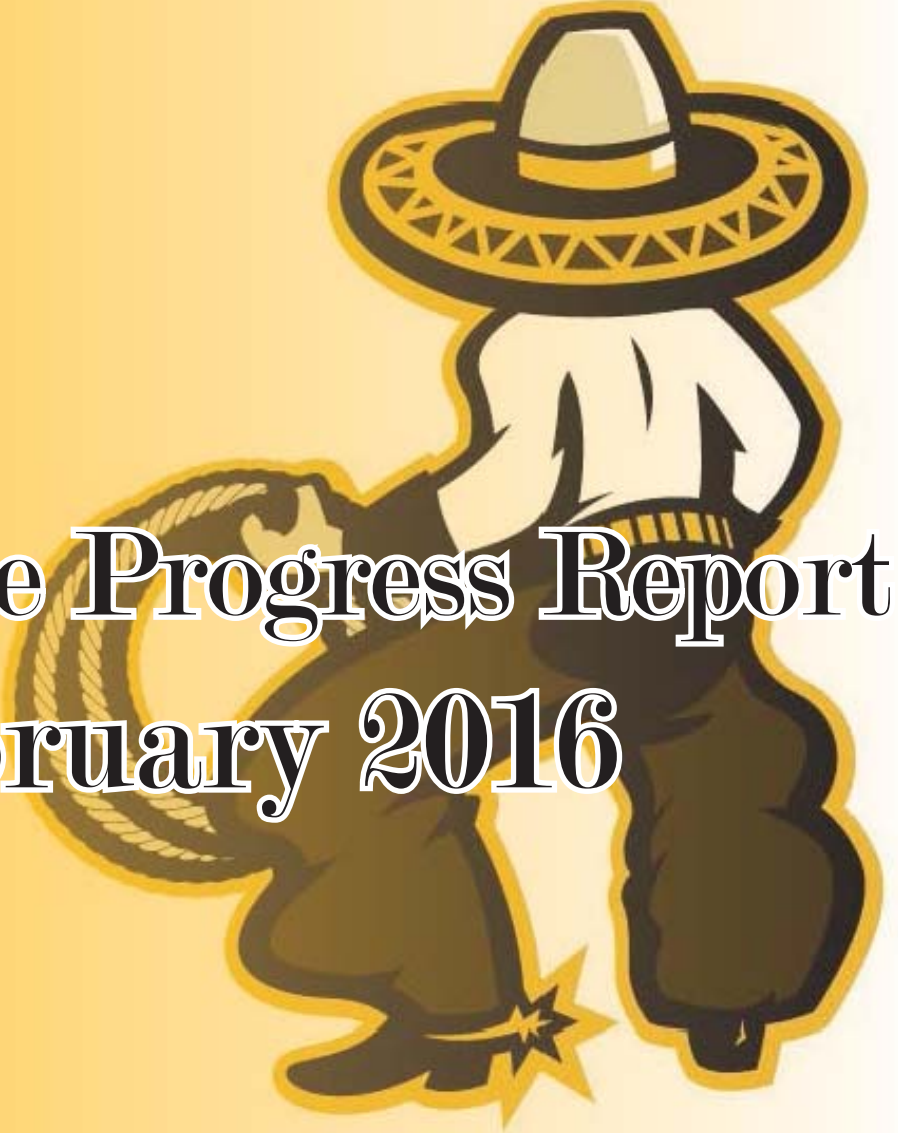


# EL CAPITAN HIGH SCHOOL

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HOME OF THE VAQUEROS



## Mid-Cycle Progress Report February 2016

Western Association of Schools and Colleges

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# **EL CAPITAN HIGH SCHOOL MID-CYCLE PROGRESS REPORT**

**10410 Ashwood Street**

**Lakeside, CA 92040**

**Grossmont Union High School District**

**February 25, 2016**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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## I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications identified critical learner needs, and important questions for staff discussion.

**Note:** Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

### Demographic Data

#### Community

El Capitan High School is part of the Grossmont Union High School District, which encompasses eleven comprehensive high school sites (including two charter schools), one continuation high school, and a number of specialized high school programs, spanning 475 square miles in the east county of San Diego. El Capitan is located in the northeastern portion of the Grossmont District and serves approximately 1,600 students in grades 9 through 12. Our campus reflects the cultural and socioeconomic makeup of the Lakeside community. The predominant native language is English, but El Capitan has seen an increase in the number of English language learners in the last several years.

El Capitan strives to prepare its students for post-secondary opportunities, both educational and vocational. Counselors meet with each student individually to discuss their post-secondary plan and guide students through their academic decisions. This may include completing one of the three Career Technical Education (CTE) pathways offered here at El Capitan High School which are Arts, Media & Entertainment, Building Trades & Construction, and Agriculture & Natural Resources.

The El Capitan faculty and staff believe that collaboration among all segments of the community is essential. Over the course of the past several years, El Capitan has engaged in the development of Professional Learning Communities. Time has been set aside on Monday mornings for collaboration among department members for the purpose of creating stronger, more cohesive curriculum, as well as the development of departmental policies. Additionally, the major decision-making organizations on campus have representatives from all stakeholder groups and are therefore collaborative as well. School Site Council, Faculty Senate, Student Senate, and the Navigation Team meet on a monthly basis and represent teachers, students, classified staff, parents, and administrators. Most recently, these groups have been working to shape the school's mission and goals so that all stakeholders will have a shared vision and purpose for El Capitan High School.

The 2010-11 administration of the California Healthy Kids Survey (CHKS) indicated that the climate of El Capitan was not ideal for optimal student achievement; therefore, the school was awarded the Safe and Supportive Schools (S3) Grant to support efforts in the area of improving school climate. Much work was done since then to receive input from all stakeholders, and these groups have chosen to focus on pursuing EXCELLENCE for all (staff and students alike) through a strong sense of COMMUNITY, supporting one another to achieve excellence at the highest possible level.

### **WASC Accreditation History for the School**

El Capitan High School participated in a full self-study in March of 2006. We were granted a 6-year term with a 3-year revisit. From the March visit in 2006, the WASC visiting committee cited our strengths as follows: (1) the implementation of the Professional Learning Communities model, (2) the seven period day that allows for collaboration among staff as well as academic support opportunities for students, (3) AVID program, (4) library/media center that provides enriched learning extensions for students in a “user friendly format,” (5) programs such as CTE courses, i.e. agriculture, culinary arts that connect classroom learning with real-world experiences, i.e. Taylor guitar project, (6) community based support for El Capitan High School, i.e. parent volunteers, businesses, El Capitan Stadium Association, and (7) extra and co-curricular activities, i.e. athletics, visual/performing arts, peer mediation/tutoring. They cited recommendations as follows: (1) using data to identify areas that focus on improving student achievement, individually and collectively, (2) developing additional support programs such as AVID that provide a comprehensive model for addressing student academic needs, (3) focusing on professional development that continues to emphasize discussions, sharing, learning among all school stakeholders, including an emphasis on the use of data to improve student achievement, (4) continuing to expand the academic programs that provide an “enriched” and rigorous course of study for all students (a-g courses), (5) identifying and implementing software for the collection and disaggregation of data that provides teachers with tools (data bank of content standards) that supports teachers in improving instruction, (6) revise/refine ESLRs to reflect a broader range of stakeholder input, and (7) revise the school action plan to include tying specific activities to the ESLRs. Moreover, the visiting committee identified four additional areas of need to be considered in order to adequately address the needs of all learners, which are the following: (1) revision and creation of additional ESLRs in order to guide and focus stakeholders in accomplishing the components of the action plan, (2) the identification, collection, and analysis of data to provide direction to stakeholders in the school improvement process, (3) a professional development plan that focuses on specific activities as defined in the action plan, and (4) the expansion of support services and opportunities to encourage more students’ involvement in a rigorous a-g course of study.

The 3-year revisit occurred in February of 2009. From that visit, the WASC committee cited our strengths as follows: (1) modernization of our campus through funds provided by Propositions H and U, (2) teachers participating in Professional Learning Communities and developing SMART goals for their teams, (3) changes in math and English curricula and the development of support classes in both subject areas to ensure higher levels of student success, and (4) the use of teacher web sites and posting grades online in an effort to improve communication with students and parents. They cited recommendations as follows: (1) the site WASC coordinator and designated administrator both complete WASC training in preparation for the next self-study, (2) the site WASC coordinator and designated administrator use the most recent visiting committee’s report to ensure the critical areas for follow-up are being addressed and that these are incorporated into the school’s goals and SPSA, (3) as the entire administration for El Capitan High School is new since the last visiting team, the review committee believes that the school is making steady progress in developing a new leadership team structure. Each year the administrative staff meets to review data and discuss critical areas of need for the school and develop goals to guide school-wide activities, (4) the school is taking incremental steps in addressing student achievement through the continuation of Professional Learning Communities, the development of common assessments, the use of data to determine student need, and support programs such as foundation classes in mathematics and English language arts, and (5) the review committee believes that under the current leadership team, El Capitan High School will be diligent about annually reviewing the action plan and utilizing the information as part of its annual development of goals.

El Capitan High School was due for a full self-study visit in the spring of 2012, but due to a 50% changeover in administration, including a new principal, we requested a year's postponement, which we were awarded.

The next full self-study was conducted in February of 2013. We as a school established that we would focus on three main goals: (1) Academic Excellence, (2) Positive School Climate, and (3) Student Curiosity. All stakeholders met and had discussion to identify both school-wide strengths and areas of growth for each of these three goals. The WASC Visiting Committee agreed with "the school's identified School-wide Areas of Strength and School-wide Areas of Growth. These goals are relevant to the needs of the school. The school maintains three goals that have different titles yet are highly interrelated. The goals contain specific areas for strengths and growth." In addition, the Visiting Committee identified the following School-wide Areas of Strength and School-wide Critical Areas for Follow-Up:

**School-wide Areas of Strength:**

- Positive impact of collaborative work in implementing school-wide programs, including RTI, PBIS, S3 Grant Team, V-Crew, Camp Lead, Sights On Success (SOS), peer tutoring, AVID, and other initiatives
- Creating a caring, respectful learning environment where students are treated as individuals and invited to participate in development of norms and reflections on behavior
- A safe campus with a significant reduction in disciplinary issues and suspensions
- Agriculture pathway, courses, and real-world learning experiences that prepare students for college and careers
- Increase in AP course enrollment, tests taken, and tests passed
- Commitment to developing effective PLCs
- Variety of co-curricular and extracurricular activities to retain and support student interests
- Community support for school, students, and staff: scholarships, community partnerships, guest speakers, sponsorships, etc.
- Excellent use of the Propositions to make improvements at ECHS

El Capitan HS uses the three goals throughout the Action Plan as areas for concentration for improvement. Each of the goals has specific areas identified for improvement as seen earlier in this section. These and other Strategic Actions are utilized throughout the Action Plan.

The staff has identified several areas for improvements that are not found in the three school goals but provide support for the goals:

- Expand teacher and parent use of parent portal to access attendance, grades, etc.
- Provide additional site-based and site-driven Professional Development opportunities
- Methods to identify at-risk students

### **School-wide Critical Areas for Follow-Up:**

- Refine individual and PLC use of data to assess gaps in student needs to increase student success
- Establish and clearly communicate learner outcomes and increase the use of formative assessment analysis to measure progress towards outcomes
- Provide increased site-based and site-driven professional development in areas such as technology and student engagement in order to provide an equitable learning experience for all students
- Increase student engagement and learning through the use of instructional strategies and activities that are student-centered and student-led
- Develop and implement a coordinated system among all stakeholders to improve attendance and decrease tardies

### **School Purpose and Expected School-wide Learning Results**

***The mission of El Capitan High School is to pursue  
EXCELLENCE through COMMUNITY***

*Our vision statement is:*

El Capitan challenges all students to discover their passions in order to achieve their academic and personal goals. Our community fosters academic excellence, developing engaged citizens who will make a difference in life.

We have three expected school-wide learning results, or goals:

1. Promote Academic Excellence
2. Develop Positive School Climate
3. Stimulate Student Curiosity

### **School Status/Enrollment**

El Capitan High School is not a Title I school. We do not have any outside providers, external evaluators, formal corrective action plan, or state/federally-imposed deadlines for improvement. The Grossmont Union High School District (our district) is a Program Improvement district, primarily for not meeting subgroup proficiency rates in ELA. Our district has a large population of immigrant students who are second language learners (although most of these students do not reside within the El Capitan HS attendance boundaries), and the district has roughly 51% of its students who qualify for free or reduced-price lunch. At the third week enrollment period for the 2015-16 school year, El Capitan High School had 1,595 students. As a district we have been experiencing a state of declining enrollment over the last several years, and our school has seen lower enrollment numbers accordingly each year, with the exception of this school year where our total number was almost the same as last year (2014-15).

**Grade Level/Gender**

Current enrollment by grade level and gender is as follows:

	Male	Female	Totals:
Grade 9	206	214	420
Grade 10	211	184	395
Grade 11	184	195	379
Grade 12	195	172	367
<b>Totals:</b>	816	779	<b>1,595</b>

**Ethnicity**

The racial/ethnic makeup of El Capitan High School is primarily white (non-Hispanic), with the next largest ethnic group being Hispanic/Latino. These two groups combined constitute approximately 89% of our school's population.

<b>El Capitan High School</b> <b>2015-2016 Demographics</b> (based upon 1,595 total students)		
Racial/Ethnic Category	Percentage of Students	Number of Students
African-American	1.76%	28
American Indian or Alaskan Native	1.94%	31
Asian	1.25%	20
Hispanic or Latino	28.21%	450
Pacific Islander	0.19%	3
White (non Hispanic)	60.69%	968
Multiple or No Response	5.96%	95

**Primary languages other than English**

The vast majority of our students who speak a primary language other than English are Spanish speakers. In the 2015-16 school year, El Capitan High School had 56 English learner students enrolled.

**Title I**

El Capitan High School is not a Title I school; however, the number of students who qualify for free or reduced-price lunch has increased steadily over the last several years.

School Year	% of Students who Qualify for Free/Reduced Lunch
2010-11	16.6%
2011-12	28.3%
2012-13	35.9%
2013-14	46.6%
2014-15	46.5%

**Other Programs**

The following chart indicates the number of students enrolled in various programs at El Capitan High School:

	Honors	AP (Advanced Placement)	AVID	Special Ed (Students w/IEPs)	CTE (Career Tech Ed)	Dual Language Immersion
# of students	1,042	876	85	234	641	50

These numbers are based on 1,595 total students enrolled. Please note that students may be in multiple categories and may be taking multiple classes within a category.

**Language Proficiency**

The following chart shows the number of English learner students enrolled over the last few years, along with the number of fluent English proficient students, and those students redesignated fluent English proficient:

	2012-13	2013-14	2014-15
Total Enrollment	1,677	1,613	1,649
English Learners	66	52	67
Fluent English Proficient (FEP)	80	126	151
Redesignated (R-FEP)	7	17	1

**Attendance**

**Average Daily Rate of Attendance**

For several years, the average daily attendance rate was around 93%. We have seen steady growth over the last three years, as indicated in the following chart:

	Average Daily Attendance	Change from previous year
2012-13	93.23%	-.45%
2013-14	94.28%	+1.05%
2014-15	94.81%	+.53%

**Truancy and Tardiness Rates**

The most current data we have for our truancy rates and tardiness rates are outlined in the chart below. Rates for both truanancies and tardies were on a steady decline over the course of these three school years. We are working with our new student information system to retrieve this data for the 2013-14 school year and beyond.

	Average truancy rate (all-day truanancies)	Average tardiness rate
2012-13 SY	2.33%	1.08%
2011-12 SY	3.06%	1.35%
2010-11 SY	3.19%	1.84%

**Mobility/Transient Rates**

The following chart shows enrollment in the first month of school and enrollment for the last month of school over the last couple of years that this data is available to us. Our overall school enrollment has declined over the last several years (as it has district-wide), and our enrollment this year (2015-16) at the week 3 mark was 1,595 students.

	Enrollment First Month	Enrollment Final Month	Difference	% Difference
2011-12 SY	1716	1573	143	91.67%
2010-11 SY	1760	1671	89	94.94%
2009-10 SY	1848	1729	119	93.56%

**Discipline Referrals, Suspension and Expulsion Rates**

**Suspension and Expulsion Rates**

The number of suspensions and expulsions from 2010 through 2014 is outlined in the chart below. Starting with the 2014-15 school year, we switched to a new student information system and are awaiting the data for the school years following 2013-14. For this particular time period in the chart below, the number of suspensions has decreased dramatically. The number of expulsions has gone up and down, ranging from as few as 7 to as many as 15 in any given school year.

	# of Suspensions	# of Expulsions
2013-14 SY	79	7
2012-13 SY	156	15
2011-12 SY	178	13
2010-11 SY	192	8

**Discipline Referrals**

We as a school have made a concerted effort to reduce the number of disciplinary referrals issued at El Capitan High School. The following chart shows the dramatic reduction in the total number of referrals given from 2012 through this current school year (2015-16):

Referrals by Month, Totals by Year

SY	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	TOTAL
12-13	226	494	179	125	166	160	220	168	188	52	1978
13-14	134	201	103	79	83	112	157	111	106	58	1144
14-15	72	117	86	78	65	72	101	75	67	53	786
15-16	67	125	72	78	21	0	0	0	0	0	363

**Socioeconomic Status**

**Free/Reduced Lunch**

The percentage of students at El Capitan High School who qualify for a free or reduced-price lunch has increased dramatically over the last five years.

School Year	% of Students who Qualify for Free/Reduced Price Lunch
2010-11	16.6%
2011-12	28.3%
2012-13	35.9%
2013-14	46.6%
2014-15	46.5%

**Parent Education Levels**

The vast majority of our students’ parents are high school graduates and have had at least some college. These numbers have remained fairly consistent over the last four years. The following chart shows parent education levels for the last four years:

	2012-13	2013-14	2014-15	2015-16
Not a high school graduate	12%	12%	12%	14%
High school graduate	29%	31%	32%	34%
Some college	37%	35%	34%	33%
College graduate	11%	10%	10%	8%
Graduate school	7%	6%	6%	5%
Declined to State	5%	5%	6%	6%

**Safety Conditions, Cleanliness, Adequacy of School Facilities**

**Safety Conditions**

Each classroom and office at El Capitan High School is equipped with emergency information, including evacuation maps, first aid kits, and safety procedures for earthquake, fire, secure campus, and lockdown. We have an administrative redbook that is updated on a yearly basis which includes emergency staging information, dates for disaster drills, and important telephone numbers. We also have a staff redbook that outlines all safety procedures, which is updated on a yearly basis as well. Our substitute folders also contain evacuation maps and safety procedures. Our school safety team meets once a month and all staff members are given updates as needed. We have 5 campus supervisors including a lead supervisor, and one School Resource Officer who is a member of the Santee Sheriff’s Department and is assigned to our school with an office located in the main office.

**Cleanliness and Adequacy of School Facilities**

Proposition H was a \$274 million bond measure passed in 2004 by voters within the Grossmont Union High School District to repair aging local high schools, improve student safety, qualify for state-matching funds and construct a new school. Proposition U was a \$417 million general obligation bond measure passed in November, 2008. Combined with an additional \$50 million in state matching funds, it would substantially complete the modernization of all district schools, provide classrooms and equipment for Career Technical Education, and construct a new high school in the Alpine/Blossom Valley area.

With the passage of Props H and U, all of the core academic subject areas at El Capitan High School are now housed in modernized classrooms. Our classrooms are now equipped with state-of-the-art audio-visual resources that promote increased learning, making lessons more engaging and interesting and grounding them in easily understandable contexts. Our teachers make full use of these resources, combining a range of visual, audio and real-world materials to stimulate the learning process. This variety appeals to all learning levels and all learning styles, allowing our teachers to tailor their lessons to the needs of students as individuals, and classes as a whole.

In addition to our newly-remodeled classrooms, we have a new science building, agriculture complex, and PE facility. The final buildings left to be remodeled are administration and guidance, library and computer labs, performing arts (music, dance, theater), and building, trades and construction for the CTE pathway.

**Staff**

**Certificated and Classified Staff**

El Capitan High School has 4 administrators, 1 school facilities manager (classified management), 83 certificated and 55 classified staff members, along with several volunteers. All staff members are NCLB compliant, as this is one of our district’s requirements before hiring is allowed. Teachers are not permitted to teach a subject that is outside of their credentialed area, and none of our teachers have emergency permits. All teachers are CLAD certified, also per district policy, and all probationary teachers complete our own, district-developed BTSA program so that their credentials are cleared by the time they obtain tenure. Many of our staff members are El Capitan High School alumni.

**Gender of Staff Members**

The following chart outlines the gender of the staff at El Capitan High School for the 2015-16 school year:

	Totals
Male Admin/Management	2
Female Admin/Management	3
<b>TOTAL MANAGEMENT:</b>	<b>5</b>
Male Certificated Staff	31
Female Certificated Staff	46
<b>TOTAL CERTIFICATED:</b>	<b>77</b>

Male Classified Staff	17
Female Classified Staff	34
<b>TOTAL CLASSIFIED:</b>	<b>51</b>

**Staff Development**

The following is a list of professional development topics that have been available to our staff for the last few years:

- Achieve 3000 (Reading Program)**
- Administrative Apprentice Program**
- Administrative Professional Learning Community**
- AVID (Advancement via Individual Determination)**
- BTSA (Beginning Teacher Support Assessment)**
- Career-Technical Education and Linked Learning**
- Common Core English**
- Common Core Math**
- Common Core Implementation and Teaching Strategies**
- Critical Thinking**
- Dual Language Immersion**
- Google Suite (Docs, Drive, Classroom, etc.), including “Ninja” and “Samurai” Training**
- Growth Mindset**
- Infinite Campus (Student Information System) Training and Implementation**
- LINK Crew**
- Literacy**
- Next Generation Science Standards**
- PBIS (Positive Behavior Intervention and Support)**
- Technology Training (esp. use of teacher laptops and Chromebooks)**

**Student Participation in Co-Curricular and Extra-Curricular Activities**

Increasing student participation in co- and extra-curricular activities is a priority for El Capitan High School. We also want to increase the number of students, staff, and community members who attend these events. The following is a list of sports and academic activities offered on campus:

Activity
Academic League
JV Cheer
Varsity Cheer
JV Field Hockey
Varsity Field Hockey
JV Boys Tennis
Varsity Boys Tennis
JV Girls Tennis
Varsity Girls Tennis
JV Girls Water Polo
JV Boys Water Polo
Varsity Girls Water Polo
Varsity Boys Water Polo
JV Cross Country
Varsity Girls Cross Country
Varsity Boys Cross Country
Frosh Football
JV Football
Varsity Football
Girls Golf
Boys Golf
Frosh Girls Volleyball
JV Girls Volleyball
Varsity Girls Volleyball

JV Boys Volleyball
Varsity Boys Volleyball
Frosh Baseball
JV Baseball
Varsity Baseball
Frosh Boys Basketball
JV Boys Basketball
Varsity Boys Basketball
JV Girls Basketball
Varsity Girls Basketball
JV Gymnastics
JV Lacrosse
Varsity Lacrosse
JV Boys Soccer
Varsity Boys Soccer
JV Girls Soccer
Varsity Girls Soccer
JV Softball
Varsity Softball
JV Boys Swim
Varsity Boys Swim
JV Girls Swim
Varsity Girls Swim
JV Boys Track
Varsity Boys Track
JV Girls Track
Varsity Girls Track
Varsity Wrestling

The following is a complete list of all active clubs on campus this year:

- Academic League
- Anime
- ASB
- AVID
- Band
- Baseball
- Basketball
- Book Club
- Cheer
- Classic Book Club
- Class of 2016
- Class of 2017
- Class of 2018
- Class of 2019
- Color Guard
- Cousins and Friends
- Cross Country
- Dance
- Eye Candy Printing
- Fashion Club
- Fellowship of Christian Athletes
- Field Hockey
- Football
- Future Doctors of America
- Future Farmers of America
- Gay-Straight Alliance
- Global Language and Leadership Program
- Go Far Fitness

- Golf
- Gymnastics
- Higher Ground
- Human Race Relations
- International Club
- Journal of the Arts
- Military Club
- Press Club
- Really Loud Gold Crowd
- Show Choir
- SMART Team
- Soccer
- Softball
- SPED
- Support Group Chat
- Swim & Dive
- Tennis
- Theater
- V-Crew
- Video Production
- Volleyball
- Water Polo
- Woodchucks
- Yearbook

**School Financial Support**

**Funding Sources**

In addition to our site general fund allotment, El Capitan High School also receives the following monies:

**El Capitan High School Funding  
2015-16**

The following state and federal funds were allocated to El Capitan High School. Approximate amounts are listed below for the 2015-16 school year:

<b>Agricultural Education Grant Funds (Program 802)</b>	<b>\$ 20,860</b>
<i>Purpose:</i> Funding for Agricultural programs on campus such as Animal Science, Agricultural Biology, California Agriculture, Plant & Soil Maintenance, and Farm Shop, as well as extracurricular Agricultural-related activities.	
<b>AVID (Program 092)</b>	<b>\$ 6,938</b>
<i>Purpose:</i> To purchase supplies and additional books necessary for AVID classes.	
<b>EIA LEP Funds (Program 832)</b>	<b>\$ 6,456</b>
<i>Purpose:</i> To assist site programs involving students who speak English as a second language; includes costs relevant to site program management (including benefits and health & welfare), program supplies, equipment, training, etc.	
<b>GATE (Program 805)</b>	<b>\$ 1,861</b>
<i>Purpose:</i> To fund honors program for augmented curriculum and instruction.	
<b>Lottery (Program 502)</b>	<b>\$ 23,565</b>
<i>Purpose:</i> To be used to provide ongoing improvements in instructional program. This fund has been allocated to purchase standards-aligned textbooks.	
<b>MAA Funds (Program 308)</b>	<b>\$ 8,559</b>
<i>Purpose:</i> The Medical Administrative Activities program provides help with health and wellness services and Medicare to students and community.	
<b>TUPE Funds (Program 809)</b>	<b>\$ 19, 887</b>
<i>Purpose:</i> The Tobacco Use Prevention Education program provides help with tobacco education to students and community.	
<b>TOTAL AMOUNT</b> of state and federal funds allocated to El Capitan:	<b>\$ 88,126</b>

**Student Performance Data**

**API**

The state of California has suspended the Academic Performance Index and is in process of devising a new ranking and reporting system.

The following chart shows overall API for El Capitan High School over the last three reporting years (API was not calculated after 2013):

	API	State-wide Rank	Similar Schools Rank	Met Schoolwide Targets?	Met All Student Groups?	Met All Targets?
2012-13	737	5	2	Yes	Yes	Yes
2011-12	740	5	3	No	No	No
2010-11	732	5	1	Yes	No	No

**AYP**

The calculation of Adequate Yearly Progress is in process of being revised to include various accountability factors that may or may not have been used in previous years.

The following chart shows overall AYP for El Capitan High School over the last four reporting years via the previous method:

	Met AYP (All Criteria)?
2013-14	No (15 of 17 criteria met)
2012-13	No (16 of 18 criteria met)
2011-12	No (8 of 18 criteria met)
2010-11	No (14 of 18 criteria met)

**CAHSEE**

The state of California has suspended the requirement of the California High School Exit Exam for graduation from high school. The following chart illustrates scores from the last three years the CAHSEE was administered at El Capitan High School (10<sup>th</sup> grade March administration):

	Total Students Tested, ELA	ELA # Passing Scores (%)	Total Students Tested, Math	Math # Passing Scores (%)
March, 2014	351	303 (86%)	353	301 (85%)
March, 2013	373	311 (83%)	378	328 (87%)
March, 2012	392	327 (83%)	388	331 (85%)
March, 2011	433	371 (86%)	425	370 (87%)

**CELDT**

The following chart shows a 4-year summary of how many students at El Capitan High School took the CELDT test, along with the numbers of students who scored in the ranges of each category. We experienced a decline in the total number of EL students enrolled at El Capitan High School at the beginning of the 2012-13 school year, and the trend over the last two years has shown the bulk of our students to score in the intermediate to early advanced range.

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Totals:
2014-15	3	6	21	17	0	47
2013-14	0	9	13	17	5	44
2012-13	2	5	6	25	12	50
2011-12	15	39	31	9	3	97

**CAASPP**

For the first California Assessment of Student Performance and Progress protocol (2014-15 school year), the following data was collected:

	% Students Not Met Standard	% Students Nearly Met Standard	% Students Met Standard	% Students Exceeded Standard
ELA	21%	29%	35%	15%
Math	45%	31%	17%	6%

50% of our students met or exceeded the standards for English-language arts, while 23% met or exceeded standards for mathematics.

**SAT and ACT Results**

The following chart illustrates student SAT scores over the following 3-year period:

	# of SAT Test-Takers	Critical Reading Avg.	Math Avg.	Writing Avg.	% of Scores Above 1500
2013-14	143	489	506	472	41.3%
2012-13	99	507	521	494	54.5%
2011-12	92	513	535	495	56.5%

The next chart shows student ACT scores over the same 3-year period:

	# of ACT Test-Takers	Average Score	% of Scores Above 21
2013-14	58	22.25	65.52%
2012-13	57	21.00	54.39%
2011-12	59	22.63	64.41%

**AP Results**

El Capitan High School offers 18 unique AP courses, and our goal over the last several years has been to increase the number of students taking AP exams, as well as to increase the number of passing scores received on exams. The following chart illustrates our participation numbers and scores over the last four years:

Year	# Students Tested	# Passing Scores	Score 1	Score 2	Score 3	Score 4	Score 5
2014	244	201	87	105	102	63	36
2013	242	207	99	124	108	56	43
2012	182	238	50	97	111	94	33
2011	163	205	48	67	103	77	25

**Report Card Analysis**

**D & F Rates**

At the end of the 2013-14 school year, the D and F rate at El Capitan High School was exactly the same 23% it has been in 2011, with the overall school-wide rate fluctuating slightly from a low of 20% to a high of 23% over that four-year period. The following table illustrates the D and F rates by department at the end of the 2013-14 school year, and indicates the change in percentage from the previous school year:

Department	2013-14 D & F Rate	Change from Previous Year
Agriculture	14%	7% decrease
Art	21%	1% increase
English	30%	4% increase
World Language	12%	5% decrease
Industrial Arts	17%	7% increase
Mathematics	35%	3% decrease
Non-Departmental	13%	1% increase
Performance Arts	5%	1% increase
Physical Education	24%	4% increase
CTE	10%	4% decrease

Science	20%	3% increase
Social Science	26%	0% change
School-wide Total:	23%	1% increase

**A-G Requirements**

All courses at El Capitan High School are offered at either the college prep or honors/AP level. With the exception of a few special day (special ed) classes, we do not offer any courses at the applied arts or remedial levels. The following chart shows the percent of graduates over the last 4 years who have successfully completed the A-G requirements for entrance into the UC system:

Grad Year	% A-G Eligible
2014	93/285 (32.6%)
2013	116/342 (33.9%)
2012	91/315 (28.9%)
2011	108/331 (32.6%)

**Local Data**

**Reading Data/Achieve 3000**

For the last three years, El Capitan High School has implemented reading program Achieve 3000 for our 9<sup>th</sup> and 10<sup>th</sup> grade students. This year, the participating teachers are 9<sup>th</sup> grade English, 10<sup>th</sup> grade English, 9<sup>th</sup> grade geography, 10<sup>th</sup> grade world history, 9<sup>th</sup> grade science, 9<sup>th</sup> grade technology, and 10<sup>th</sup> grade biology. In addition, students enrolled in reading elective courses and “Succeed in High School” support classes are also participating. The following chart outlines the number of students participating in Achieve 3000 by grade level, along with their average lexile score that was measured in the fall of 2015. Participating teachers do one Achieve 3000 lesson with their students each week. Average lexile levels are shared with all participating teachers each month. At the end of the year we will test student lexile levels again to chart the growth students have made over the course of the year.

Grade	# Students Participating	Average Lexile Levels
9	413	913
10	357	954
11	221	1070
12	22	920

**Completion Rates**

**Graduation Rates/Dropout Rates**

The following two charts contain graduation and dropout rates for the last 4 years. There is some fluctuation in these numbers from one year to the next during this time period. Our overall school enrollment has steadily declined over the last few years, so our graduating class sizes have been proportionally smaller over this time period. It is possible that the numbers are inconsistent because of the way these rates are reported at the state level, which do not include students who either graduate early or graduate after four years. This information serves as a reminder for us to keep our commitment to academic excellence, which includes ensuring that all students achieve at their highest possible levels and graduate on time.

	2013-14	2012-13	2011-12	2010-11
Cohort Students (starting 9 <sup>th</sup> grade)	346	395	360	401
Cohort Graduates (until 12 <sup>th</sup> grade)	277	333	307	318
Cohort Dropouts (from 4-yr time period)	47	40	28	42
Cohort Graduation Rate (4 years)	80.1%	84.3%	85.3%	79.3%
Cohort Dropout Rate (4 years)	13.6%	10.1%	7.8%	10.5%

	2013-14	2012-13	2011-12	2010-11
# of Graduates	285	342	315	331
# of Dropouts	39	46	47	37
1-yr Dropout Rate	2.4%	2.7%	2.8%	2.1%

**California Healthy Kids Survey**

When El Capitan High School received the Safe and Supportive Schools (S3) Grant in 2012, we were required to track several identified domains and sub-domains from the CHKS in order to chart growth. The following are the areas that were identified in this process:

**Domain: Supports and Engagement**

- Subdomain 1: High Expectations and Caring Relationships
- Subdomain 2: School Connectedness

**Domain: Violence, Victimization & Substance Use**

- Subdomain 1: Physical and Emotional Violence Victimization
- Subdomain 2: Substance Use at School

Since the completion of the S3 Grant, our school has continued to track our growth in these domains, along with information provided to us by the state School Climate Index. Our district collects CHKS data as well for all of the school sites as a data marker in our LCAP.

Our school climate report card shows the dramatic growth we've experience in our school climate over the last several years. In December of 2015 we received a Golden Bell Award from CSBA for our school climate program.

	2011	2012	2013	2014	Change +/-
SCI Score	278	292	305	318	+40
SCI State Percentile	36	48	59	69	+33
SCI Similar Schools Percentile	25	53	63	75	+50
D1S1: High Expectations & Caring Relationships	287	298	309	320	+33
D1S2: School Connectedness	283	287	290	294	+11
D2S1: Physical/Emotional Violence (low)	275	284	293	302	+27
D2S2: Substance Use at School (low)	277	301	324	348	+71

**CHKS Staff and Parent Survey Info**

**Staff Survey Highlights**

The following table highlights a few of the indicators on the last three years’ worth of feedback from the California School Climate Staff Survey module of the CHKS. The percentages indicated are the total that marked “strongly agree” or “agree” for each indicator.

Indicator	2014-15	2013-14	2012-13
This school is a supportive and inviting place for students to learn	98%	96%	95%
This school is a supportive and inviting place for staff to work	95%	89%	88%
This school promotes participating in school decision making	81%	85%	86%
This school is welcoming to and facilitates parent involvement	93%	94%	94%
This school works hard to ensure a safe and supportive learning environment	95%	94%	81%
Adults at this school really care about every student	94%	91%	90%
Adults at this school want every student to do their best	95%	96%	91%
Rules in this school are made clear to students	82%	77%	70%
Students are taught that they can control their own behavior	83%	N/A	N/A

In the 2014-15 survey, the staff indicated that the professional development that was most needed was serving special education students (students with IEPs). Tied for second were the topics of closing the achievement gap and meeting the social, emotional, and developmental needs of youth. The year prior, the staff indicated that they needed more professional development in instructional methods. We use this information to drive the site-based professional development opportunities for our staff, as well as topics of staff meetings and PLC discussions.

### Parent Survey Highlights

The following table highlights a few of the indicators on the last three years' worth of feedback from the California School Parent Survey module of the CHKS. The percentages indicated are the total who marked "strongly agree" or "agree" for each indicator.

Indicator	2014-15	2013-14	2012-13
This school promotes academic success for all students	86%	88%	83%
This school is a safe place for my child	82%	86%	85%
This school has clean and well-maintained facilities	92%	83%	80%
This school motivates students to learn	81%	84%	80%
This school has adults that care about students	82%	85%	84%
This school makes clear to students the consequences of breaking rules	86%	91%	86%
This school keeps me well-informed of my child's progress	80%	85%	78%
This school encourages active parent involvement and partnership	80%	80%	78%

### **Implications of Data/Overall Summary of Analysis**

The data for El Capitan High School shows some exciting, positive trends. We are extremely proud of the work we have done to improve our school climate and the CSBA Golden Bell Award that was given to us this year. As a whole school effort, we have focused much of our energy on improving our climate and building positive relationships. We hope to see an increase in participation in school events and continue this positive trend. We have raised our attendance rates significantly over the last two years as well, and we have worked hard as a staff to make school a place where students want to be. We are also very pleased with our discipline data and the downward trend in the number of referrals we've seen over the last four years. During this time we have also had a dramatic increase in students identified for free and reduced lunch. The percentage of students who qualified went from 16.6% during the 2010-11 school year to 46.5% in 2014-15. This increase was due in part to an improved effort to identify and address student needs on campus. We have been able to begin building a true system of intervention that will help students struggling academically and socially. Through our Alpha Team support meetings, we can more precisely identify student needs and what support would be most appropriate by working with our Family Resource Center, Dropout Prevention Specialist, and using such school-wide efforts as Positive Behavior Intervention and Support (PBIS) and Coordinated Early Intervention Services (CEIS). We are disappointed in our declining enrollment, and unfortunately this decline is currently a trend across our district. We will continue to look for ways to promote our school and make every effort to bring new students in to El Capitan by offering exceptional programs and taking care to support each student according to his/her own individual needs.

### **Important Questions**

The most important questions El Capitan High School struggled to answer since the last full self-study were, what is important to us as a school, and what is our shared mission? In the fall of 2011 we decided to ask the staff what was important to them over the course of several staff meetings. Their answers were recorded, and we found that the data we collected fell into two categories: items regarding academics, and items regarding school climate. We named these two categories "excellence" and "community." From this information, we developed our current school mission, "excellence through community."

In the spring of 2012 we held meetings with several stakeholder groups to develop our school goals, which would fall under our new mission of excellence through community. These stakeholder groups included School Site Council (which is made up of staff, students, and parents), Safe and Supportive Schools Grant Intervention Team (also made up of staff, students, and parents), and the newly-formed Navigation Team (which is made up of administration and all school program coordinators). After much discussion with these three groups, we developed the following school goals, which all fall under the mission of excellence through community:

- 1. Promote Academic Excellence**
- 2. Develop Positive School Climate**
- 3. Stimulate Student Curiosity**

Since 2012, our staff leadership groups, along with student and parent groups, have continued to refine what these three goals look like and how we will know we have met these goals. We have dedicated ourselves to make sure that every single thing we do as a school supports one of these three goals, getting us closer to achieving our mission of "Excellence through Community."

## II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

We asked our staff the following question: What changes or developments have happened in the last three years, and what has been the impact of these changes on the school? We had several staff meetings to gather input so that we could answer this question, and information for each group was shared in Google docs for everyone's reference. The changes and implications as reported by staff are as follows:

**Higher Academic Expectations:** We expect our students to complete the most rigorous course of study as they are able. We enroll our students in courses so that they will be A-G eligible upon graduation, even though these are more rigorous than our district's graduation requirements. We enroll our students into CTE pathways. We grant open access for students to be able to take these courses. We re-structured some of the math pre-requisites so that students would be able to enroll in certain science classes, such as physics and chemistry. Teachers, especially in the math and English departments, are working on aligning their curriculum to Common Core. The guidance team presents lessons to students at every grade level that steer them towards their post-secondary options. The guidance team also re-named the "Career Center" to the "College & Career Center," and they offer college presentations, tutoring help with college applications, and financial aid help.

**Change in Academic Course Offerings:** We added a new math class, intermediate algebra, to replace consumer math for seniors. This course meets A-G requirements and is more appropriate to prepare students for college. We added several new AP courses, including AP Mandarin, AP physics, and AP computer science. We are no longer offering AP art history, but we are hopeful we can add it back later.

**Change in Elective Course Offerings:** We no longer offer auto shop and have discontinued this program. We have decreased the number of 2-D and 3-D art courses, but we hope to add some courses back to this department as part of our GLLP program. We have decreased the variety of stand-alone electives we used to offer in our Agriculture Program, but we are currently re-designing this pathway and plan on re-evaluating how we can re-incorporate some of these courses back into the new program.

**Addition of Support Classes:** We've added "Succeed in High School" for students who are struggling in the core academic classes. In addition to SHS we have created several "Peer Tutoring" classes so that we can send out "expert" students to help their peers who are struggling in various courses. We have completely deleted study hall, and there are very few students who are enrolled in "Office Assistant." We have re-structured our AVID program this year so that students are grouped by grade level and have clear expectations and benchmarks to meet at each grade level. We offer "Transitional English" and "English 3D" to offer students the opportunity to gain skills and recover credits in English. Three departments (English, social science, and science) use reading program Achieve 3000 for all of our 9<sup>th</sup> and 10<sup>th</sup> grade students once a week in order to improve student reading levels.

**Global Language and Leadership Program:** This is our dual language immersion program, which includes study in Spanish and Mandarin. The community of Lakeside has a large population of students in grades K-8 who are in language immersion for these two languages, and we have been partnering with our client district to create courses for students at El Capitan High School to continue these studies. We have added several levels of Mandarin language courses, a theater class taught in Spanish, and a world history class taught in Spanish.

Students in GLLP graduate A-G eligible and have opportunities to receive articulated college credit. GLLP students have 1:1 Chromebooks and unique learning opportunities, including study abroad programs. Graduates receive a seal of tri-literacy. The impact on our staff has been the hiring of more world language teachers.

**Learning Center:** This is an opportunity for students who have not been productive in the mainstream school program for a variety of reasons. Through the site learning center, we can ensure students receive a high school diploma. We can also offer a flexible educational program for students who need to recover credits, and we can create “hybrid” programs as necessary so that students can participate in specialized programs, such as electives and pathways.

**Access to Technology:** Our district selected three schools to be 1:1 this year and issued Chromebooks to those students. Unfortunately El Capitan is not scheduled to participate in this 1:1 program until the 2017-18 school year, but we have multiple Chrome Carts that teachers share so that their students can have access to Chromebooks. Our GLLP program is a pilot 1:1 program. Teachers incorporate technology whenever possible. All of our algebra classes are equipped with graphing calculators for students. All information is available to staff via a shared Google folder, “Vaqueros Need to Know.” Our school website is updated on a regular basis and has all vital information for parents and community members. Our new student information system, Infinite Campus, allows for student information (grades, attendance, etc.) to be available to students and parents at any time online, which allows continuous feedback that helps all concerned to monitor real-time efforts of students.

**Special Education:** Our numbers have increased in our moderate/severe program, and we are able to accommodate both a 9-12 program and an adult transition program. The classes are located next to ASB and art, in the “heart” of the campus, and students are given access to elective classes as they are able to attend. For our mild/moderate program, we have made the shift to include as many students with IEPs as possible into our general education program. The only classes we offer in SAI are math and reading, as student IEPs indicate need year by year. Special ed teachers serve as liaisons to the math and English departments, and many of them co-teach with general ed teachers. They also teach “Succeed in High School,” which is available to both general ed and special ed students, and they teach other support classes such as algebra support and reading.

**School Involvement and Support:** We have created many opportunities for our students to be involved in school by offering a wide variety of clubs and sports. We have also established opportunities for students to demonstrate leadership to younger students and other peers. We have two sections of LINK Crew (“V-Crew”), and these students help lead the PBIS (Positive Behavior Intervention and Support) efforts for our school. They also support our freshmen as they transition through their first year of high school by conducting the SOS (“Sights on Success”) program, which includes Freshman Orientation and SOS lunches throughout the first semester of school. Our ASB student leaders put on programs that generate student interest and help them feel connected to school. We have a new spirit group, the “Really Loud Gold Crowd,” that helps promote school spirit at events.

**Student Behavior Expectations:** We have established the “Black & Gold Code,” which is our expectation for everyone at El Capitan High School, that “we respect ourselves, our community, and expect others to do the same.” Teachers are encouraged to develop class norms with each class at the beginning of the year and use reflective practices with students in dealing with misbehavior. We have a “reflection room” available in room 403, where students can be sent to reflect more formally. These reflections are recorded for student Alpha Teams to discuss. Alpha Teams are made up of an Assistant Principal, Guidance Counselor, and Academic Advisor. They meet weekly and case manage their students, developing plans for support and follow-up. We have the added support of a CEIS (Coordinated Early Intervention Services) Coordinator who meets with students and staff in order to assist at-risk students so that they are successful.

**Attendance and Tardies:** We have been working to find solutions that will result in higher student attendance and lower tardy rates. Our primary goal has been to create a school environment where students will want to attend. Various teachers have incorporated policies in their individual classrooms that will encourage students to attend school. We added the position of a DPS (Dropout Prevention Specialist), and he checks up with students who have more severe truancy issues. We developed a curriculum for Saturday School, including academic makeup opportunities and a developed curriculum (“Saturday Character Academy”) for students to make up seat time as well as learn about the importance of attending school. Both teachers and administrators may assign students to Saturday School. We have replaced our 2-minute “scurry” bell with 1 minute of music during the passing period, and this seems to have had a positive effect on students being able to get to class on time.

**Facilities:** Over the last few years, we have opened a new science building and a new agricultural complex. One year ago we had a ribbon cutting for a brand new PE facility. The next phase in our facility upgrades include modernizing more CTE classrooms and world language classes, and we plan on building a new multi-purpose facility for performing arts, which will include our drama, music, and dance programs. After that we hope to be able to modernize our library and administrative offices, and we have approved plans to install a traffic light at the main entrance to the school, which will hopefully be installed this coming summer (2016).

### III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

We asked our staff the following questions: Describe the process used to examine our student data. Describe how we, as a school, monitor data and our schoolwide action plan (our three school goals). Describe the process used to prepare this WASC report. Who was involved, and how did all stakeholders have a chance to give input? We had several staff meetings to gather input so that we could answer these questions, and information for each group was shared in Google docs for everyone's reference. The processes as reported by staff are as follows:

At every level of our campus we examine student data to get a better picture of how our students are achieving. All stakeholders are exposed to data in regards to both academics and school climate.

Data is used in many different aspects of academics at El Capitan. School-wide, we track lexile levels for every student in 9th and 10th grade through Achieve3000, which is completed across three disciplines (English, math, and science). Students and teachers look at lexile growth throughout the year to monitor improvement in reading levels and use this data to influence application of interventions.

For formative assessments, some departments are utilizing Illuminate to score student tests and provide instant feedback on questions with which students are having difficulty. This allows teachers to quantify student understanding and adapt their curriculum to target areas of need. A teacher using this program will be able to see the percentage of students who answer a question correctly, allowing them to judge if they need to reteach the material to the class or if the class has an adequate understanding of the concept or standard.

In preparation for CAASPP testing, English departments across our district have implemented three formative assessments and a summative assessment for all students in 9<sup>th</sup> and 10<sup>th</sup> grade. There is also a summative assessment given to all 11<sup>th</sup> and 12<sup>th</sup> grade students at the end of the first semester. The data from these assessments will be used to assess the preparedness of our students and help to identify where additional instruction may be required.

Outside of the classroom our guidance and administrative teams have been tracking our A-G completion rates, graduation rates, SAT/ACT scores, and AP results to assess college readiness for all students. This data is regularly discussed and used for decision making in both admin meetings and guidance meetings, particularly as we plan for the master schedule of classes and design support classes and interventions.

Our school also regularly engages in examining data when looking at our school culture. Discipline referrals and attendance data are recorded and shared through an all-staff folder in google drive ("Vaqueros Need to Know"). This gives transparency to the data and allows staff to monitor our progress and see if interventions we have implemented are being successful. There are weekly "Alpha Team" meetings (which include an Assistant Principal, a Counselor, and a Guidance Information Specialist) for each section of the alphabet in which this group examines the data collected from our "Reflection Room." Our Reflection Room handles all low-level behavior infractions, and when doing so collects data on which students are being sent there, what infraction was made,

and what classroom they coming from. This data is used by the alpha teams to address any trends they may notice and help inform them in their decision making for interventions

Our campus also has all students take the California Healthy Kids Survey every year to collect data on student, staff, and parent views on safety, school connectedness, and other issues. The data from this survey is presented to the staff every year to show our progress and identify critical areas of need. El Capitan has also created a Positive Behavior Interventions and Supports (PBIS) Advisory Group that meets once a month to discuss the data collected on school climate, evaluate the effectiveness of the interventions in place, and develop new interventions if needed. This advisory group is comprised of teachers, classified staff, students, parents, and administration, giving it diverse perspectives on data and making sure that all stakeholders are represented in this decision-making. It is because of our attention to data that we have been able to improve the school climate on our campus over the past four years, decreasing discipline referrals, increasing attendance, and increasing our students' rating of school connectedness to the highest in our district.

To prepare for the writing of this WASC report, the staff divided itself into five groups, each of which were led by two staff members from the Navigation Team. The five groups met during collaboration mornings during the first semester to work together to answer a set of questions. Each group, consisting of both certificated and classified staff, was given a specific topic or set of questions to reflect upon in regards to information needed for our WASC report. Within each group meeting, the staff was able to give their input and discuss these questions. If more information was needed, staff members were identified to gather it and report back. These answers were discussed and submitted via google docs and google forms for all in the group to see and review. The answers from each group were then reviewed by the staff group leaders and compiled into a final google doc shared to all other leaders for review and reference. This process allowed every staff member on campus have direct input on the progress report and gave insight and perspective of how our school is making progress towards our goals from many different viewpoints. By getting input from everyone and giving them an opportunity to discuss their observations and concerns, this process empowered the staff to feel like they have a voice to be involved and affect change in our school.

#### **IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

**Note: *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.***

#### **School-wide Areas of Strength and Growth, 2013**

At the last full self-study visit in 2013, we identified areas of strength and growth that correlated with each of our three school goals, as follows:

- **Positive School Climate**
  - Increased efforts to improve community involvement, increased participation in events, decreased number of student discipline referrals
  - Personal, social, and emotional menu of interventions (i.e. PBIS, Insight, peer mediation, Camp LEAD, Ready to Learn, LINK Crew, peer tutoring)
  - Development of collaborative relationship between admin team and school staff in order to establish shared leadership to move the school forward
  - Increase staff involvement in school-wide committees and activities
  - Improve sense of school pride (i.e. less trash left on campus, less use of inappropriate language, best efforts on high-stakes testing, etc.)
  - Maintain continuity of administration and school leadership
- **Academic Excellence**
  - Growth in AP program (increased number of courses offered, students enrolled in AP, number of tests taken, number of tests passed)
  - Growth in academic achievement for English learner students (70 point gain on API)
  - Growth in academic achievement for special education students (52 point gain on API)
  - Develop better identification of at-risk students via the use of on-line, data-driven systems such as Illuminate
  - Continue to build a systematic approach to interventions (Response to Intervention), so that students will be successful
  - Improve the community's academic perception of our school

- **Student Curiosity**

- Programs to support students and connect them to school (i.e. SOS for freshmen, CTE exploratory wheel, How to Succeed in High School course)
- Innovative teaching partnerships and strategies to improve student connectedness (co-teaching with special education, team-building in classes, development of class norms)
- State-of-the-art Agriculture program (new facility, one of the largest FFA Chapters in the region, increased amount of scholarship monies earned by students)
- Expand the use of critical thinking strategies that encourage depth of thinking (i.e. Bloom's Revised Taxonomy, Webb's Depth of Knowledge)
- Provide more professional development opportunities that are site and/or teacher-driven
- Expand our menu of program options to attract a wide variety of students

The Visiting Committee at the time agreed with the school's identified Schoolwide Areas of Strength and Schoolwide Areas of Growth. These goals were relevant to the needs of the school. The school maintains three goals that have different titles yet are highly interrelated. The goals contain specific areas for strengths and growth.

In addition, the Visiting Committee identified the following school-wide areas of strength:

**Schoolwide Areas of Strength**

- Positive impact of collaborative work in implementing schoolwide programs, including RTI, PBIS, S-3 Grant Team, V-Crew, Camp Lead, Sights On Success (SOS), peer tutoring, AVID, and other initiatives
- Creating a caring, respectful learning environment where students are treated as individuals and invited to participate in development of norms and reflections on behavior
- A safe campus with a significant reduction in disciplinary issues and suspensions
- Agriculture pathway, courses, and real-world learning experiences that prepare students for college and careers
- Increase in AP course enrollment, tests taken, and tests passed
- Commitment to developing effective PLCs
- Variety of co-curricular and extracurricular activities to retain and support student interests
- Community support for school, students, and staff: scholarships, community partnerships, guest speakers, sponsorships, etc.
- Excellent use of the Propositions to make improvements at ECHS

El Capitan HS uses the three goals throughout the Action Plan as areas for concentration for improvement. Each of the goals has specific areas identified for improvement as seen earlier in this section. These and other Strategic Actions are utilized throughout the Action Plan.

The staff has identified several areas for improvements that are not found in the three school goals but provide support for the goals:

1. Expand teacher and parent use of parent portal to access attendance, grades, etc.
2. Provide additional site-based and site-driven Professional Development opportunities
3. Methods to identify at-risk students

Likewise, the Visiting Committee identified the following critical areas for follow-up:

#### **Schoolwide Critical Areas for Follow-Up**

1. Refine individual and PLC use of data to assess gaps in student needs to increase student success
2. Establish and clearly communicate learner outcomes and increase the use of formative assessment analysis to measure progress towards outcomes
3. Provide increased site-based and site-driven professional development in areas such as technology and student engagement in order to provide an equitable learning experience for all students
4. Increase student engagement and learning through the use of instructional strategies and activities that are student-centered and student-led
5. Develop and implement a coordinated system among all stakeholders to improve attendance and decrease tardies

Recently we asked our staff to answer the following question: Comment on each goal in our school-wide action plan in regards to how we are/are not reaching each goal. Be specific about what we are doing or what we could be doing better. The following are comments shared by staff in meetings and via Google docs for each of our three school goals:

#### **Goal #1: Academic Excellence**

- Increased Rigor: introduction of new classes (AP courses, intermediate algebra, peer tutors), students encouraged to take 4 years of math, 3 years of science
- Students encouraged to complete A-G requirements, complete CTE pathways, complete GLLP (language immersion) program
- Alignment of courses to Common Core (esp. algebra)
- “Boot Camp” for programs (college, CELDT)
- Increased access to technology for students
- Horizontal and vertical alignment of courses (English, social science)
- Students encouraged to take AP classes and take AP exams
- Almost no teacher assistants anymore - students encouraged to take an academic or other elective (no study hall)
- “Succeed in High School” program for students struggling with core classes
- Peer tutors in all subject areas
- Academic Hall of Fame assembly for students with top gpas in all grade levels
- Analyze CAASPP data to improve scores each year
- Tutorials (after school)
- We are pushing students to be better, with implementing “growth mindset” this year, we are striving for academic excellence. It is going to take time, but the more teachers who get involved in helping their students be successful, the closer to excellence we will be

### **Goal #2: Positive School Climate**

- Black & Gold Code, developed by staff and students, which is the agreed-upon code of conduct school-wide – We respect ourselves, our community, and expect others to do the same
- El Cap Update (monthly news video put on by students, school news, fun skits, extra-curricular info), including PBIS (character building, citizenship development, student resource awareness and insight), keeping everyone informed about upcoming events, highlighting student and staff achievements - The kids love the El Cap Update. It makes them feel more connected with the school.
- Golden Bell Winner for 2015 from CSBA for school climate
- V-Crew (our LINK Crew program for juniors and seniors who guide freshmen through their first year of high school)
- Attendance incentives, such as “Must be Present to Win” giveaways that happen each week randomly in any class
- High levels of parent participation (parent volunteers, highest number of parents taking CHKS from any school in our district)
- CHKS results from students, staff, and parents indicate positive school climate
- Low numbers of student discipline referrals
- Student recognitions, ie Athletic Hall of Fame, Academic Hall of Fame
- More leadership opportunities for all students, including new Ag Leadership class, ASB, peer tutors, V-Crew
- “El Cap Community” for staff
- Camp LEAD
- Joint staff-student events (ie basketball, dodgeball)
- New student activities, extended lunches, optional rallies, carnivals
- Passing period music
- Reflection room (403) where students are sent as needed for a “time-out” and can reflect upon their behavior that was inappropriate, identifying how it violated the behavior code, and making a plan not to repeat the behavior

### **Goal #3: Student Curiosity**

- Teachers integrate more high-interest activities to spark curiosity
- Students can create projects that use various technologies (increases curiosity and collaboration, ie Google Classroom)
- Club days, increased numbers of clubs and various options for students
- Succeed in High School classes to help students be more successful in the core academic classes
- AVID (Advancement via Individual Determination)
- CTE pathway promotion
- Special education integration and inclusion, co-teaching
- Field trips, guest speakers, presentations
- Movement towards “growth mindset” philosophy for all staff and students

We also asked staff to comment on what they believed was our progress as a school to address each of the five WASC recommendations for school-wide areas of growth/critical areas for follow-up. The following are their comments for each area:

**WASC Rec #1: Refine individual and PLC use of data to assess gaps in student needs to increase student success**

- Achieve 3000 - 3 departments participating plus “Succeed in High School” courses, regular training sessions and staff meetings, sharing data on a monthly basis - this program assesses students’ reading lexile levels monthly. Teachers are able to track changes in their students’ lexile levels. A pre-test is given yearly at the beginning of school, and a post-test is administered at the end of the year to check student growth.
- Analyze CAASPP results and begin to discuss implications in math and English classes
- Fitnessgram for PE
- Discipline data - dramatic decrease in number of referrals over the last four years
- Attendance data - increase over the last two years
- D/F rates – available in shared Google folder, but not currently analyzing on a regular basis
- A-G completion rates – percentage of graduates shared each year, but not currently analyzing or disaggregating, counselors program students into courses so that they have every opportunity to meet A-G requirements
- Adult transition program (mod/severe) - collaborates with other schools in the district as well as with community partners to help students meet social goals, employment goals, and community awareness/involvement goals.
- Not all departments are meeting consistently during collaboration time on Monday mornings

**WASC Rec #2: Establish and clearly communicate learner outcomes and increase the use of formative assessment analysis to measure progress towards outcomes**

- English dept (district-wide) - formative and summative assessments (work in progress)
- Math dept (district-wide) - beginning conversations, science and social science to follow
- Various site level common assessments and common projects/labs
- Social Science - use test bank from Illuminate (work in progress)
- Achieve 3000 reading program, track student lexile levels
- Learning Center for students behind in credits or who need specialized academic program
- Chromebooks for students in specific programs, ECHS will be a 1-1 school with a Chromebook for every student starting with the 2017-18 school year
- CTE establishing occupational skills and developing industry-based certifications to allow for assessment of employable skills and achievement
- Not all depts work in teams or have common curriculum/assessments, singleton courses

**WASC Rec #3: Provide increases site-based and site-driven professional development in areas such as technology and student engagement in order to provide an equitable learning experience for all students**

Site opportunities:

- Growth Mindset
- Infinite Campus (SIS)
- AP by the Sea
- AVID
- BTSA
- PBIS (Positive Behavior Intervention and Support)
- TIC (Trauma-Informed Care)
- Restorative Practices
- Critical Thinking
- New teacher training/orientation to the site
- Achieve 3000
- Illuminate
  
- District opportunities:
- Technology
- Google Chrome
- SDAIE
- Google Ninja/Samurai
- Co-Teaching (sped + core)
- Learning Center (Apex, E2020)
- Common Core (English, math, science, social science)
- CTE
- Math
- NGSS
- Apex, Edgenuity

**WASC Rec #4: Increase student engagement and learning through the use of instructional strategies and activities that are student-centered and student-led**

- Class norms, individualized by classroom
- Independent study, increased options for students
- Collaborate activities, esp. Google Classroom, Google Docs
- Project-based learning
- Student-inquiry based projects
- Student-constructed rubrics
- Socratic Seminars
- Math/Science labs
- More curricular and extra-curricular opportunities for students to be involved and apply knowledge/skills

**WASC Rec #5: Develop and implement a coordinated system among all stakeholders to improve attendance and decrease tardies**

- Learning Center to give students opportunities to complete high school course of study
- Students seem more comfortable within the school environment and want to be here
- Students seem to be more motivated in class
- Individual teachers have implemented procedures to give credit for attendance and participation
- Teachers can assign Saturday School (“Saturday Character Academy” or makeups) in addition to administration assigning as a disciplinary consequence
- Incorporation of music instead of a scurry bell to decrease tardies and lingering in the hall
- MBPTW (“Must be Present to Win”) randomly-awarded gift cards to students who are present in class
- Communication with parents re absences and tardies (scheduled phone calls, emails, Dropout Prevention Specialist, VP contact)
- CEIS (Coordinated Early Intervention Services)
- FRC (Family Resource Center)

Finally, we aligned our three school goals to the 8 Priority Areas for the State of California, the Grossmont Union High School District Goals as outlined in our LCAP, and the WASC-Recommended Critical Areas for Follow-Up. Following is a chart that shows each school goal, its alignment to these other areas, the measurable objectives for the school to check progress towards meeting these goals, and the action items the school plan on taking to address each goal. Our entire SPSA is included in Chapter V: Schoolwide Action Plan Refinements.

2015-16 SPSA Overview:

<b>Goal #1: Promote Academic Excellence</b>
<b>8 State Priority Areas:</b>
Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes
<b>District Goals:</b>
Increase student achievement for all students Implement curriculum and assessments aligned to the CCSS/NGSS and ensure student achievement information is used in guiding instruction Employ the highest quality staff and provide them with the structures and resources for focused collaboration and professional development
<b>WASC Recommendations:</b>
Refine individual and PLC use of data to assess gaps in student needs to increase student success (critical area for follow-up #1) Establish and clearly communicate learner outcomes and increase the use of formative assessment analysis to measure progress towards outcomes (critical area for follow-up #2)
<b>Measurable Objectives (School):</b>
Increase student participation in AP/honors courses and AP exams Increase student graduation rates, A-G completion rates, and CTE participation and completion rates Improve CAHSEE pass rates in ELA and math, and meet or exceed our growth targets for CAASPP Utilize technology and other resources to support all academic needs
<b>School Action Items:</b>
Provide academic support for students Provide support for staff Increase AP and college readiness

<b>Goal #2: Develop Positive School Climate</b>
<b>8 State Priority Areas:</b>
Basic Services Other Student Outcomes Parent Involvement Student Engagement School Climate
<b>District Goals:</b>
Ensure emotional and physical safety and support for students and staff Support programs and activities that connect students to school and promote a positive school

<p>culture Increase parent and community input and participation</p>
<p><b>WASC Recommendations:</b></p>
<p>Increase student engagement and learning through the use of instructional strategies and activities that are student-centered and student-led (critical area for follow-up #4) Develop and implement a coordinated system among all stakeholders to improve attendance and decrease tardies (critical area for follow-up #5)</p>
<p><b>Measurable Objectives (School):</b></p>
<p>Increase school-wide attendance and increase participation in curricular and extra-curricular events Expand and promote “Excellence through Community” initiatives (ie “El Cap Update,” PBIS, V-Crew, “Black and Gold” code)</p>
<p><b>School Action Items:</b></p>
<p>Provide intervention and support for at-risk students Increase school communication</p>

<p><b>Goal #3: Stimulate Student Curiosity</b></p>
<p><b>8 State Priority Areas:</b></p>
<p>Course Access Other Student Outcomes Student Engagement School Climate</p>
<p><b>District Goals:</b></p>
<p>Ensure college readiness and career preparation for all students Increase access to educational technology and develop additional blended learning opportunities</p>
<p><b>WASC Recommendations:</b></p>
<p>Provide increased site-based and site-driven professional development in areas such as technology and student engagement in order to provide an equitable learning experience for all students (critical area for follow-up #3)</p>
<p><b>Measurable Objectives (School):</b></p>
<p>Increase opportunities for student choice to develop curiosity and buy-in (ie classroom norms, reflections) Increase collaboration and communication among staff, students, and school community Provide opportunities for Professional Development to all staff Promote critical thinking strategies</p>
<p><b>School Action Items:</b></p>
<p>Increase student engagement Expand and enhance access to technology Increase CTE and career readiness</p>

## V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

The staff has identified the following refinements to each of our school goals since the last self-study: (These three goals are outlined in our school-wide action plan, along with alignment to state, district, and WASC recommendations, measurable objectives, and action items. The entire action plan (SPSA) is included in this chapter.)

### **Goal #1: Academic Excellence**

- Increased Rigor: introduction of new classes (AP courses, intermediate algebra, peer tutors), students encouraged to take 4 years of math, 3 years of science
- Students encouraged to complete A-G requirements, complete CTE pathways, complete GLLP (language immersion) program
- Alignment of courses to Common Core (esp. algebra)
- "Boot Camp" for programs (college, CELDT)
- Increased access to technology for students
- Horizontal and vertical alignment of courses (English, social science)
- Students encouraged to take AP classes and take AP exams
- Almost no teacher assistants anymore - students encouraged to take an academic or other elective (no study hall)
- "Succeed in High School" program for students struggling with core classes
- Peer tutors in all subject areas
- Academic Hall of Fame assembly for students with top gpas in all grade levels
- Analyze CAASPP data to improve scores each year
- Tutorials (after school)
- We are pushing students to be better, with implementing "growth mindset" this year, we are striving for academic excellence. It is going to take time, but the more teachers who get involved in helping their students be successful, the closer to excellence we will be

### **Goal #2: Positive School Climate**

- Black & Gold Code, developed by staff and students, which is the agreed-upon code of conduct school-wide – We respect ourselves, our community, and expect others to do the same
- El Cap Update (monthly news video put on by students, school news, fun skits, extra-curricular info), including PBIS (character building, citizenship development, student resource awareness and insight), keeping everyone informed about upcoming events, highlighting student and staff achievements - The kids love the El Cap Update. It makes them feel more connected with the school.
- Golden Bell Winner for 2015 from CSBA for school climate

- V-Crew (our LINK Crew program for juniors and seniors who guide freshmen through their first year of high school)
- Attendance incentives, such as “Must be Present to Win” giveaways that happen each week randomly in any class
- High levels of parent participation (parent volunteers, highest number of parents taking CHKS from any school in our district)
- CHKS results from students, staff, and parents indicate positive school climate
- Low numbers of student discipline referrals
- Student recognitions, ie Athletic Hall of Fame, Academic Hall of Fame
- More leadership opportunities for all students, including new Ag Leadership class, ASB, peer tutors, V-Crew
- “El Cap Community” for staff
- Camp LEAD
- Joint staff-student events (ie basketball, dodgeball)
- New student activities, extended lunches, optional rallies, carnivals
- Passing period music
- Reflection room (403) where students are sent as needed for a “time-out” and can reflect upon their behavior that was inappropriate, identifying how it violated the behavior code, and making a plan not to repeat the behavior

### **Goal #3: Student Curiosity**

- Teachers integrate more high-interest activities to spark curiosity
- Students can create projects that use various technologies (increases curiosity and collaboration, ie Google Classroom)
- Club days, increased numbers of clubs and various options for students
- Succeed in High School classes to help students be more successful in the core academic classes
- AVID (Advancement via Individual Determination)
- CTE pathway promotion
- Special education integration and inclusion, co-teaching
- Field trips, guest speakers, presentations
- Movement towards “growth mindset” philosophy for all staff and students

# The Single Plan for Student Achievement

**School:** El Capitan High School  
**CDS Code:** 37681303731809  
**District:** Grossmont Union High School District  
**Principal:** Laura Whitaker  
**Revision Date:** November 3, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Laura Whitaker  
**Position:** Principal  
**Phone Number:** (619) 938-9111  
**Address:** 10410 Ashwood St.  
Lakeside, CA 92040  
**E-mail Address:** lwhitaker@guhdsd.net

**The District Governing Board approved this revision of the SPSA on December 2015.**

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## **School Vision and Mission**

### **El Capitan High School's Vision and Mission Statements**

The mission of El Capitan High School is to pursue EXCELLENCE through COMMUNITY.

El Capitan High School's Vision Statement: We challenge all students to discover their passions in order to achieve their academic and personal goals. Our community fosters academic excellence, developing engaged citizens who will make a difference in life.

## **School Profile**

El Capitan High School is part of the Grossmont Union High School District, which encompasses eleven comprehensive high school sites, one continuation high school, and a number of specialized high school programs, spanning 475 square miles in the east county of San Diego. El Capitan is located in the northeastern portion of the Grossmont Union High School District and serves approximately 1,600 students in grades nine through twelve. Our campus reflects the cultural and socioeconomic makeup of the Lakeside community. The predominant native language is English, but El Capitan has seen an increase in the number of English language learners in the last several years. El Capitan strives to prepare its students for post-secondary opportunities, both educational and vocational. Counselors meet with each student individually to discuss their post-secondary plan and guide students through their academic decisions. El Capitan High School offers three Career Technical (CTE) Pathways, which are Arts, Media, & Entertainment, Building Trades & Construction, and Agriculture & Natural Resources. We have a solid AVID program, a strong Link Crew program ("V-Crew"), a robust Advanced Placement (AP) program, and we offer the Global Language and Leadership Program (GLLP), which is a dual language immersion program in Spanish or Mandarin.

The El Capitan faculty and staff believe that collaboration among all segments of the community is essential. Over the course of the past several years, El Capitan has engaged in the development of professional learning communities. Time has been set aside on Monday mornings for collaboration among department members for the purpose of creating stronger, more cohesive curriculum, as well as the development of departmental policies and alignment to the Common Core State Standards. Additionally, the major decision-making organizations on campus have representatives from all stakeholder groups and are therefore collaborative as well. School Site Council, Faculty Senate, Student Senate and Navigation Team meet on a monthly basis and represent teachers, students, classified staff, parents and administrators. Most recently, these groups have been working to shape the school's mission and goals so that all stakeholders will have a shared vision and purpose for El Capitan High School, which is to pursue EXCELLENCE through COMMUNITY.

## **Programs**

## **Staff**

El Capitan High School  
Staff Roster – SY 2015-16

### **ADMINISTRATION:**

Whitaker, Laura – Principal  
Cota, Joe B. – Assistant Principal  
Nicholson, Lynelle – Assistant Principal  
Watkins, Dave – Assistant Principal  
Storton, Michele – MSF

CERTIFICATED:

Anders, Abby – Social Science  
Andrews, Gene – Science  
Arevalo, Natasha – World Language  
Barnett, Michelle – English/AVID  
Blackman, Lindsey – Special Ed.  
Calbow, Eric – Special Ed  
Carroll, Christine – Counselor (co-chair)\*  
Cavazos, Jason – AVID/CEIS  
Chang, Chi-Ping – World Language  
Cota, Joe C. – Industrial Technology\*  
Cox, Jesse – Special Ed.  
Craig, Danny – Social Science\*  
Cranmore, Patti – English  
Crooks, Susan – Social Science  
Davis, Ben – Special Ed.  
Dennison, Bob – Science  
Dobbins, Christine – Special Ed.  
Dredge, Mary – Psychologist  
Dreis, Denise – English & Yearbook  
Dyer, Don – Agriculture/CTE Coordinator  
Ehrenfeld, Susan – English  
Fillius, Kelly – English/AVID  
Franz, Karl – Social Science  
Furrow, Ross – Social Science  
Galea-Martinez, Sandy – Science/AD  
Gampel-Qualin, Lindsay – Drama  
Garcia, Deana – Social Science/ASB  
Grabiel, Stephanie – Special Ed  
Graham, Kevin – Science\*  
Grossini-Concha, Gina – Visual Arts\*  
Haughey, Miriam – Visual Arts  
Hein, Nicholas – Math  
Hermsmeier, Ashley – English  
Herrera, Noemi – World Language  
Heth, Hilary – Special Ed  
Hostetler, Beth – PE\*  
Huttenbrauck, Jesse – English, ELD, AVID  
Jacobs McKee, Judy – Special Ed\*  
Lara, Noelia (Nelly) – World Language  
Lieberknecht, Scott – Math  
Logan, Kelly – English & Journalism\*  
Ludwig, Tyler – PE  
Maniscalco, Tina – Special Ed/PLUS  
Meade, Jesse – Agriculture\*  
Mendoza, Monica – Speech Therapist  
Miller, Elisa – World Language  
Miller, Jane – Special Ed., AVID  
Millsap, Dustin – Social Science  
Nau, Hilary – Science  
Nowlin, Chris – Performing Arts  
O’Meara, Chansamone – Librarian  
Oliver, Jeannine – Counselor  
Palmer, Amy – Math (co-chair)\*  
Palmer, Bryan – Math  
Perez, April – Agriculture  
Picon, Stephanie – Counselor (co-chair)\*

Read, Lisa – Counselor, FRC  
Rhodehamel, Jivan – English  
Ritts-Williams, Barbara – Special Ed  
Robbins, Joanna – Performing Arts\*  
Rosenberger, Dena – Science  
Russell, Mary – PE  
Schroeder, Tom – Learning Center  
Schuldies, Bob – Social Science  
Shea, Erin – Math  
Sheppard, Walter – On-site Sub  
Springer, Nicholas – Math  
Stirling, Robert – Social Science/P.B.I.S.  
Thalman, Kay – Math (co-chair)\*  
Trochta, Sherry – Math  
Tronto-Arneman, Eloise – Special Ed\*  
Tweet, Jay – Social Science  
Van Nostrand, Mic – Science  
Vandervort, Susan – English  
Wall, Michael – World Language\*  
Wargo, Tim – Special Ed/PLUS  
Webb, Chris – Visual Arts

CLASSIFIED:

Anderson, Steve - Custodian  
Arikian, Teresa – Cafeteria  
Arneman, Janette – Special Ed Aide  
Ball, Tanya – Special Ed Aide  
Belcher Katie – Special Ed Aide  
Bitondo, Bree – Finance Technician  
Cervantes, Victor – Custodian  
Chapman, Barbara - Cafeteria  
Crowder, Heidi – Senior Secretary  
Crowle, Julie – Receptionist  
Cruz, Jackie - Special Ed Aide  
Dasher, Cindy – FRC/Special Ed  
Davis, Ray – Special Ed Aide  
Elder, Heather – Special Ed Aide  
Farra, Katie – Special Ed Aide  
Fee, Jennifer – Special Ed Aide  
Frick, Joshua – Athletic Equipment Attend.  
Frizzell, Betty – Custodian  
Guillen, Yolanda – Utility  
Herman, Joe – GIS  
Hidalgo, Manny- Dropout Prevention Spec  
Holland, Barbara – Special Ed Aide  
Hopper, Susan – Special Ed Aide  
Jimenez, Rosa – Cafeteria  
Juracka, Erin – Special Ed Aide  
Kennedy, Scott – Campus Supervisor  
Kennison, Glory – Cafeteria Supervisor  
Kilander, Kim – Administrative Secretary  
Kirst, Kim – Special Ed Aide  
Loza, David – Special Ed Aide  
MacArthur, Cristi – Senior Secretary

Mattison, Lori – Cafeteria  
McKee, Raeanne – Cafeteria  
Meredith, Ken – Grounds  
Special Ed Aide – Meyer, Jonathan  
Ninteman, Shrisse – Campus Supervisor  
Quinones, Frank – GIS  
Riese, Mary Jo – Cafeteria  
Romero, Sharon – Cafeteria  
Russell, Erica – Special Ed Aide  
Sabin, Spencer – Campus Supervisor  
Sahib, Sadeer – Special Ed Aide  
Sarmiento, Rudy – Campus Supervisor  
Shaffer, Catherine – Cafeteria  
Smith, Debbie – Special Ed Aide/Comm. Liaison  
Sterling, Morgan – LVN  
Sutton, Ken – Lead Campus Supervisor  
Veliz, Luis – Special Ed Aide  
Villa, Roman – Head Custodian  
Walters, Tammy – SST  
Ward, Jason - SRO  
Will, Javel – Attendance Clerk  
Wright, Dave – Technology Specialist

## Parent Involvement

## 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).

### Classroom Observations

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

### 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

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

### Opportunity and Equal Educational Access

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

14. Research-based educational practices to raise student achievement

Parental Involvement

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

16. 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)

Funding

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

18. Fiscal support (EPC)

**Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	360	301	83.6	285	2578.0	14	34	28	20
All Grades	360	301	83.6	285		14	34	28	20

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	32	51	18	18	55	26	13	65	21	22	60	17
All Grades	32	51	18	18	55	26	13	65	21	22	60	17

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	360	299	83.1	284	2551.1	6	16	30	43
All Grades	360	299	83.1	284		6	16	30	43

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	14	37	49	10	59	31	11	51	38
All Grades	14	37	49	10	59	31	11	51	38

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			9	53	6	35	1	6	1	6	17
10			4	33	4	33	3	25	1	8	12
11			1	13	6	75	1	13			8
12			3	30	5	50	1	10	1	10	10
<b>Total</b>			17	36	21	45	6	13	3	6	47

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			10	50	7	35	1	5	2	10	20
10			6	40	4	27	4	27	1	7	15
11			1	11	7	78	1	11			9
12			3	23	8	62	1	8	1	8	13
<b>Total</b>			20	35	26	46	7	12	4	7	57

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	50	44	47
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	50	44	47
Number Met	39	26	22
Percent Met	78.0%	59.1%	46.8%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3	58	12	42	8	44
Number Met	--	35	--	15	--	16
Percent Met	--	60.3%	--	35.7%	--	36.4%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	Yes	--	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,916	1696	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	1,916	1696	
Number Met	1,190	977	
Percent Met	62.1	57.6	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,006	1,228	980	1074		
Number Met	181	646	135	474		
Percent Met	18.0	52.6	13.8	44.1		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### 2014-15 California High School Exit Exam (CAHSEE) Results

#### Grade 10 Combined Test English-Language Arts

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
<b>All Students Tested</b>	<b>383</b>	<b>333</b>	<b>87.0</b>	<b>50</b>	<b>13.0</b>	<b>383.0</b>	<b>52.0</b>
Male	188	158	84.0	30	16.0	378.0	44.0
Female	195	175	90.0	20	10.0	388.0	61.0

#### Race/Ethnicity

American Indian or Alaska Native	5	0	0	0	0	0	0
Asian	1	0	0	0	0	0	0
Pacific Islander							
Filipino	4	0	0	0	0	0	0
Hispanic / Latino	82	67	82.0	15	18.0	370.0	32.0
African American	2	0	0	0	0	0	0
White	253	227	90.0	26	10.0	388.0	60.0
Declined to State	36	30	83.0	6	17.0	380.0	44.0

#### Language Fluency

English Only Students	328	289	88.0	39	12.0	385.0	54.0
Initially Fluent English Proficient (IFEP)	5	0	0	0	0	0	0
Redesignated Fluent English Proficient (RFEP)	37	34	92.0	3	8.0	379.0	51.0
English Learner Students	12	4	33.0	8	67.0	338.0	8.0

#### Economic Status

Non-Economically Disadvantaged Students	330	289	88.0	41	12.0	384.0	53.0
Economically Disadvantaged Students	32	26	81.0	6	19.0	373.0	44.0
Unknown	21	18	86.0	3	14.0	380.0	52.0

#### Special Education Program Participation

Students Receiving Services	49	30	61.0	19	39.0	356.0	16.0
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**2014-15 California High School Exit Exam (CAHSEE) Results**

**Grade 10 Combined Test  
Mathematics**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
<b>All Students Tested</b>	<b>384</b>	<b>331</b>	<b>86.0</b>	<b>53</b>	<b>14.0</b>	<b>381.0</b>	<b>51.0</b>
Male	188	161	86.0	27	14.0	383.0	55.0
Female	196	170	87.0	26	13.0	380.0	46.0

**Race/Ethnicity**

American Indian or Alaska Native	6	0	0	0	0	0	0
Asian	1	0	0	0	0	0	0
Pacific Islander							
Filipino	4	0	0	0	0	0	0
Hispanic / Latino	82	69	84.0	13	16.0	373.0	35.0
African American	2	0	0	0	0	0	0
White	253	224	89.0	29	11.0	385.0	57.0
Declined to State	36	30	83.0	6	17.0	378.0	47.0

**Language Fluency**

English Only Students	329	289	88.0	40	12.0	383.0	53.0
Initially Fluent English Proficient (IFEP)	5	0	0	0	0	0	0
Redesignated Fluent English Proficient (RFEP)	37	32	86.0	5	14.0	380.0	43.0
English Learner Students	12	5	42.0	7	58.0	342.0	0.0

**Economic Status**

Non-Economically Disadvantaged Students	331	286	86.0	45	14.0	383.0	53.0
Economically Disadvantaged Students	32	27	84.0	5	16.0	372.0	31.0
Unknown	21	18	86.0	3	14.0	372.0	33.0

**Special Education Program Participation**

Students Receiving Services	50	21	42.0	29	58.0	349.0	12.0
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## School and Student Performance Data

### California Standards Test - All Students

#### English-Language Arts

Grade Level	Performance Data by Grade Level											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	66			23			6			5		
Grade 10	47			34			10			8		
Grade 11	42			35			11			12		

#### All Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*			*			*		

Grade Level	Performance Data by Grade Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	23			27			34			16		
Grade 10	7			24			44			25		
Grade 11	5			5			57			33		

Grade Level	Performance Data by Grade Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	72			24			3			0		
Grade 10	24			36			33			6		
Grade 11	5			24			55			17		

Grade Level	Performance Data by Grade Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*			*			*		
Grade 10	45			38			15			2		
Grade 11	7			30			41			21		

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10												
Grade 11	36			45			17			2		

## School and Student Performance Data

### California Standards Test - African American Students

#### English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		
Grade 10	*			*		
Grade 11	*			*		

#### African American Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		
Grade 10	*			*		
Grade 11	*			*		

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10						
Grade 11	*			*		

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10						
Grade 11						

## School and Student Performance Data

### California Standards Test - Asian Students

#### English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		
Grade 10	*			*		
Grade 11	*			*		

#### Asian Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		
Grade 10	*			*		
Grade 11						

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10	*			*		
Grade 11	*			*		

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10						
Grade 11						

## School and Student Performance Data

### California Standards Test - Hispanic/Latino Students

#### English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	54			351.4		
Grade 10	40			338.3		
Grade 11	27			321.6		

#### Hispanic/Latino Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	17			302.5		
Grade 10	5			291.4		
Grade 11	*			*		

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		
Grade 10	15			305.9		
Grade 11	5			287.7		

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10	58			358.5		
Grade 11	3			270.6		

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10						
Grade 11	*			*		

## School and Student Performance Data

### California Standards Test - White Students

#### English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	71			370.8		
Grade 10	52			349.5		
Grade 11	44			340.6		

#### White Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	25			313.5		
Grade 10	5			282.0		
Grade 11	6			272.5		

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2014-15	2013-14	2014-15	2014-15
Grade 9	0			283.6		
Grade 10	26			316.4		
Grade 11	5			281.7		

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		
Grade 10	43			347.4		
Grade 11	9			290.7		

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10						
Grade 11	42			341.2		

## School and Student Performance Data

### California Standards Test - English Learner Students

#### English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	15			320.6		
Grade 10	6			306.8		
Grade 11	0			292.3		

#### English Learner Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	10			290.6		
Grade 10	*			*		
Grade 11	*			*		

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10	*			*		
Grade 11	*			*		

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10						
Grade 11	*			*		

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10						
Grade 11						

## School and Student Performance Data

### California Standards Test - Socio-Economically Disadvantaged Students

#### English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	50			345.6		
Grade 10	37			335.7		
Grade 11	36			329.3		

#### Socio-Economically Disadvantaged Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	*			*		

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	17			300.3		
Grade 10	3			283.0		
Grade 11	*			*		

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 9	57			357.0		
Grade 10	12			305.5		
Grade 11	4			279.1		

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10	47			358.7		
Grade 11	9			287.7		

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 10						
Grade 11	*			*		

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
Extend learning opportunities for students Increase site-based Common Core support Create comprehensive program evaluation tools for students, staff and parents
<b>SCHOOL GOAL #1:</b>
Promote Academic Excellence  California State Priority Areas: Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes  WASC Recommendations: 1. Refine individual and PLC use of data to assess gaps in student needs to increase student success. 2. Establish and clearly communicate learner outcomes and increase the use of formative assessment analysis to measure progress towards outcomes.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>

**How the School will Evaluate the Progress of this Goal:**

Measurable Objectives:

1. Increase student participation in AP/Honors courses and AP exams
2. Increase student graduation rates, A-G completion rates, and CTE participation and completion rates.
3. Improve CAHSEE pass rates in ELA and math, and meet or exceed our growth targets for CAASPP.
4. Utilize technology and other resources to support all academic needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Academic Support for Students  by offering tutorials and Saturday School, such as Saturday Character Academy						
Provide Academic Support for Students  by offering preparation for standardized tests (ie AP, CAHSEE, SAT, ACT, CAASPP)						
Provide Academic Support for Students  by providing reading support programs, such as Achieve 3000 and Edge						
Provide Academic Support for Students  by offering support classes during the school day (ie peer tutor classes, reading, AVID, Succeed in High School)						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide Academic Support for Students</p> <p>by providing support classes and program monitoring for English Learner students</p>						
<p>Provide Academic Support for Students</p> <p>by offering mentoring through the Family Resource Center, Special Education Department, Coordinated Early Intervention Services (CEIS), and Sights on Success (SOS)</p>						
<p>Provide Academic Support for Students</p> <p>by increasing the use of technology school-wide</p>						
<p>Provide Academic Support for Students</p> <p>by supporting staff and student monitoring of student grades and transcripts on a regular basis (ie through guidance office, CEIS, AVID, DPS)</p>						
<p>Provide Academic Support for Students</p> <p>by holding student intervention meetings as appropriate (ie 504, IEP, CEIS, SART, SST, CSAT, weekly Alpha Team meetings)</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Support for Staff  by offering collaboration time on Monday mornings and professional development opportunities during the school day, after school, and during summer (ie AVID Summer Institute, annual UC/CSU conference, AP by the Sea, Google Ninja training)						
Provide Support for Staff  by providing upgraded technology and professional development						
Provide Support for Staff  by providing time to develop common curriculum, common assessments, cross-curricular planning, and opportunities to do peer observations and consultations						
Provide Support for Staff  by continued, increased communication and sharing student information among programs that will support students (ie IEP information, CEIS monitoring, and grade monitoring)						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase AP and College Readiness  by offering a variety of college prep and advanced placement courses and by providing the support necessary to help students be successful in those courses						
Increase AP and College Readiness  by encouraging students to take their most rigorous course of study, including extra recommended years of study, and programming them into the appropriate classes						
Increase AP and College Readiness  by communicating with students, parents, and community members regarding college preparatory classes and programs						
Increase AP and College Readiness  by offering extracurricular opportunities to students, such as field trips to colleges, college presentations (ie College Night, "Got Plans?"), and workshops (ie financial aid, college applications, scholarship applications)						

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
Enhance social/emotional support for students Increase intervention opportunities for students within the school day Increase parent involvement
<b>SCHOOL GOAL #2:</b>
Develop Positive School Climate  California State Priority Areas: Basic Services Other Student Outcomes Parent Involvement Student Engagement School Climate  WASC Recommendations: 1. Increase student engagement and learning through the use of instructional strategies and activities that are student-centered and student-led 2. Develop and implement a coordinated system among all stakeholders to improve attendance and decrease tardiness
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>

**How the School will Evaluate the Progress of this Goal:**

Measurable Objectives:

1. Increase school-wide attendance and increase participation in curricular and extra-curricular events.
2. Expand and promote "Excellence through Community" initiatives (ie "El Cap Updates," PBIS, V-Crew, "The Gold Standard," "Black and Gold" code).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Intervention and Support for At-Risk Students  by offering support classes, as well as tutorials, accessible to general ed, special ed, and English learner students						
Provide Intervention and Support for At-Risk Students  by offering credit recovery for credit deficient students and a site Learning Center for students who need an alternative educational program						
Provide Intervention and Support for At-Risk Students  by identifying students early through CEIS (Coordinated Early Intervention Support) and providing monitoring and mentoring						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide Intervention and Support for At-Risk Students</p> <p>by supporting the Lakeside Family Resource Center on campus, giving students and families access to counseling services and support groups</p>						
<p>Provide Intervention and Support for At-Risk Students</p> <p>by implementing ECHS Multi-Tiered System of Support and utilizing positive behavior supports (PBIS) for students, including student reflections for discipline and the "Black and Gold" code</p>						
<p>Provide Intervention and Support for At-Risk Students</p> <p>by providing "V-Crew" (Link Crew) and building student leaders who can mentor their peers (ie SOS program for freshmen and promoting "The Gold Standard" school-wide)</p>						
<p>Provide Intervention and Support for At-Risk Students</p> <p>by implementing a coordinated system to increase student attendance and decrease tardies</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide Intervention and Support for At-Risk Students</p> <p>by holding support meetings as appropriate (ie SST, 504, IEP, CSAT, CEIS, weekly Alpha Team meetings, Insight, SART)</p>						
<p>Increase School Communication</p> <p>by providing numerous means of disseminating information to the entire school community (ie phone calls, text messages, school website, teacher websites, social media, emails, meetings, tours, banners, posters)</p>						
<p>Increase School Communication</p> <p>by supporting a system in which student information can be readily shared among pertinent staff members</p>						
<p>Increase School Communication</p> <p>by promoting the "El Cap Update," student bulletin, and classroom presentations</p>						
<p>Increase School Communication</p> <p>by articulating regularly with client districts and promoting ECHS to the community</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase School Communication by providing a Community Liaison to coordinate information and work with parents						

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
Expand online course opportunities Expand and enhance access to technology for student and staff Expand linked-learning pathways
<b>SCHOOL GOAL #3:</b>
Stimulate Student Curiosity  California State Priority Areas: Course Access Other Student Outcomes Student Engagement School Climate  WASC Recommendations: Provide increased site-based and site-driven professional development in areas such as technology and student engagement in order to provide an equitable learning experience for all students.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>

**How the School will Evaluate the Progress of this Goal:**

Measurable Objectives:

1. Increase opportunities for student choice to develop curiosity and buy-in (ie classroom norms, reflections).
2. Increase collaboration and communication among staff, students and school community
3. Provide opportunities for Professional Development to all staff
4. Promote critical thinking strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase Student Engagement  by providing high-quality, relevant instruction to students, using effective teaching and critical thinking strategies, including SDAIE, AVID, and literacy strategies						
Increase Student Engagement  by giving students an opportunity to learn in a variety of ways (ie group work, hands-on projects, discussions), including using technology (ie Google Suite) for various purposes						
Increase Student Engagement  by providing multiple opportunities for students to be involved, such as clubs, sports, leadership groups, and intervention programs like Insight and Camp LEAD						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase Student Engagement  by providing student incentives and promoting programs that encourage positive behavior (ie "V-Crew," ASB, PBIS)						
Increase Student Engagement  by providing students with choices to increase buy-in (ie classroom norms, PBIS discussions, Student Senate, Career Cruising)						
Increase Student Engagement  by offering programs with academically-linked courses, such as CTE Linked Learning Pathways and Global Language and Leadership Program (GLLP)						
Increase Student Engagement  by promoting multi-cultural awareness and persepectives (ie through GLLP, EL program, Multi-Cultural Week, and activities and mentoring with local client schools)						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Expand and Enhance Access to Technology</p> <p>by giving staff and students access to updated technology (ie upgraded computers, Chrome books, graphing calculators, science probes and hand-held data collection devices, video equipment for "The El Cap Update," and Skype capabilities for communication with international sister schools for GLLP)</p>						
<p>Expand and Enhance Access to Technology</p> <p>by using online resources to increase student achievement, such as Achieve 3000, standardized test preparation, and online courses (Apex, Edgenuity)</p>						
<p>Increase CTE and Career Readiness</p> <p>by promoting CTE pathway events through school communications, and providing field trips, guest speakers, competitions, internships, certifications and other learning opportunities</p>						
<p>Increase CTE and Career Readiness</p> <p>by incorporating career "soft skills" wherever possible, including communication, presentation, time management, and teamwork skills</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase CTE and Career Readiness  by offering "capstone" courses for pathways that include projects, internships, presentations, certifications, articulated college credit and exhibitions						
Increase CTE and Career Readiness  by offering Linked Learning pathways that incorporate CTE classes linked with core academic courses, sequenced pathways, partnerships with businesses, industry advisory councils, articulation with colleges, and certifications						

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Stephanie Grabiell, Chairman		X			
Laura Whitaker	X				
Lindsey Blackman		X			
Mary Dredge		X			
Ashley Hermsmeier		X			
Elisa Miller		X			
Jane Miller		X			
Sherry Trochta		X			
Joe Herman			X		
Deb Smith			X		
Kim Kilander			X		
Kim Gioscia				X	
Tami Gritz				X	
Camy Johnson				X	
Deanne Markle				X	
Marti Wilmot				X	
Jayden Anderson					X
Marie Cook					X
Hunter Fermil					X
Cameron and Hayley Gritz					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>5</b>

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

ECHS PTSA

ELAC

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on May 12, 2015 .

Attested:

Laura Whitaker

Typed Name of School Principal

*Laura Whitaker*

Signature of School Principal

11-6-15

Date

Stephanie Grabiell

Typed Name of SSC Chairperson

*Stephanie Grabiell*

Signature of SSC Chairperson

11/10/15

Date



## Grossmont Union High School District

### Agenda Item Details

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Meeting	Dec 10, 2015 - Regular Governing Board Meeting (Organizational Meeting)
Category	S. Consolidated Items - Educational Services (Theresa Kemper, Assistant Superintendent)
Subject	3. Approval of Final Draft of School Site Plans/School Improvement Plans for 2015-2016
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Budget Source	In order to implement these plans, grant sources along with existing state, local, federal, general, and categorical funding will be used.
Recommended Action	Approval of the Final Draft of Single Plans for Student Achievement for School Year 2015-16 of the following: <ul style="list-style-type: none"><li>a. El Cajon Valley High School</li><li>b. El Capitan High School</li><li>c. Monte Vista High School</li><li>d. Santana High School</li></ul>

### Public Content

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Annual submission of School Site Council approved, *Single Plans for Student Achievement*, as required by SB374. Grossmont Union High School District Board approved plans will enable school sites to access their state and federal funding in order to meet the identified site based needs for teaching and learning, consistent with state and federal requirements and the district improvement plans. Copies are available for review in the Superintendent's Office.

### Administrative Content

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*Items listed in this section are considered to be routine and are acted upon by the Board in one motion.*

### Motion & Voting

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Approve all items on the Consolidated Agenda

Motion by Gary Woods, second by Priscilla Schreiber.

Final Resolution: Motion Carried

Yes: Gary Woods, Rob Shield, Jim Kelly, Jim Stieringer, Priscilla Schreiber