collaboration, creativity, and critical thinking)

MUHSD LCAP Goal: The Merced Union High School District will recruit and retain staff who are fully credentialed, appropriately assigned, and contribute to the overall success of academic and social-emotional outcomes for all students.

Objective 4:	Responsible Person (s) Involved	Professional Development/Resources/Funding	Timeline	Reporting
Professional Development for the 4Cs	Admin, Mentor, Instructional Coach	Title I	2023-2024	Data Collection - walk throughs
Professional Development on Tier 1 Classroom Supports and Inventions	Admin, Mentor, Instructional Coach	Title I	2023-2025	Data Collection - walk throughs

Appendices:

A. **Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link**

B. **Timeline of self-study process**

C. **Results of student questionnaire/interviews**

D. **Results of parent/community questionnaire/interviews**

E. **Results of staff survey**

F. **The most recent California Healthy Kids Survey**

G. **Master schedule**

H. **Approved AP course list: https://apcourseaudit.epiconline.org/ledger/**

I. **UC a–g approved course list: https://doorways.ucop.edu/list/app/home/**

J. **Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID, CTE Path Ways**

K. **California School Dashboard performance indicators**

L. **School accountability report card (SARC)**

M. **CBEDS school information form**

N. **Graduation requirements**

O. **Any pertinent additional data (or have on exhibit during the visit)**

P. **Budgetary information, including school budget**

Q. **Glossary of terms unique to the school. (Page 11)**

R. **Map (Level 1, Level 2)**

S. **Bell Schedule**

T. **Facility Inspection Report**