

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Capitan High School	24-65789-127373	October 19, 2023	November 8, 2023

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement  
For African American Data

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

The Every Student Succeeds Act (ESSA) ensures schools provide a high-quality, well-rounded education, and guarantees equity for all. The MUHSD LCAP goals were created and revised collaboratively with stakeholders to ensure that the district and all sites, including El Capitan meet the ESSA requirements and the overall success of all students. El Capitan has been identified as eligible for Additional Targeted Support and Improvement (ATSI). This is due to the 2021 - 2022 California State Dashboard data for African-American suspension rates. Our District and all sites are in Differentiated Assistance for Foster Youth in all dashboard indicators. The school district is in compliance and improvement monitoring for special education students for the percentage of time in general education classes and low performance in state assessments. El Captians's SPSA goals are aligned and support the district's focus and LCAP goals: all students are college and career-ready, school climate, equitable access, and recruit and retain staff. The MUHSD LCAP goals and El

Capitan SPSA goals are monitored and reviewed annually by stakeholders for accountability. California Dashboard data and assessment results are monitored and reviewed annually by stakeholders for accountability as well. This SPSA is in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

If in ATSI:

Each school receiving an ATSI-eligibility notification from its district, in partnership with educational partners, shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for each student group that was the subject of notification.

The SPSA can meet ESSA requirements for ATSI. The ATSI plan must:

- 1) Be informed by all indicators, including student performance against long-term goals
- 2) Include evidence-based interventions, strategies, and activities...
- 3) Identify resource inequities (which may include a review of LEA and school-level budgeting)...
- 4) Be approved by the LEA prior to implementation
- 5) Be monitored, upon submission and implementation, by the LEA

It is the expectation that ATSI plans are fully developed and approved at the local level (school and LEA) no later than the first day of the 2023–24 school year. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan for that school.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The Healthy Kids Survey, an SEL needs assessment, is used district-wide to guide school sites in fostering school climate and culture and to provide strategies for a safe environment. ECHS also administers additional surveys to all stakeholders to gather data regarding feelings of safety, support, and instruction. Teachers annually complete a professional development interest/needs survey. As of 2022, all students will participate in an SEL survey through Panorama in their English classes. The survey is a needs assessment for further SEL support. The principal facilitates a Student Advisory Committee as a needs assessment to collect feedback and input from student stakeholders. The Faculty Senate (teachers) and Classified Council surveys teachers and classified and reports findings to the principal monthly.

## Classroom Observations

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

El Capitan plans to utilize all the California Dashboard and Local data to support African American students. Data will be reviewed to support African American suspension rate. All data is collected with the intent of driving instruction and allowing for transparency in terms of communication with stakeholders. Benchmarks are used formatively to drive instruction.

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

Teachers employ a variety of strategies in order to determine the success of teaching techniques and the level of student learning. Common signature assignments and formative and summative assessments are administered to determine students' mastery of the standards taught during each grading period. Student progress is monitored through curriculum-embedded assessments. Error analysis and reflection are required as part of the mastery process. In addition to these signature assignments and assessments, frequent checking for understanding measures appropriate for the 1:1 web environment is utilized. Data gathered is used to inform instruction in regards to what standards need reteaching and what strategies produce the best results in terms of learning. The daily collaborative period allows for an immediate platform for all teachers to review this data and make needed changes to better support student learning.

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

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

The MUHSD board has adopted specific policies and expectations regarding the need for staff to be highly qualified. Presently, El Capitan High School has 78 highly qualified certificated teachers on staff. Of those 79, 75 teachers are fully credentialed.

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

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

ECHS staff receive regular professional development at both site-based and district levels, in addition to specific professional development pursued on an individual basis. Professional development is designed and selected based on district and school-based strategic plans and instructional focus areas, the ECHS vision and mission statements, and the established Maxims. All new teachers receive direct one-on-one support through the district's Induction program. Those new teachers that do not receive support from the induction program are paired with the instructional coach to receive the additional 1 on 1 support needed. District-sponsored professional development opportunities available to all teachers include the provision of credentialed instructional coaches who collaborate with teachers and provide feedback and support in a non-evaluative format, continual off-site training in researched based instructional norms (objective writing, higher-order thinking questioning strategies, student engagement, vocabulary development, and daily literacy enhancing activities); lesson planning training and support; use of technology to support instruction and student learning; and funded opportunities for alternate campus visitations to observe and collaborate with MUHSD master teachers. On-going training in adopted programs that target at-risk subgroup populations including Read 180 and Fast Forward curricula used to support students acquiring English is provided by expert trainers. Finally, training essential to the adoption of the Common Core State Standards has been provided to the district's self-identified "early adopters" which served to determine essential standards, break down standards into sub-skills, determine appropriate pacing and order of instruction and collaboratively design performance tasks and assessments.

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

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

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

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

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

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

## Teaching and Learning

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

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

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

N/A

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

N/A

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

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

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

ECHS core classes are aligned to state adopted standards.

## Opportunity and Equal Educational Access

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

El Capitan High School teachers utilize research-based instructional practices such as checking for understanding to assist in identifying students who may require Tier 1 classroom interventions (small group or individual instruction). To support our student, including African American students, Intervention Coordinators will serve as mentors and progress monitoring.

Evidence-based educational practices to raise student achievement

All teachers have been trained in Innovated Instruction and lesson design. Instructional Norms such as frequent checks for understanding, questioning techniques which require Higher Order Thinking Skills, student engagement strategies, vocabulary instruction, and participation in activities which integrate the four domains of language are also employed. The Admin Team will focus on the 4 C's during their walk throughs.

## Parental Engagement

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

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

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

Involving stakeholders in programs is a focus at El Capitan High. Input is received from parents, community representatives, classroom teachers and other personnel as part of the School Site Council and English Learner Advisory Committee. The School Site Council reviewed and approved the ATSI Plan for the 2023-2024.

## Funding

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

Academic Support, Integrated Math A, Read 180 and Math 180, AVID, technology, and professional development. Throughout the SPSA funding will be allocated to support African American behavior.

Fiscal support (EPC)

ECHS receives fiscal support with LCFF and Title I.

# Educational Partner Involvement

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

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

The Site Council is an ongoing, annual process that has meaningful involvement of parents, students, and other stakeholders in the critical process of the development of the SPSA and the budget process. El Capitan High School shares the SPSA with the site's English Language Advisory Committee and Safety Committee. These committees provide input and assist with schoolwide decisions, such as the SPSA and budget. El Capitan hosts district LCAP meetings onsite each year which allows for opportunities for parents and community to review site and district data and provide input into the way resources are allocated. Feedback and data from these meetings were presented to the School Site Council (SSC) for consideration in proposing updates and changes to the SPSA. Title 1 funding and actions were reviewed at School Site Council meetings during the 2022-2023 school year on 9/15/22, 10/20/22, 12/15/22, 2/16/23, 3/16/23, 5/18/23 at the site's ELAC meeting on 9/21/23 and Safety Committee on 9/21/23. The El Capitan High School SPSA was approved at the 10/19/23 school site council meeting (current year).

## Resource Inequities

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

MUHSD is in Differentiated Assistance for Foster Youth in Very Low on both English Language Arts (ELA) and Math indicators, or; Very Low on the English Learner Progress Indicator (English learner student group only). MUHSD will hold Foster Youth student forums monthly at each site to review student needs, SEL supports, enrichment activities, and other opportunities to support students in their behavior. In addition, all MUHSD sites have an intervention coordinator who is reviewing and supporting Foster Youth students with tier 2 and 3 behavioral supports. Intervention Coordinators provide Suite 360 for student behavioral interventions that align to discipline incidents.

MUHSD is also in Compliance and Improvement Monitoring for Special Education. Merced Union High will be monitored in the following monitoring tier and differentiated monitoring level in the 2023 Monitoring Year: Targeted Level 3 for School Age. Based on compliance data analyses, Merced Union High has a timeliness issue in the following area: Late IEPs/Initial Assessments or No Improvement. MUHSD reviewed a variety of sources of data (Aeries data, service logs) for 114 CDE selected students to determine the percentage of services received compared to the minutes of services listed in their IEPs. Corrective actions are as follows for MUHSD: Low implementation rate of Specialized Academic Instruction was the primary factor in missing our target, largely based on poor attendance and disciplinary removals; Logs and artifacts must be kept for all related services with the exception of SAI. Logs were not readily available for many of the selected students, case managers or reviewers had to create them for the review; The majority of related services that were missed were made up resulting in a higher success rate for these services; SAI minutes must be adjusted to account for related services provided during special ed periods; and Moving forward, all services need to be document as monthly. These will be done at all MUHSD sites.

Due to being in ATSI for African American students for high suspension rates, El Capitan High School will offer African American student forums monthly to review student needs, SEL supports, enrichment activities, and other opportunities to support students in their behavior. El Capitan High School will also support African American students with mentors. In addition, El Capitan High School has an intervention coordinator who is reviewing and supporting African American students

with tier 2 and 3 behavioral supports. Intervention Coordinators provide Suite 360 for student behavioral interventions that align to discipline incidents.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.60%	0.27%	5	11	5
African American	3.8%	3.85%	4.3%	68	71	79
Asian	11.2%	11.38%	11.53%	200	210	212
Filipino	1.6%	1.46%	1.58%	29	27	29
Hispanic/Latino	64.1%	64.79%	64.55%	1,145	1196	1187
Pacific Islander	0.4%	0.60%	0.6%	7	11	11
White	16.8%	16.47%	15.44%	300	304	284
Multiple/No Response	1.4%	0.60%	1.14%	25	11	21
<b>Total Enrollment</b>				1,786	1846	1839

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	489	499	461
Grade 10	451	496	487
Grade 11	427	442	471
Grade 12	419	409	420
<b>Total Enrollment</b>	1,786	1,846	1,839

### Conclusions based on this data:

1. Our student enrollment has maintained from prior year.
2. Our White and Hispanic/Latino student population has decreased slightly.
3. Our Asian and African American student population has increased slightly.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	161	157	193	9.00%	8.5%	10.5%
Fluent English Proficient (FEP)	703	725	659	39.40%	39.3%	35.8%
Reclassified Fluent English Proficient (RFEP)	5	29	27	3.1%	4%	4.1%

### Conclusions based on this data:

1. Our English Language Learner population has shown an increased since last year.
2. We have had a decline in number our English Proficient students and an increase in our English Learners.
3. Our reclassification rate has increased.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	418	415	456	384	394	453	382	394	453	91.9	94.9	99.3
All Grades	418	415	456	384	394	453	382	394	453	91.9	94.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2575.	2593.	2557.	18.59	18.53	14.79	32.72	37.56	26.05	23.82	27.92	28.92	24.87	15.99	30.24
All Grades	N/A	N/A	N/A	18.59	18.53	14.79	32.72	37.56	26.05	23.82	27.92	28.92	24.87	15.99	30.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.20	21.07	19.43	57.59	62.44	60.04	21.20	16.50	20.53
All Grades	21.20	21.07	19.43	57.59	62.44	60.04	21.20	16.50	20.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	24.34	22.84	16.78	49.21	58.38	51.43	26.46	18.78	31.79
All Grades	24.34	22.84	16.78	49.21	58.38	51.43	26.46	18.78	31.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.52	13.71	11.04	73.04	75.38	69.98	15.45	10.91	18.98
All Grades	11.52	13.71	11.04	73.04	75.38	69.98	15.45	10.91	18.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.80	18.78	13.91	66.75	70.56	67.77	15.45	10.66	18.32
All Grades	17.80	18.78	13.91	66.75	70.56	67.77	15.45	10.66	18.32

**Conclusions based on this data:**

1. Our percentage of students who have exceeded or met the standards has dropped.
2. Approximately 59.2% of our students were below standard. Additional supports are needed for interventions with our Tier 2 and Tier 3 students.
3. Our student participation and completion rate is high.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	419	415	457	382	393	454	381	393	454	91.2	94.7	99.3
All Grades	419	415	457	382	393	454	381	393	454	91.2	94.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2545.	2523.	2506.	4.99	4.83	4.19	18.64	11.45	10.57	29.40	24.43	20.48	46.98	59.29	64.76
All Grades	N/A	N/A	N/A	4.99	4.83	4.19	18.64	11.45	10.57	29.40	24.43	20.48	46.98	59.29	64.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.29	5.85	5.07	48.82	38.42	29.30	39.90	55.73	65.64
All Grades	11.29	5.85	5.07	48.82	38.42	29.30	39.90	55.73	65.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.61	8.40	7.49	62.20	63.10	60.35	30.18	28.50	32.16
All Grades	7.61	8.40	7.49	62.20	63.10	60.35	30.18	28.50	32.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.87	6.62	4.19	67.19	64.12	61.01	24.93	29.26	34.80
All Grades	7.87	6.62	4.19	67.19	64.12	61.01	24.93	29.26	34.80

### Conclusions based on this data:

1. Percentages of students who exceeded or met the standards decreased.
2. While we have the highest math scores in the district, we continue to decrease.

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3. Additional supports are needed for interventions with our Tier 2 and Tier 3 students.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1536.6	1543.7	1556.1	1526.9	1536.6	1554.1	1545.9	1550.3	1557.6	65	48	69
<b>10</b>	1541.7	1533.1	1554.1	1526.8	1525.7	1558.4	1556.1	1540.1	1549.2	42	49	44
<b>11</b>	1548.3	1565.9	1551.1	1522.7	1564.6	1550.9	1573.3	1567.0	1550.8	27	33	42
<b>12</b>	1557.5	1541.6	1551.7	1549.0	1529.5	1559.5	1565.6	1553.1	1543.4	26	18	35
<b>All Grades</b>										160	148	190

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	20.00	12.50	18.84	23.08	41.67	43.48	29.23	35.42	20.29	27.69	10.42	17.39	65	48	69
<b>10</b>	14.29	12.24	27.27	40.48	42.86	38.64	26.19	18.37	13.64	19.05	26.53	20.45	42	49	44
<b>11</b>	29.63	27.27	19.05	18.52	39.39	38.10	25.93	18.18	16.67	25.93	15.15	26.19	27	33	42
<b>12</b>	15.38	22.22	14.29	15.38	11.11	40.00	57.69	50.00	22.86	11.54	16.67	22.86	26	18	35
<b>All Grades</b>	19.38	16.89	20.00	25.63	37.84	40.53	32.50	27.70	18.42	22.50	17.57	21.05	160	148	190

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	27.69	25.00	27.54	35.38	52.08	44.93	16.92	12.50	11.59	20.00	10.42	15.94	65	48	69
<b>10</b>	26.19	36.73	40.91	42.86	22.45	36.36	14.29	20.41	2.27	16.67	20.41	20.45	42	49	44
<b>11</b>	33.33	42.42	30.95	18.52	36.36	33.33	25.93	9.09	16.67	22.22	12.12	19.05	27	33	42
<b>12</b>	23.08	22.22	40.00	46.15	44.44	34.29	23.08	16.67	5.71	7.69	16.67	20.00	26	18	35
<b>All Grades</b>	27.50	32.43	33.68	36.25	37.84	38.42	18.75	14.86	9.47	17.50	14.86	18.42	160	148	190

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.31	8.33	7.25	18.46	16.67	27.54	33.85	52.08	42.03	35.38	22.92	23.19	65	48	69
10	9.52	8.16	4.55	30.95	16.33	20.45	30.95	34.69	52.27	28.57	40.82	22.73	42	49	44
11	14.81	6.06	2.38	25.93	33.33	23.81	11.11	36.36	40.48	48.15	24.24	33.33	27	33	42
12	7.69	11.11	5.71	15.38	11.11	11.43	42.31	33.33	40.00	34.62	44.44	42.86	26	18	35
All Grades	11.25	8.11	5.26	22.50	19.59	22.11	30.63	40.54	43.68	35.63	31.76	28.95	160	148	190

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.62	6.25	10.14	66.15	79.17	72.46	29.23	14.58	17.39	65	48	69
10	4.76	2.04	15.91	66.67	71.43	63.64	28.57	26.53	20.45	42	49	44
11	3.70	12.12	2.38	51.85	63.64	69.05	44.44	24.24	28.57	27	33	42
12	3.85	0.00	5.71	50.00	72.22	62.86	46.15	27.78	31.43	26	18	35
All Grades	4.38	5.41	8.95	61.25	72.30	67.89	34.38	22.30	23.16	160	148	190

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	67.19	72.92	76.81	10.94	16.67	8.70	21.88	10.42	14.49	64	48	69
10	69.05	61.22	75.00	16.67	18.37	6.82	14.29	20.41	18.18	42	49	44
11	55.56	75.76	69.05	25.93	12.12	16.67	18.52	12.12	14.29	27	33	42
12	80.77	72.22	80.00	15.38	11.11	2.86	3.85	16.67	17.14	26	18	35
All Grades	67.92	69.59	75.26	15.72	15.54	8.95	16.35	14.86	15.79	159	148	190

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	16.92	14.58	17.39	38.46	37.50	50.72	44.62	47.92	31.88	65	48	69
10	19.05	10.20	18.18	47.62	40.82	47.73	33.33	48.98	34.09	42	49	44
11	25.93	3.03	7.14	25.93	66.67	38.10	48.15	30.30	54.76	27	33	42
12	11.54	16.67	8.57	19.23	16.67	37.14	69.23	66.67	54.29	26	18	35
All Grades	18.13	10.81	13.68	35.63	42.57	44.74	46.25	46.62	41.58	160	148	190



Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	6.25	2.08	4.35	73.44	85.42	82.61	20.31	12.50	13.04	64	48	69
<b>10</b>	2.38	0.00	0.00	80.95	73.47	81.82	16.67	26.53	18.18	42	49	44
<b>11</b>	11.11	33.33	16.67	74.07	48.48	57.14	14.81	18.18	26.19	27	33	42
<b>12</b>	23.08	22.22	14.29	73.08	50.00	57.14	3.85	27.78	28.57	26	18	35
<b>All Grades</b>	8.81	10.81	7.89	75.47	68.92	72.11	15.72	20.27	20.00	159	148	190

**Conclusions based on this data:**

1. There was an decrease in the percentage of students scoring at an overall level of 1 or 2.
2. Despite an overall decrease, there was a increase in the Writing and Speaking domains.
3. There was a less than 3% decrease in Overall Language of Level 4 which is the criteria for reclassification.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,846	72.0	8.5	1.0
Total Number of Students enrolled in El Capitan High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	157	8.5
Foster Youth	19	1.0
Homeless	78	4.2
Socioeconomically Disadvantaged	1,329	72.0
Students with Disabilities	156	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	71	3.8
American Indian	11	0.6
Asian	210	11.4
Filipino	27	1.5
Hispanic	1,196	64.8
Two or More Races	11	0.6
Pacific Islander	11	0.6
White	304	16.5

**Conclusions based on this data:**

1. Approximately 72% of are students socioeconomically disadvantaged.
2. The majority of our student body is Hispanic.
3. English Learners and Students with Disabilities make up a large sub group of our student population.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Medium	<b>Graduation Rate</b>  Very High	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Low		
<b>English Learner Progress</b>  Medium		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. Need to increase focus on support mathematics.
2. We have a strong Graduation rate.
3. Our suspension remains rate is a concern.

# School and Student Performance Data

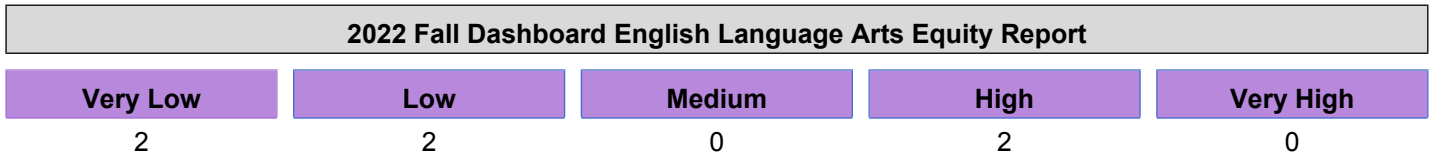
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

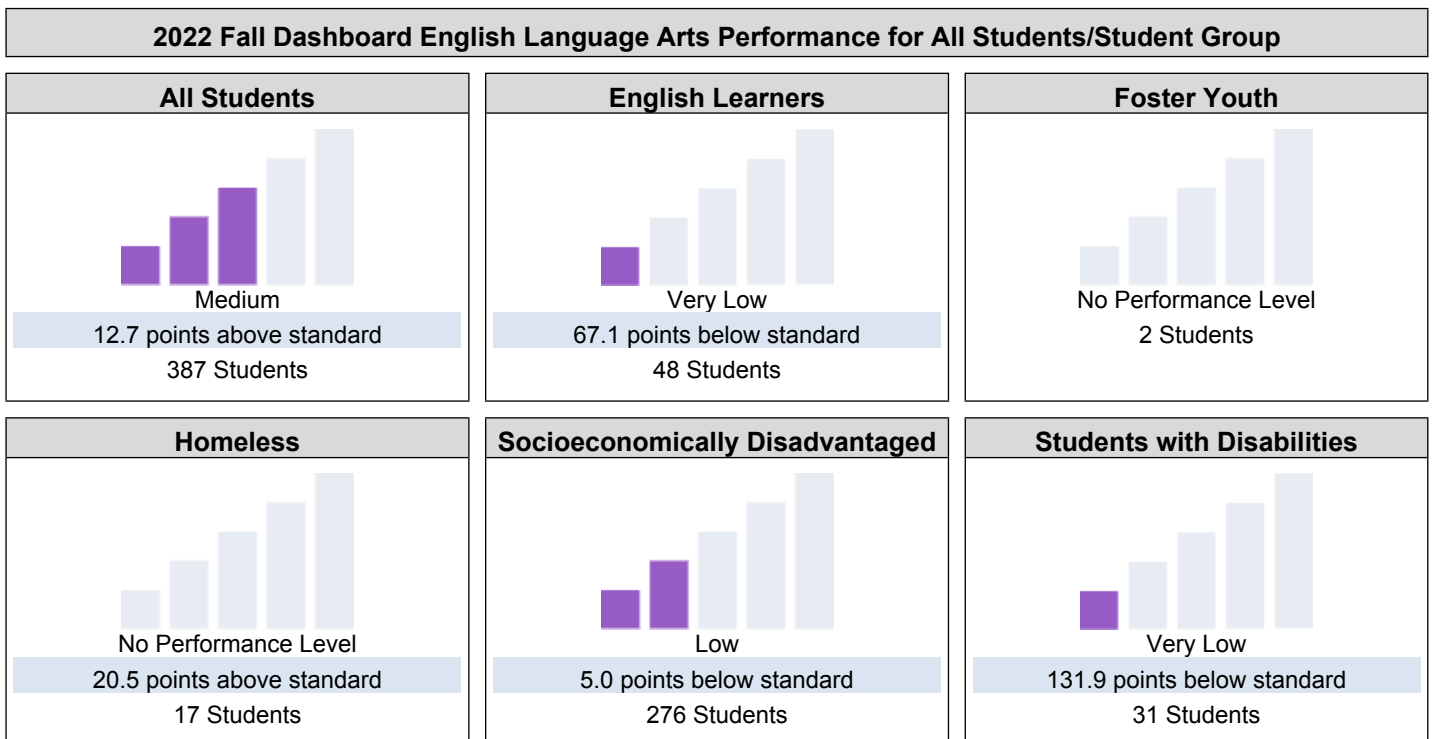
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



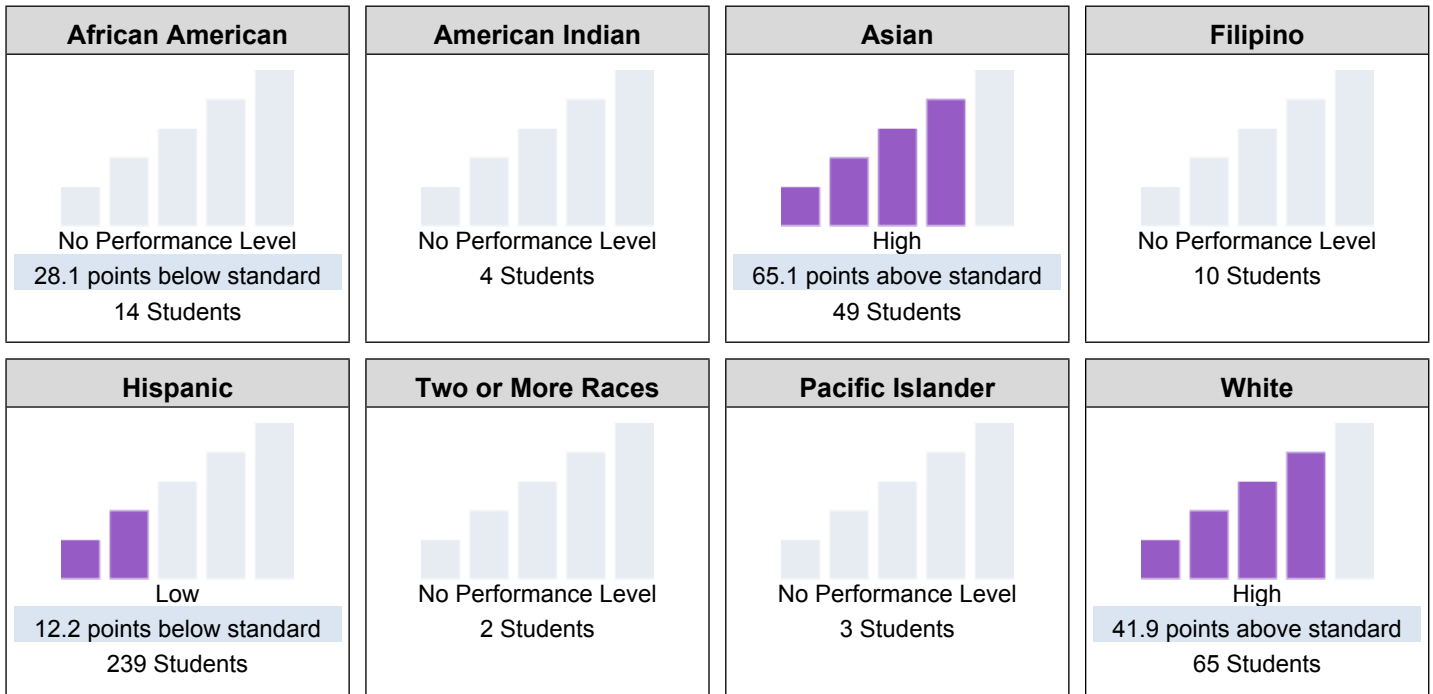
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
81.6 points below standard 30 Students	42.9 points below standard 18 Students	26.5 points above standard 196 Students

**Conclusions based on this data:**

- All of our students are above standard, with significant increases in all subgroups.
- EL's and Students with Disabilities have low performance level as a group.
- Our Asian population performs well above standard.

# School and Student Performance Data

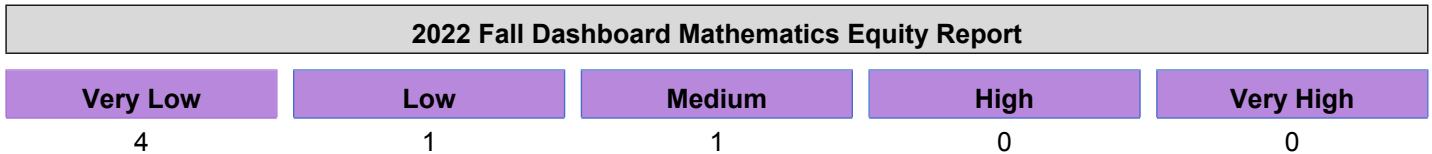
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

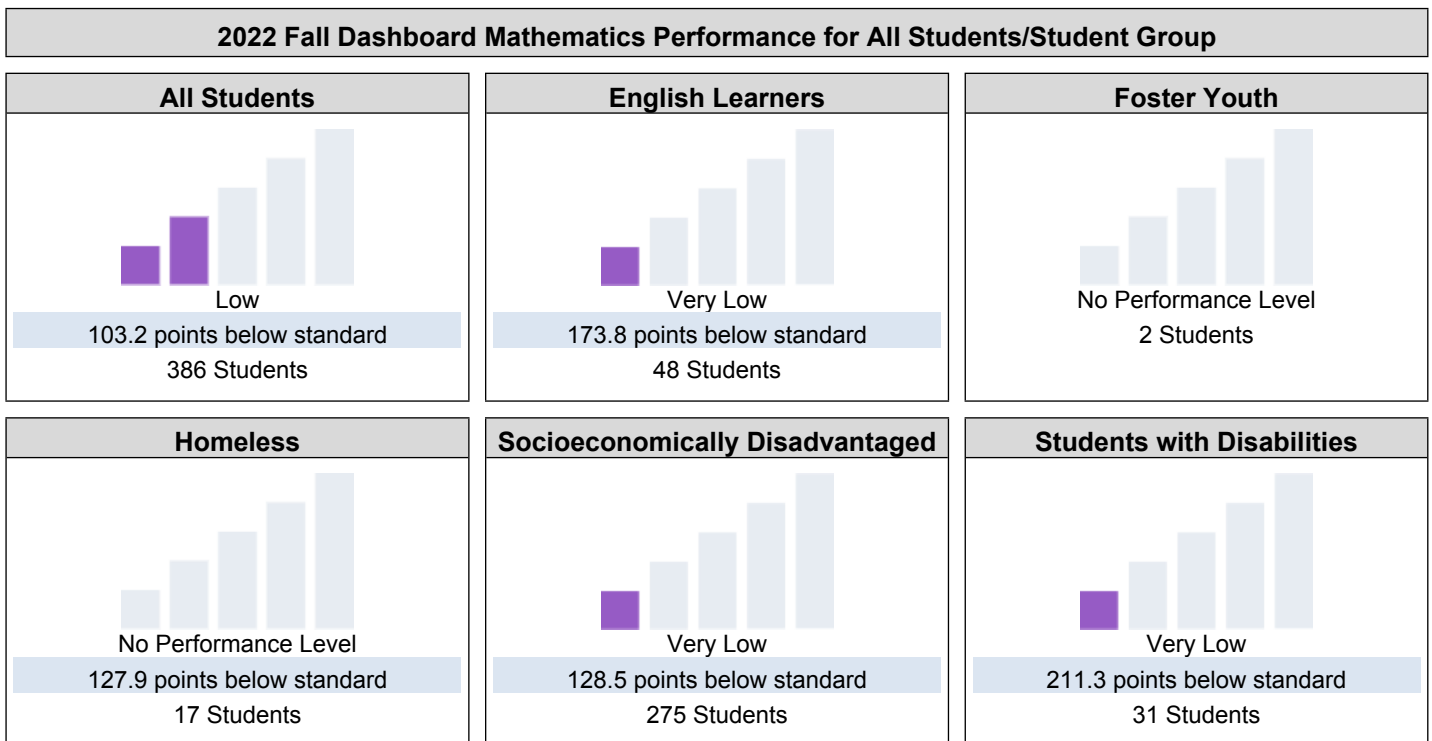
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

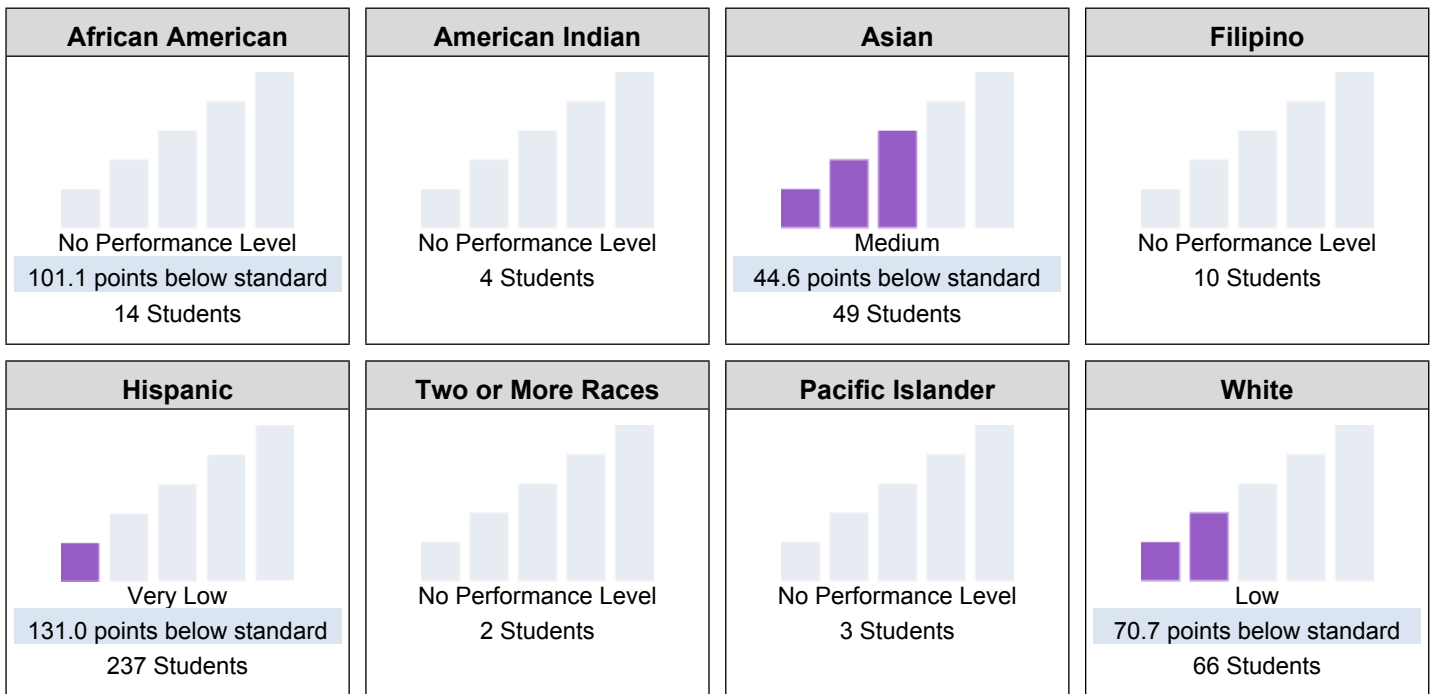


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">193.9 points below standard</p> <p>31 Students</p>	<p style="background-color: #e6f2ff;">143.1 points below standard</p> <p>18 Students</p>	<p style="background-color: #e6f2ff;">88.3 points below standard</p> <p>197 Students</p>

### Conclusions based on this data:

1. All students groups are performing below standard.
2. While Asian students are performing below standard, they are only 44 points below when the remaining are significantly more.
3. Hispanic students are our largest student group and are the farthest below standard.

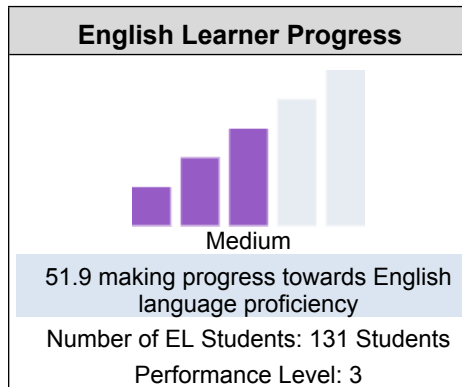
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.0%	35.1%	1.5%	50.4%

#### Conclusions based on this data:

1. The majority of students are making progress towards English language proficiency.
2. Half of our English Learners progressed at least one ELPI Level.
3. 35.1 percent of the low level ELs 1-3 did not progress towards English proficiency, an 4% increase from the prior year.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. No data reported in 2022

# School and Student Performance Data

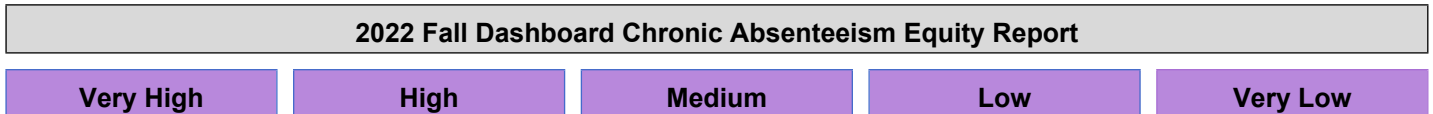
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

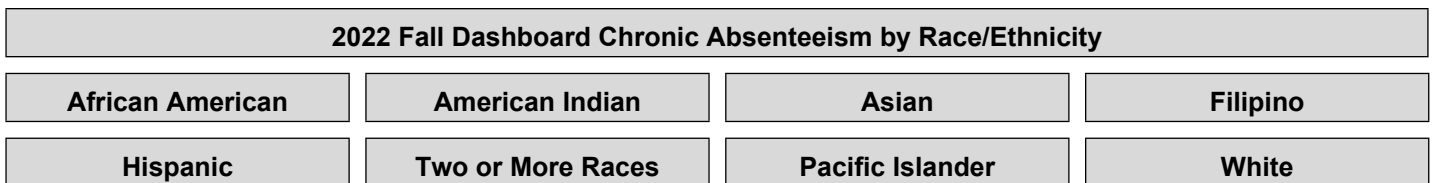
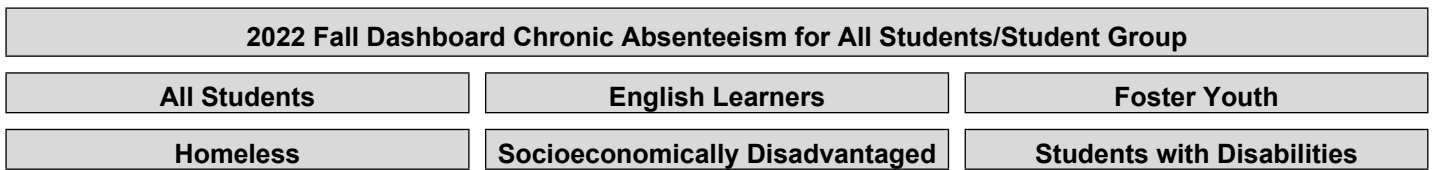
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High                      High                      Medium                      Low                      Very Low  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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



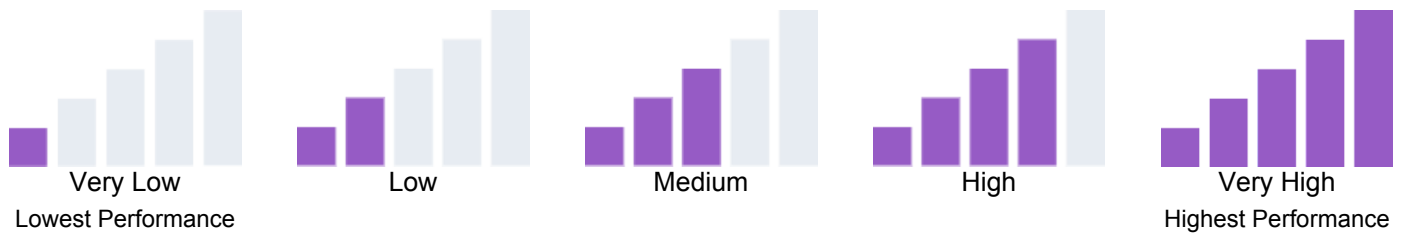
### Conclusions based on this data:

1. N/A
2. N/A
3. N/A

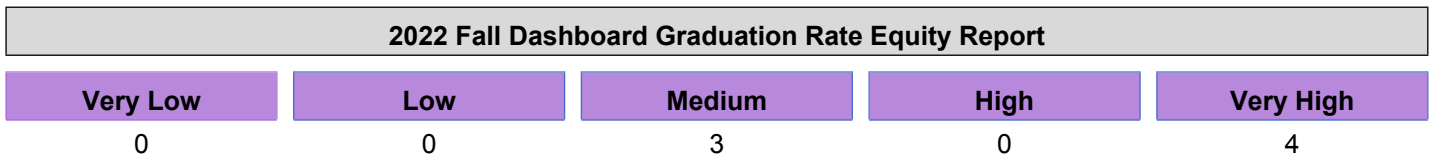
# School and Student Performance Data

## Academic Engagement Graduation Rate

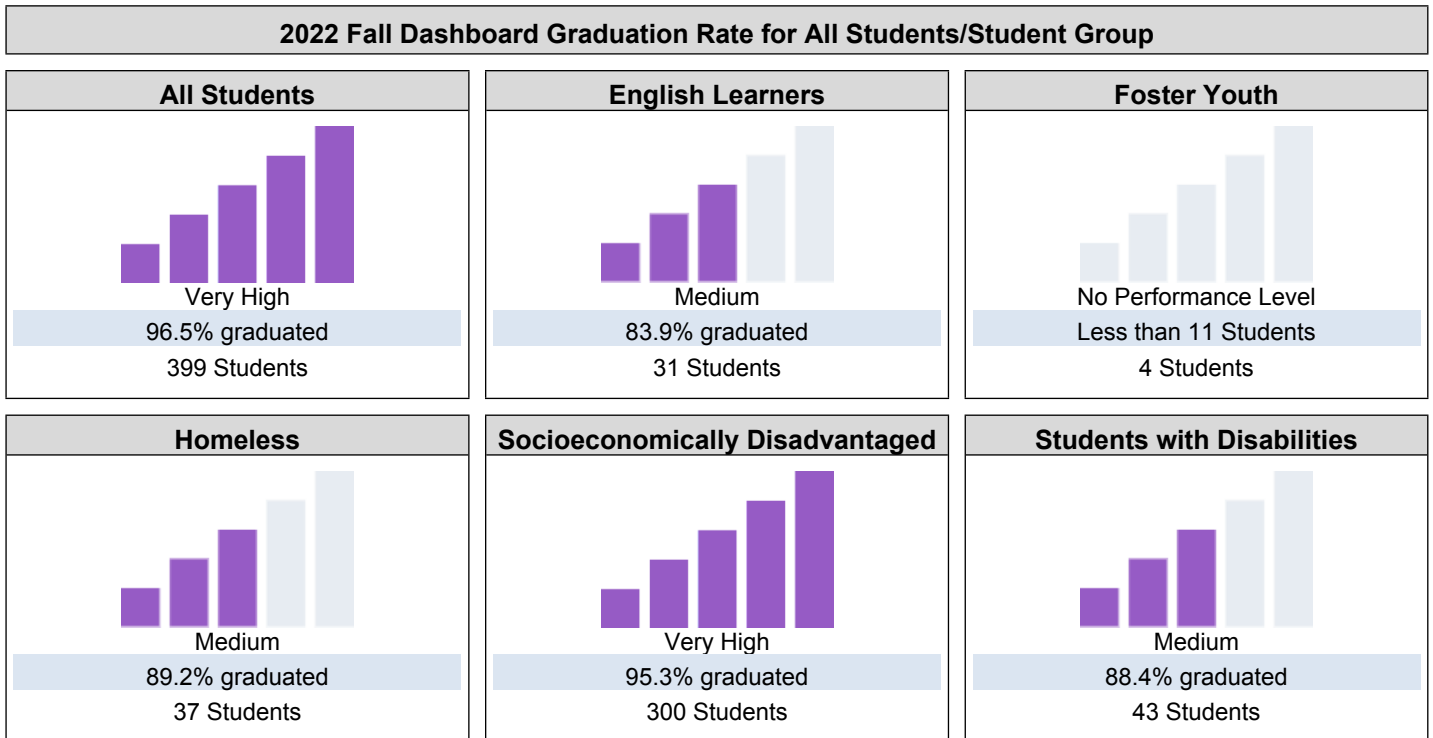
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



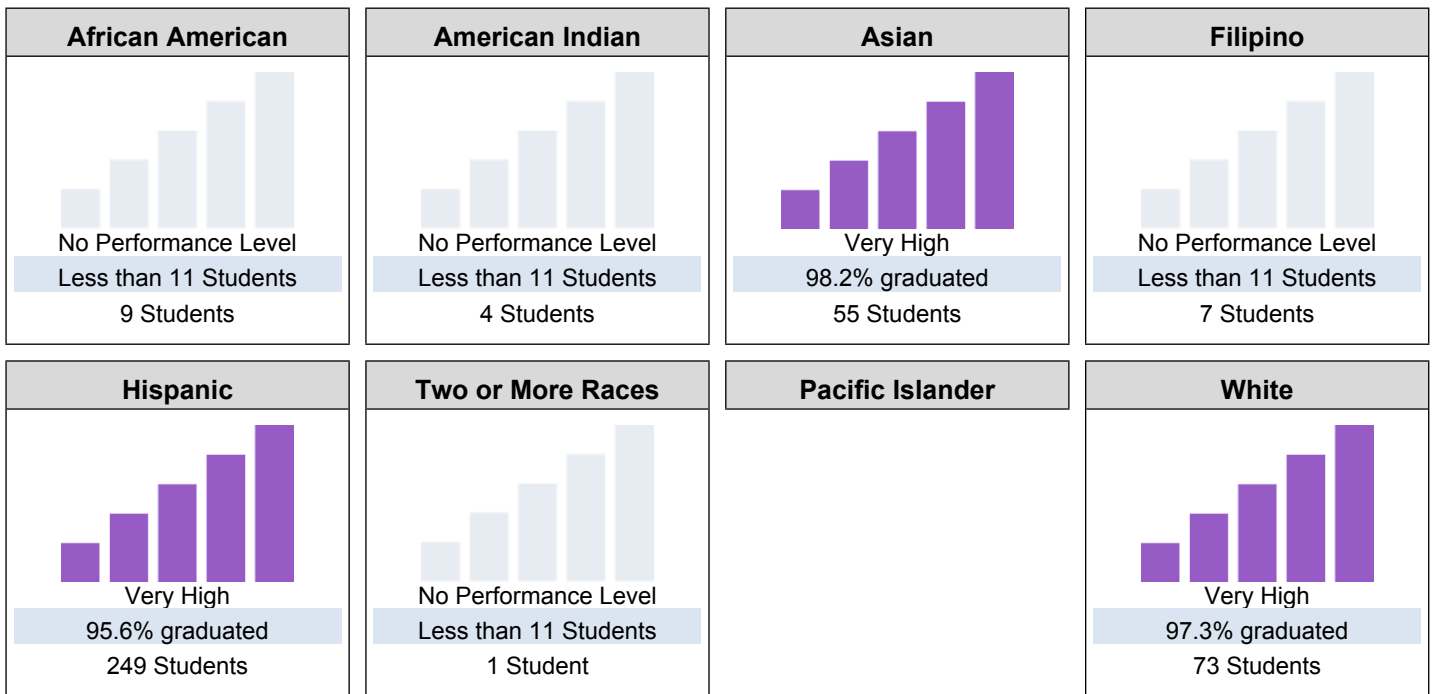
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

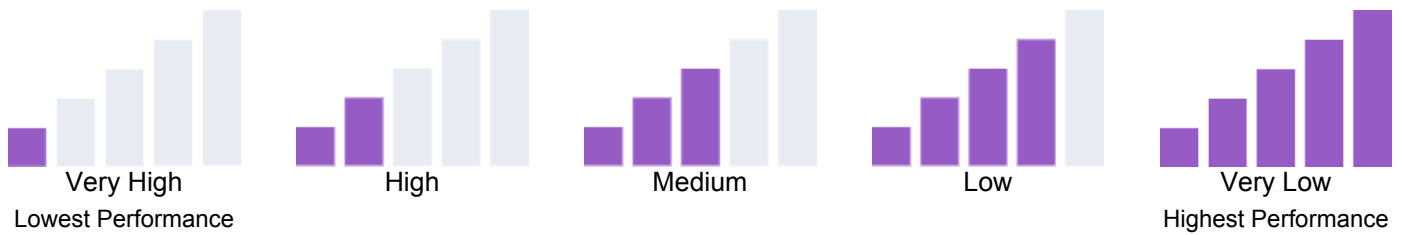
1. Overall our graduation rate is very high, including Socioeconomically disadvantaged, Asian, Hispanic, and White.
2. EL, homeless, students with disabilities, were ranked at the medium performance level.
3. Graduation rate increase half a percent from the prior year.

# School and Student Performance Data

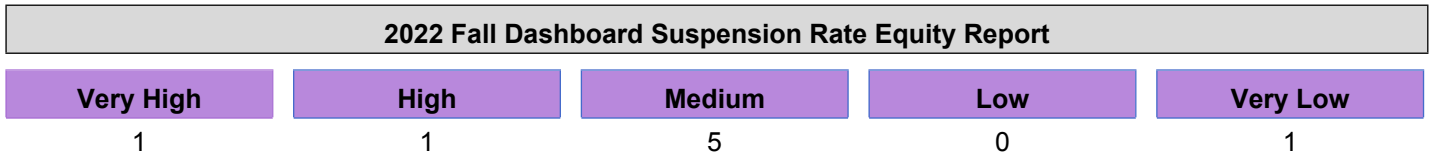
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

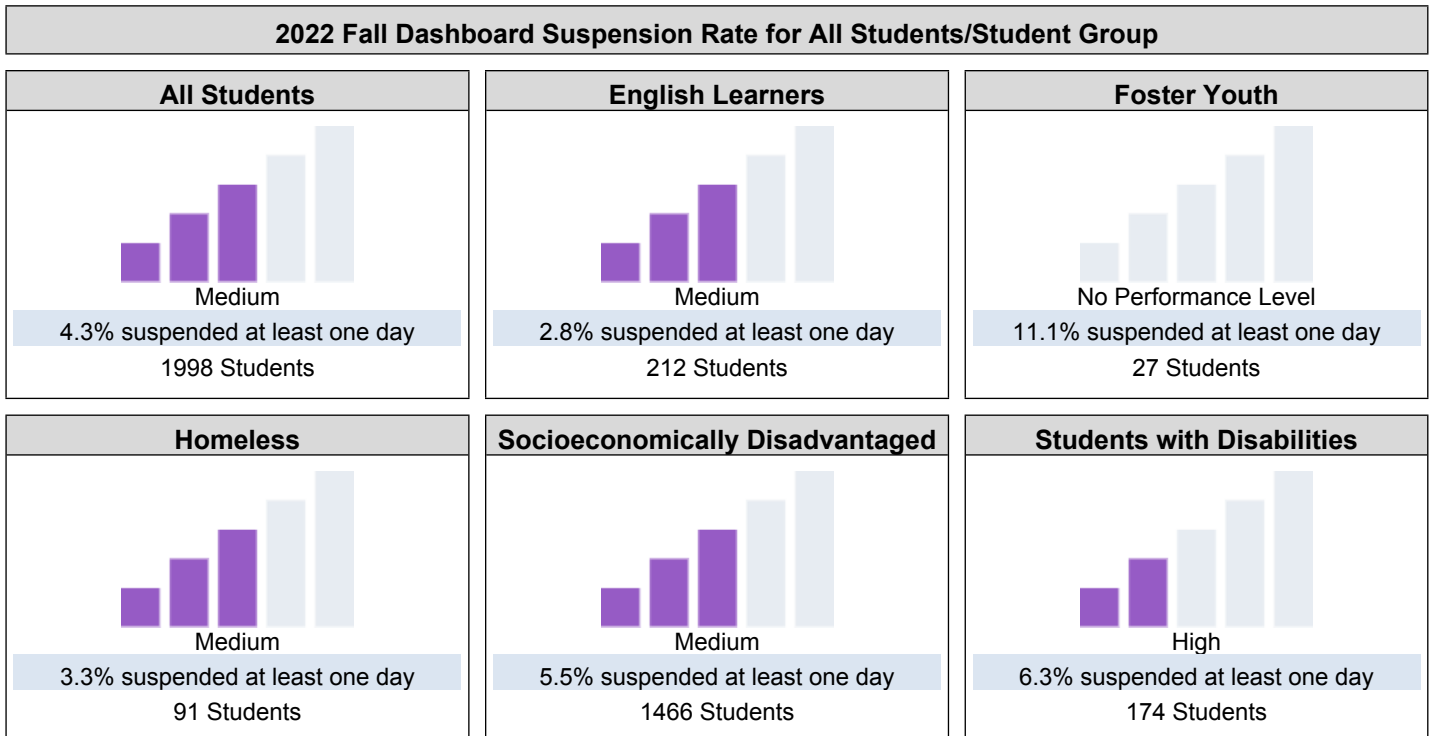
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



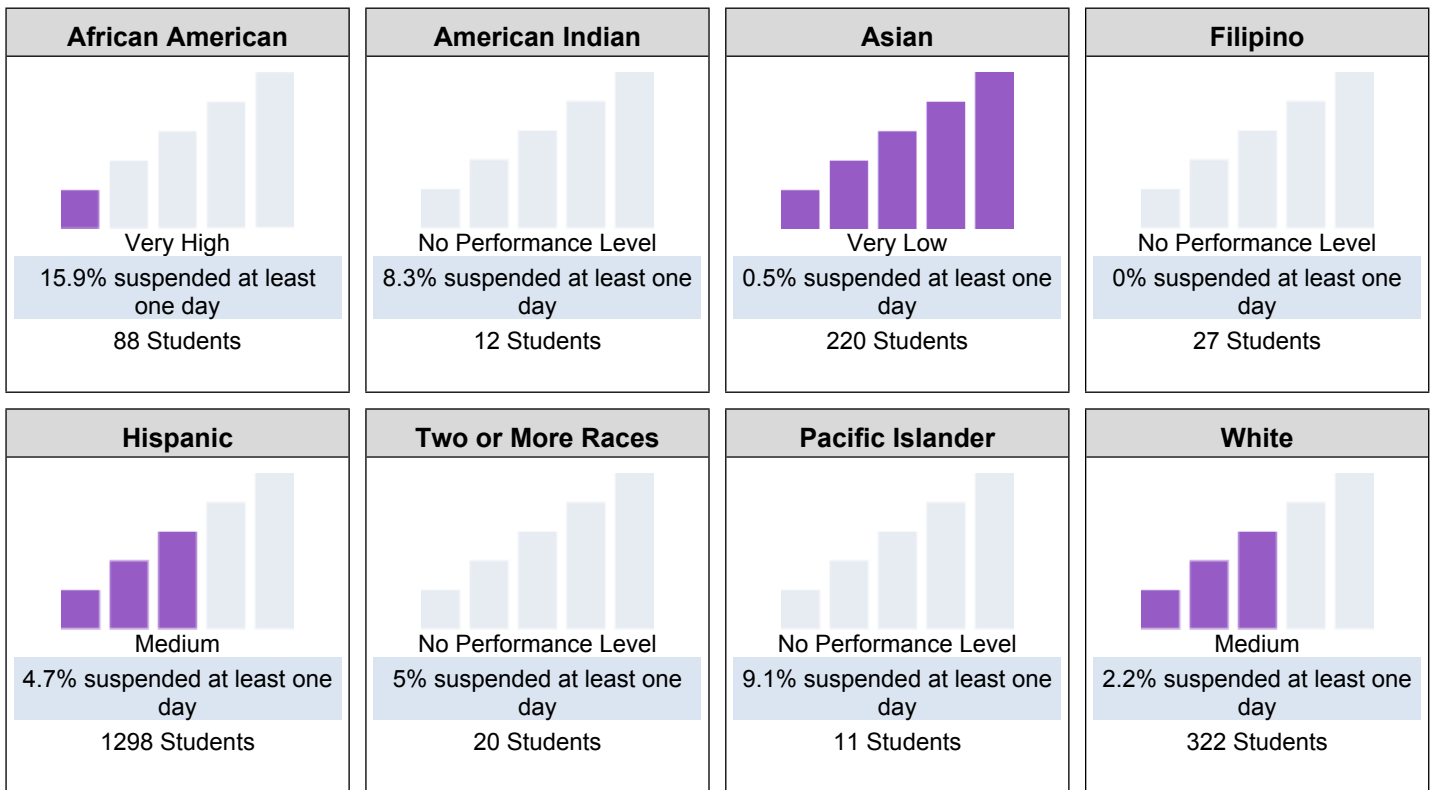
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Hispanic and Socioeconomic suspensions increased.
2. African American population suspensions increased, leading us to ATSI.
3. All subgroups increased due to students not be on campus full time during the 20-21 school year.



# Annual Review

## Goal 1

**SPSA Year Reviewed: 2022-23**

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

### ANALYSIS

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

46.1% of the Class of 2022 completed received college credits.

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

Budgeting expenses were focused on expanding ELA and Math Supports.

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

There will be an increase of funds used on increasing course opportunities for students with lower class sizes in the areas of mathematics and ELA. Goal 1 will continue to focus on college and career readiness.

## Goal 2

**SPSA Year Reviewed: 2022-23**

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

### ANALYSIS

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

Discipline rates are skewed due to distance learning and pandemic. Discipline rates increased. Social emotional learning was a focus.

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

No major changes.

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

More funds will be allocated to support our ATSI plan.

## Goal 3

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Majority of Goal 3 funding would go towards special populations, including EL, Migrant, Foster Youth, Homeless, African American students. Supports to close the learning gap and opportunities.

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

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

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

We will continue to support special populations and equitable access.

## Goal 4

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Supplemental supplies for PD is necessary to support teachers, especially in mathematics and ELA.

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

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

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

Continue to recruit and retain highly qualified staff.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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.

## Goal 1

El Capitan High School will provide all students with a relevant and rigorous instructional program that includes access to college and career readiness; increases literacy across all disciplines; increases A-G course completion, AP test pass rates; improves SBAC ELA and math scores on all subgroups and students; decreases the F rate; and continues to support a strong AVID program with increased enrollment.

## Identified Need

Increase mathematics and ELA scores by increasing Tier 2 and Tier 3 interventions. Continue to support AVID, AP, and A - G.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Score	Between 2022 and 2023 we decreased 16% of students who met or exceeded the standards.	Increase 3.5% of students who met or exceeded the standards.
Mathematics Scores	Between 2022 and 2023 we decreased 2% of students who met or exceeded the standards.	Increase 3% of students who met or exceeded the standards.
AP Scores	Pass rates increased 3% from 2021 to 2022. In addition the number of students taking the exams increased.	Increase students taking the exams and pass rates by 5%

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

## Strategy/Activity 1

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

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

All students college and career ready

### Strategy/Activity

Students will develop their college and career readiness through the alignment of Common Core State Standards (CCSS), A-G classes, college credit classes and opportunities, college prep and

informational programs, enrichment programs, 6 year plan, and other college and career planning opportunities. El Capitan will increase our Mathematics and ELA Supports.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
18000	Title I 4000-4999: Books And Supplies Supplemental materials and supplies for alignment with Common Core State Standards (CCSS), NGSS, A-G, elective, and college credit classes, college prep, and informational programs, enrichment programs, 6 year plan, and other college and career planning opportunities. Math and English supports
3796	Title I 5000-5999: Services And Other Operating Expenditures Professional services and operating expenditures for alignment with Common Core State Standards (CCSS), NGSS, A-G, elective, and college credit classes, college prep, and informational programs, enrichment programs, 6 year plan, and other college and career planning opportunities. Math and English supports

**Strategy/Activity 2**

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

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

School certificated staff and all students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
120920.58	Title I 1000-1999: Certificated Personnel Salaries Certificated salaries
40590.42	Title I 3000-3999: Employee Benefits

Certificated benefits

### Strategy/Activity 3

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

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

AVID Students

Strategy/Activity

Salaries and benefits for AVID tutors and PSAT Tests for AVID.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Title I 2000-2999: Classified Personnel Salaries Tutor Salaries
6115.50	Title I 3000-3999: Employee Benefits Tutor Benefits
1500	Title I 4000-4999: Books And Supplies AVID - College Preparation tests (PSATs)
24817.01	Title I 1000-1999: Certificated Personnel Salaries Certificated salaries
7856.37	Title I 3000-3999: Employee Benefits Certificated benefits

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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 2

El Capitan High School will support the school climate by maintaining a safe and orderly school, promoting student and stakeholder involvement, implementation safety plans, and regularly monitoring and improving facilities. El Capitan is continuing to identify Tier 2 and Tier 3 supports for our MTSS.

We will focus on increasing attendance and activity participation rates and decreasing suspension and expulsion rates.

## Identified Need

Increase parent/stakeholder involvement, opportunities and knowledge of student services. Promote behavior correction and increase daily student attendance rates.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease African American suspension rates	2021 suspension rate was 1.3% and 2022 was 15.9%	Decrease by 5%
Increase student daily attendance rates	Chronic absenteeism was 37% for 2021-2022 and 2020-2021 was 69.7%	Our target is to have 95% attendance rates.
Decrease Suspension Rates	2021 suspension rate was 0.6% and 2022 was 4.3%	Decrease by 2%

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

## Strategy/Activity 1

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

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

All Parents/Stakeholders

### Strategy/Activity

Increase parent involvement, opportunities and knowledge of student services.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5386	Title I 4000-4999: Books And Supplies Materials/Supplies for parent and community meetings and events.
1000	Title I 5000-5999: Services And Other Operating Expenditures Services and operating expenditures for parents and community meetings and events.

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Promote positive culture, behavior correction and school safety. Increase daily student attendance rates and decrease discipline incidents. Support ATSI Plan.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
89275.44	Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries
31136.27	Title I 3000-3999: Employee Benefits Certificated Benefits
7000	Title I 1000-1999: Certificated Personnel Salaries MTSS Committee & SEL Trainings for staff.
1981	Title I 3000-3999: Employee Benefits Certificated Benefits



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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 3

El Capitan High School will provide equitable access to academic, social-emotional, and extracurricular services by meeting the needs of underrepresented populations, Foster Youth and English Language Learners by providing interventions for Tier 2 and Tier 3 supports.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress	EL students making progress 51.9% in 2022	Increase by 3%
Graduation rate for English Learners	86.9%	Increase to 90%
Foster Youth	11.1% suspension rate	Decrease 2%

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

## Strategy/Activity 1

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

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

Special Populations

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies

Supplementary materials to support special populations

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2500

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Supplemental materials for equity supplies for all students

## Strategy/Activity 3

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

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

Staff

### Strategy/Activity

Additional hours to assist with equitable access and translation supports.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1000

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Classified additional hours

408

Title I  
3000-3999: Employee Benefits  
Staff benefits

55568.76

Title I  
2000-2999: Classified Personnel Salaries  
Paraprofessionals

50078.66

Title I  
3000-3999: Employee Benefits

	Paraprofessionals
15000	Title I 1000-1999: Certificated Personnel Salaries Special populations support and resource PFS
4245	Title I 3000-3999: Employee Benefits Special populations support and resource Benefits

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 4

El Capitan High School will recruit and retain highly qualified staff by developing leadership capacity, supporting new teachers/administrators, and accessing professional development opportunities. Staff Development and peer support will assist in the retention of new teachers. El Capitan High School provides opportunities for members of departments to take part in professional learning with a focus on CCSS, AVID, A-G, ELD, and Tier 2 and 3 supports.

## Identified Need

Increase staff PD opportunities

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PD Opportunities	22-23 Data	Increase number of PDs offered

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

## Strategy/Activity 1

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

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

Staff and All Students

### Strategy/Activity

Provide professional development and support to staff to ensure instruction promotes college and career readiness for all graduates.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
120920.58	Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries
38541.24	Title I

	3000-3999: Employee Benefits Certificated Benefits
1500	Title I 4000-4999: Books And Supplies Materials and supplies for professional development activities.

**Strategy/Activity 2**

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

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

All staff and students

**Strategy/Activity**

Provide professional development for highly qualified staff.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
42870.63	Title I 5000-5999: Services And Other Operating Expenditures Professional Development
8,000	Title I 1000-1999: Certificated Personnel Salaries Instructional Leadership Team
2264	Title I 3000-3999: Employee Benefits

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$719,271.46
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$719,271.46

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$719,271.46

Subtotal of additional federal funds included for this school: \$719,271.46

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$719,271.46

# School Site Council Membership

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

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

Name of Members	Role
Megan Cope	Principal
Haylee Eagleton	Classroom Teacher
Moises Gutierrez	Classroom Teacher
Anthony Martinez	Classroom Teacher
Ana Linares - Hernandez	Parent or Community Member
Evelyn Garcia	Other School Staff
Gabriela Lopez	Secondary Student
Anali Sebastian	Secondary Student
Tammy Johnson	Parent or Community Member
Dung Nguyen	Secondary Student

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



Other: Sylvia Escamilla, School Safety Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/19/2023.

Attested:



Principal, Megan Cope on October 26, 2023



SSC Chairperson, Haylee Eagleton on October 26, 2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

## **Annual Review**

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

## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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