

# The School Plan for Student Achievement



**School:** El Capitan High School  
**CDS Code:** 37681303731809  
**District:** Grossmont Union High School District  
**Principal:** Scott Goergens

School Site Council Approval Date: May 22, 2020  
Governing Board Approval Date: June 2020

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

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# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Purpose and Description.....	4
Student Population.....	5
Academic Performance.....	6
ELPAC Results .....	11
Conditions & Climate.....	17
Comprehensive Needs Assessment Components .....	19
Data Analysis .....	19
Surveys .....	19
Classroom Observations.....	20
Analysis of Current Instructional Program.....	20
Stakeholder Involvement .....	24
Resource Inequities .....	25
School Goal #1.....	26
School Goal #2.....	31
School Goal #3.....	35
Budget Summary .....	40
Budget Summary .....	40
Other Federal, State, and Local Funds .....	40
Budgeted Funds and Expenditures in this Plan .....	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source .....	41
Expenditures by Budget Reference and Funding Source .....	41
Expenditures by Goal.....	42
School Site Council Membership .....	43
Recommendations and Assurances .....	44
Instructions.....	45
Instructions: Linked Table of Contents.....	45
Purpose and Description.....	46
Stakeholder Involvement.....	46
Resource Inequities .....	46
Goals, Strategies, Expenditures, & Annual Review .....	47
Annual Review .....	48
Budget Summary .....	49
Appendix A: Plan Requirements .....	51

Appendix B:.....54  
Appendix C: Select State and Federal Programs .....56

## Purpose and Description

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

Schoolwide Program

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

Our District's LCAP plan identified 3 goals:

- 1) Provide our school with highly qualified staff, resources for collaboration and professional development, access to materials and assessments, and educational technology resources.
- 2) Provide emotional support and safety of students and staff, promote school connectedness, create a positive school culture, and encourage parent and community participation.
- 3) Promote college and career readiness, increase student achievement, and focus on our needy populations.

Our plan looks to accomplish those goals by generating data, setting measurable goals, and aligning budget, resources, and actions to support those goals. Data is analyzed in accordance with ESSA guidelines in the school plan.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1659	53.8	4.6	0.1

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	76	4.6
Foster Youth	1	0.1
Homeless	44	2.7
Socioeconomically Disadvantaged	893	53.8
Students with Disabilities	283	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	2.2
American Indian	36	2.2
Asian	16	1.0
Filipino	14	0.8
Hispanic	487	29.4
Two or More Races	87	5.2
Pacific Islander	4	0.2
White	978	59.0

### Conclusions based on this data:

1. The majority of our students, 50.7% are socioeconomically disadvantaged.
2. Hispanic students make up our 2nd largest ethnic group (32.8%) behind our white students (55.5 %)
3. Our % of students with disabilities is 17.2%

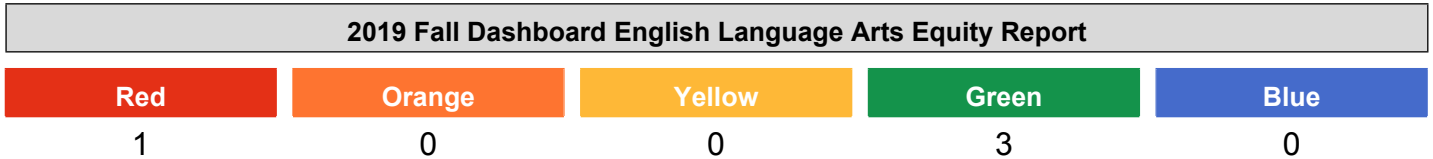
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>36.6 points above standard</p> <p>Maintained ++1.6 points</p> <p>363</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>83.2 points below standard</p> <p>Declined Significantly -46.4 points</p> <p>15</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>20.3 points above standard</p> <p>Increased ++11.1 points</p> <p>188</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>103.7 points below standard</p> <p>Declined Significantly -50.7 points</p> <p>57</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 21.2 points above standard Increased Significantly ++21.2 points 104	 No Performance Color 68.3 points above standard Maintained ++2.9 points 23	 No Performance Color 0 Students	 Green 44 points above standard Declined -12.3 points 218

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 8	41 points above standard Maintained -1.6 points 317

**Conclusions based on this data:**

- Our English/Language Arts performance increased or maintained for all significant student groups.
- Hispanic students achievement scores declined by 12 points.
- English learners subgroups both increased their achievement %'s.

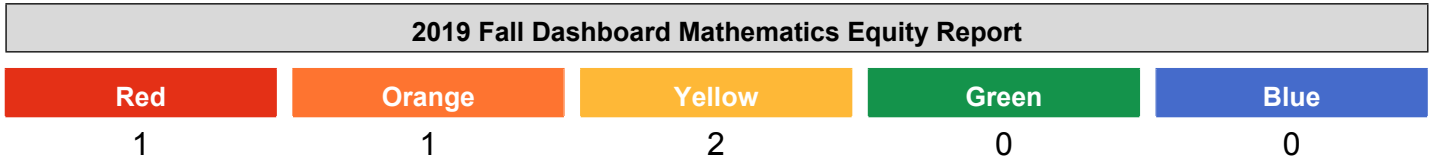
# School and Student Performance Data

## Academic Performance Mathematics







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










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 66 points below standard Maintained -1.8 points 361	<p><b>English Learners</b></p>  No Performance Color 153.7 points below standard Declined -9.7 points 15	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 91.2 points below standard Maintained -0.5 points 186	<p><b>Students with Disabilities</b></p>  Red 180.6 points below standard Declined Significantly -43.1 points 57

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.9 points below standard Increased Significantly ++15.5 points 104	 No Performance Color 31.1 points below standard Increased ++9.3 points 23	(Empty cell) (Empty cell) (Empty cell)	 Yellow 55.8 points below standard Declined Significantly -19 points 216

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 8	61.6 points below standard Declined -4.8 points 315

**Conclusions based on this data:**

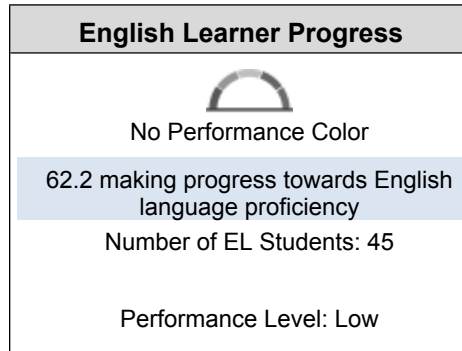
1. All students averaged a 10.7 decline in achievement scores.
2. Students with disabilities showed a slight increase in achievement (3.2 pts.)
3. 3 groups fell in the Orange range.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	10	3	25

#### Conclusions based on this data:

1. Exactly 25% of our students fall into each of the 4 categories.
2. Our EL % is slightly higher than 3%
3. 50% of our students fell in levels 1 and 2.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1527.2	1515.6	1538.3	20
Grade 10	1537.0	1535.6	1537.9	13
Grade 11	1525.0	1488.2	1561.4	12
Grade 12	*	*	*	*
All Grades				52

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	20
Grade 10	*	*	*	*	*	*	*	*	13
Grade 11	*	*	*	*	*	*	*	*	12
Grade 12	*	*	*	*			*	*	*
All Grades	13	25.00	13	25.00	13	25.00	13	25.00	52

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	20
Grade 10	*	*	*	*	*	*	*	*	13
Grade 11	*	*	*	*			*	*	12
Grade 12	*	*					*	*	*
All Grades	21	40.38	13	25.00	*	*	*	*	52

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	20
Grade 10	*	*			*	*	*	*	13
Grade 11	*	*	*	*	*	*	*	*	12
Grade 12	*	*	*	*	*	*			*
All Grades	*	*	*	*	17	32.69	19	36.54	52

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	20
Grade 10	*	*	*	*	*	*	13
Grade 11	*	*	*	*	*	*	12
Grade 12	*	*	*	*	*	*	*
All Grades	14	26.92	27	51.92	11	21.15	52

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	20
Grade 10	*	*	*	*	*	*	13
Grade 11	*	*	*	*	*	*	12
Grade 12	*	*			*	*	*
All Grades	28	53.85	14	26.92	*	*	52

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	13	65.00	20
Grade 10	*	*	*	*	*	*	13
Grade 11	*	*	*	*	*	*	12
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	16	30.77	28	53.85	52

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	15	75.00	*	*	20
Grade 10	*	*	*	*	*	*	13
Grade 11	*	*	*	*	*	*	12
Grade 12	*	*	*	*			*
All Grades	*	*	38	73.08	*	*	52

Conclusions based on this data:

1.

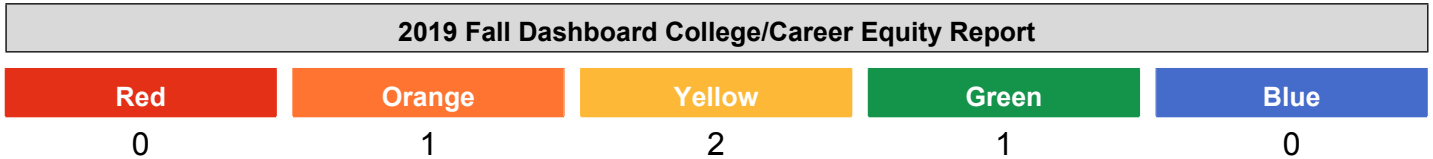
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 42.7 Maintained +1.3 377	<p><b>English Learners</b></p>  No Performance Color 22.7 Increased +8.4 22	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color 18.8 16	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 37.1 Maintained +0.2 232	<p><b>Students with Disabilities</b></p>  Yellow 11.3 Increased +9.5 53

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.3 Declined -6.7 135	 No Performance Color 57.9 Increased Significantly +18.6 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 48.8 Increased +5.2 201

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
<b>Prepared</b>	41.4 <b>Prepared</b>	42.7 <b>Prepared</b>
<b>Approaching Prepared</b>	21.6 <b>Approaching Prepared</b>	19.6 <b>Approaching Prepared</b>
<b>Not Prepared</b>	37 <b>Not Prepared</b>	37.7 <b>Not Prepared</b>

**Conclusions based on this data:**

- Only 1.8% of our students with disabilities are considered "prepared", scoring in the "red" range.
- Hispanic and White student groups showed Increases of 13.8% and 9.7% respectively.
- Our % of students who are prepared for College/Career has increased from 34.9% in 2016 to 41% in 2018.

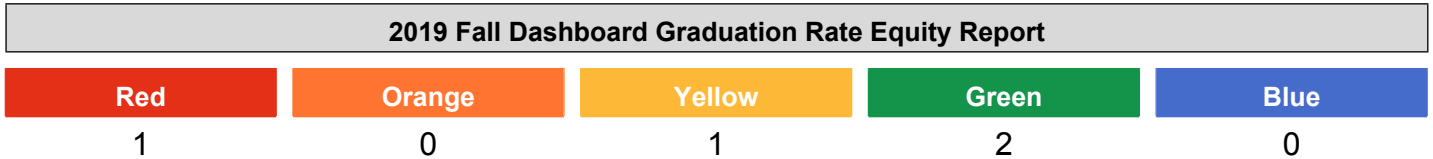
# School and Student Performance Data

## Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>85.6</p> <p>Maintained +0.2</p> <p>382</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>81.8</p> <p>Increased +21</p> <p>22</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>58.8</p> <p>17</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>83.4</p> <p>Increased +1.5</p> <p>235</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>61.8</p> <p>Declined -3.1</p> <p>55</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 84.6 Increased +3.2 136	 No Performance Color 90 Increased +4.3 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 86.3 Maintained -0.4 204

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
85.4	85.6

**Conclusions based on this data:**

1. Students with disabilities declined and is in the "red" category.
2. Overall graduation rate is 85.1%
3. Hispanic students grew 1.2%

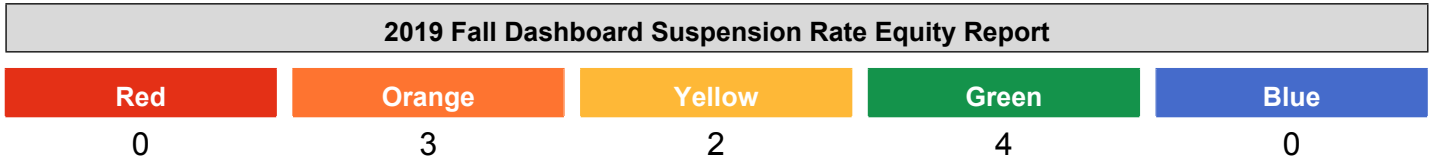
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 4.4 Increased +0.4 1817	<p><b>English Learners</b></p>  Orange 9.1 Increased +1.5 88	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 7
<p><b>Homeless</b></p>  Yellow 6.9 Declined -5.8 72	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 6.1 Increased +0.4 973	<p><b>Students with Disabilities</b></p>  Yellow 7.6 Declined -0.7 317

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 3.6 Declined -9.9 55	 Green 5.3 Declined -3.6 38	 No Performance Color 5.3 Increased +5.3 19	 No Performance Color 0 16
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.1 Declined -0.3 528	 Green 1 Declined -0.7 96	 No Performance Color Less than 11 Students - Data 5	 Orange 4.4 Increased +1.4 1060

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	4.4

**Conclusions based on this data:**

1. Overall suspension rate dropped 1.8%
2. African American suspension rate increased slightly (0.6%) and is at a 13.5% rate
3. Our largest racial/ethnic group (White) declined 2.7% and is at 3.1%

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The information that we used were the California Healthy Kids Survey (CHKS) and the School Climate Report Card. Both used data from the 2018-19 school year.

### California Healthy Kids Survey, 2018 Results

The CA state reporting system changed the parameters for this survey during this reporting year. We collected data according to the "old" parameters so that we could do a year-to-year comparison, and we also collected data according to the "new" parameters received this year so that we could establish a baseline for comparison, which we will be able to do next year.

### School Climate Report Card, 2018 ("Old" Parameters)

School Climate Index: 370  
State Percentile: 92  
Similar Schools Percentile: 98

Overall Supports and Engagement: 309  
State Percentile: 61  
Similar Schools Percentile: 70

Overall Low Violence and Substance Use: 414  
State Percentile: 99  
Similar Schools Percentile: 99

According to the "old" parameters, our scores showed consistency over the last three years, with significant positive growth in all categories over the course of the last six years.

### School Climate Report Card, 2018 ("New" Parameters)

School Climate Index: 296 (+57 point gain over a 5-year period)  
State Percentile: 47 (+38 percentile point gain over a 5-year period)  
Similar Schools Percentile: 67 (+49 percentile point gain over a 5-year period)

Overall Supports and Engagement: 303 (+15 point gain over a 5-year period)  
Overall Low Violence and Substance Use: 290 (+84 point gain over a 5-year period)

Other Indicators, change over a 5-year period:

8% gain in the number of students who feel they try hard on school work  
5% decrease in the number of students who admit to being truant more than a few times  
5% gain in the number of students who feel a part of the school  
5% decrease in the number of students who experienced chronic sadness/hopelessness

Slight decreases in the numbers of students who feel safe at school, have been harassed or bullied at school, who believe school is usually clean and tidy, and whose parents feel welcome to participate at school

21% decrease in the number of staff who feel that truancy is a moderate/severe problem

2% increase in the number of staff who feel that harassment/bullying is a moderate/severe problem

Remaining staff data was only collected this year, so no 5-year comparison available, but highest positive response from staff is that school is a supportive/inviting place for staff to work

## **Classroom Observations**

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

The Collective Bargaining Agreement guides the formal evaluation process; however, informal classroom observations are a consistent practice.

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

Our teachers utilize a variety of assessments to monitor student progress. The CAASPP, CAST, NWEA, AP, other local and site assessments are utilized. Teacher teams, as well as individual teachers review data and provide instructional supports as needed.

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

Our teachers utilize District data support, Infinite Campus dashboard, site data by department to additionally modify instruction. In our teacher teams, we utilize protocols from Professional Learning Communities (PLC)- what do we want our students to know/be able to do? How will we know when they've learned it? What will we do to support struggling students, and how will we accelerate for students needing that?

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified

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

All classes are staffed with sufficiently credentialed teachers. All staff is provided on-going PD on Universal Design for Learning (UDL). Additional professional development opportunities vary by department.

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

Staff development decisions are made collaboratively based on needs informal needs assessments. Staff have access to District-provided PD as well as team and individual PD. Content teams have the ability to meet weekly to discuss student performance, content standards, and any professional needs the team has.

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

All staff may access site administrators for instructional assistance and support. Additional instructional assistance and support is provided by our District Teachers on Special Assignment (TOSA's) per department. Additionally, our English Department has formed an ongoing relationship with a PD provider from a local junior college.

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

Regular department meetings, opportunity to collaborate with site-selected groups, collaboration time built into bell schedule every Monday. Outcomes of meetings vary depending on the session—some address particular team or site logistical needs, while other meetings are geared toward professional development, or whole site issues.

## Teaching and Learning

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

Math uses CPM, Science uses OER, English aligns required skills through department pull-out days and professional development, Social Science does subject-alike collaboration while district completes OER, World Language aligns required skills through pull-out days that are combination of department and dual language immersion program that are aligned to CAFE DLE Framework, Special Education uses inclusion model and collaborates with subject-alike departments.

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

N/A

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

N/A

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

Williams compliant

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

Required by district in order to make any purchases

## Opportunity and Equal Educational Access

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

Special education inclusion, English learner inclusion, tutoring, peer tutors, student support classes for all 9th grade students as well as "Succeed in High School" classes for students in grades 10-12

Evidence-based educational practices to raise student achievement

District and site-based professional development for academics as well as school climate and student support (ie MTSS)

## Parental Engagement

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

See Parent Involvement Plan, as required to receive Title I funds

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)

Our ELAC and School Site Council teams are involved in the planning, implementation, and evaluation of our programs. We hold regular meetings with each group, review student achievement data, and seek input from stakeholders.

## Funding

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

Receive Title I funding, expenses approved by School Site Council and included as appropriate expenditures in SPSA

Fiscal support (EPC)

See SPSA budget summary

# Stakeholder Involvement

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

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

Our SPSA is a collaborative effort of school and community stakeholders. Site Plan is reviewed and input is given by staff in staff meetings, our English Learner parents during our site ELAC meetings, and certificated and classified staff, parents, and students during our School Site Council (SSC) meetings. Our SSC develops, monitors, and revises the SPSA for programs funded by the Consolidated Application and other funding sources.

## Resource Inequities

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

While we review our plan for inequities, we have not identified any per our needs assessment.

# Planned Improvements in Student Performance

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 student performance targets. As a result, it has adapted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

## LEA/LCAP Goal #1

Provide a safe, supportive, and collaborative school environment that embraces the diversity of our students.

## School Goal #1

Provide supports and opportunities for our students so they know that "You Belong Here".

## Top 3 Identified Needs

- 1) Increase counseling time and personnel
- 2) Communicate with parents and increase engagement
- 3) Support our 9th grade students with Guided Study sections

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Index	36th percentile	50th percentile

## Strategy/Activity 1

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

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

All Students

### Site Action

Hire Community Liaison

## Site Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1876	Title I Parent 2000-2999: Classified Personnel Salaries
5020	Title I Base Allocation

## Strategy/Activity 2

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

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

All Students

Site Action

Hire additional counselor (.4)

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

Amount(s)

31456

Source(s)

Title I Base Allocation  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 3**

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

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

Low Performing

Site Action

Hire full-time Mending Matters counselor. Supporting the Lakeside Family Resource Center on campus, giving students and families access to counseling services and support groups, and be contracting with services such as SDYS, therapists (MFTs) to offer disciplinary interventions and therapy and mental health services on campus.

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

Amount(s)

16231

Source(s)

Title I Base Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

**Strategy/Activity 4**

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

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

All Students

Site Action

Providing V-Crew and building student leaders who can mentor their peers (ex- success program for freshmen and promoting "The Gold Standard school-wide) and providing various student leadership opportunities such as E-Crew, C-Crew and peer tutors to show leadership in the school and in the community.

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

Amount(s)

Source(s)

**Strategy/Activity 5**

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

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

Low Performing

Site Action

Identify students through weekly Alpha meetings, SARTs and providing monitoring and mentoring, and by utilizing a tab in the student information system (Infinite Campus) where staff can view history as well as document and record student interventions.

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

Amount(s)

Source(s)

**Strategy/Activity 6**

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

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

Low Performing

Site Action

Holding support meetings as appropriate (ex. SST, behavior studies and observations, 504, IEP, weekly Alpha Team meetings, Insight, SART).

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

Amount(s)

Source(s)

**Strategy/Activity 7**

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

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

All Students

Site Action

Providing numerous means of disseminating information to the entire school community (ex- phone calls, text messages, school and teacher websites, social media, weekly e-blasts, meetings, tours, advertisements, etc.)

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

Amount(s)

Source(s)

**Strategy/Activity 8**

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

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

All Students

Site Action

Articulating regularly with feeder districts, and promoting El Capitan to the community.

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

Amount(s)

Source(s)

### Strategy/Activity 9

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

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

All Students

Site Action

Providing multiple opportunities for students to be involved, including clubs, sports, leadership groups, and intervention programs (ex. Camp Lead, peer mediation, restorative practices, and by utilizing a student incentive system, online voting applications, and 5-Star student app.

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

Amount(s)

Source(s)

### Strategy/Activity 10

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

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

All Students

Site Action

Providing students with choices to increase connectedness (ex. classroom norms, Black & Gold Task Force discussion, Student Senate, Career Cruising, PTSA, and School Site Council.

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

Amount(s)

Source(s)

### Strategy/Activity 11

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

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

All Students

Site Action

Promoting multi-cultural awareness and perspectives through GLLP, EL program, Multi-Cultural Week, International Student Exchange Program, International Club Program and activities such as mentoring/tutoring with local feeder schools.

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Strategies implemented effectively.

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

Efforts did not yield attendance improvements as desired.

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

Community Liaison funds will be allocated to more directly support students.

# Planned Improvements in Student Performance

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 student performance targets. As a result, it has adapted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

## LEA/LCAP Goal #2

Create and support an exceptional and innovative learning environment for all students by providing evidence-based support and high-quality professional learning for staff.

## School Goal #2

Ensure that our school is appropriately staffed, and our teachers have resources and training to maximize student achievement.

## Top 3 Identified Needs

- 1) Increased resources in Math (collaboration time, professional development)
- 2) Increase resources in English (collaboration time, professional development)
- 3) Reduced class sizes in Core classes

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F Rate in Integrated Math 1	42%	25%
D/F Rate in 9th grade English	35%	25%

## Strategy/Activity 1

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

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

All Students

### Site Action

All site English Teachers attend whole department as well as grade level specific PD provided by Micah Jendian from Grossmont College. Teachers are provided time and support in identifying learning targets, common assessments, and best practices to increase student success.

All site Math teachers receive professional development provided by John Berray. PD includes classroom visits and feedback. Department and course specific work on curriculum, teaching strategies, and best practices are discussed.

## Site Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

4378	Title I Professional Development 1000-1999: Certificated Personnel Salaries
3764	General Fund 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 2**

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

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

All Students

Site Action

Provide class size reduction (.4 Math teacher)

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

Amount(s)	Source(s)
29918	Title I Base Allocation 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 3**

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

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

All Students

Site Action

Provide Class size reduction (.4 Science teacher)

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

Amount(s)	Source(s)
28766	Title I Base Allocation 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 4**

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

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

All Students

Site Action

Vertical articulation meetings w/ feeder middle schools.

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

Amount(s)

2490

Source(s)

Title I Base Allocation  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 5

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

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

All Students

Site Action

Site and District Universal Design for Learning (UDL) professional development for staff.

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

Amount(s)

1298

Source(s)

Title I Professional Development  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 6

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

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

All Students

Site Action

Offering collaboration time on Monday mornings with a shared schedule of meetings, and by offering professional development opportunities (ex. UC/CSU conference, AP by the Sea, Google training, CPM curriculum training, co-teaching training, NGSS, GLLP, and CTE.

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

Amount(s)

1753

Source(s)

Title I Professional Development

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Based on Semester 1 data, D/F rates are declining as per our goal.

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

COVID-19 closure in March 2020

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

n/a

# Planned Improvements in Student Performance

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 student performance targets. As a result, it has adapted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

## LEA/LCAP Goal #3

Ensure college and career readiness for all students

## School Goal #3

Increase student achievement and thus increase college and career readiness.

## Top 3 Identified Needs

- 1) Credit Repair/Recovery opportunities
- 2) Tutorial opportunities
- 3) Increased number of CTE and AP sections

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of AP tests passed by our students	247	275
% of students on track to graduate within 4 years	93%	95%
Senior A-G Completion rate	52%	55%

## Strategy/Activity 1

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

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

All Students

### Site Action

Implementing a coordinated system to increase student attendance and decrease tardies, to include automated phone calls home, daily emails and texts to parents, teacher participation points assigned in classes, and playing music during passing period. Attendance date is shared and discussed in weekly Alpha Team meetings.

### Site Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

## Strategy/Activity 2

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

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

Low Performing

Site Action

Offering support classes, as well as tutorials, Saturday sessions, and summer school bridging classes, accessible to all students.

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

Amount(s)

Source(s)

**Strategy/Activity 3**

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

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

Low Performing

Site Action

Offering credit recovery and opportunities for students to repair credits lost and make up incomplete grades for credit deficient students and a site Learning Center for students who need an alternative educational program.

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

Amount(s)

Source(s)

**Strategy/Activity 4**

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

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

Low Performing

Site Action

Offering summer school, tutorials and Saturday School, and by offering opportunities for students to retrieve and repair credits.

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

Amount(s)

Source(s)

**Strategy/Activity 5**

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

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

All Students

Site Action

Offering preparation for standardized tests (ex- AP, PSAT, SAT, ACT, CAASPP, NWEA Map) and by offsetting the costs of these tests for students who can't afford them.

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

Amount(s)

Source(s)

### Strategy/Activity 6

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

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

Low Performing

Site Action

Providing reading support programs to include reading classes and online reading programs.

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

Amount(s)

Source(s)

### Strategy/Activity 7

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

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

English Learners

Site Action

Providing support classes, tutoring, and program monitoring for English Learners.

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

Amount(s)

Source(s)

2765

Title III  
2000-2999: Classified Personnel Salaries

30894

Title III  
1000-1999: Certificated Personnel Salaries  
Support to Newcomers

### Strategy/Activity 8

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

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

Students With Disabilities

Site Action

Providing co-taught classes in math, English, and other subject as available. Co-taught classes combine general education and special education teachers to provide support for students.

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

Amount(s)

Source(s)

### Strategy/Activity 9

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

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

All Students

Site Action

Offering a variety of college prep and advanced placement courses and by providing the support necessary (such as tutorials, SAT/ACT prep, credit recovery and repair options) to help students be successful in those courses.

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

Amount(s)

Source(s)

**Strategy/Activity 10**

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

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

All Students

Site Action

Encouraging students to take their most rigorous course of study, including extra recommended years of study (ex. 3 years of science and 4 years of math) and programming them into the appropriate classes in order to increase A-G completion rates.

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

Amount(s)

Source(s)

**Strategy/Activity 11**

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

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

All Students

Site Action

Offering programs such as CTE Pathways (Agriculture & Natural Resources, Building, Trades & Construction). Global Language and Leadership Program (GLLP), Project Lead the Way (Computer Science), and MedTech pathway courses.

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

Amount(s)

Source(s)

**Strategy/Activity 12**

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

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

All Students

Site Action

Promoting CTE and other pathway events through school communications, and providing field trips, guest speakers, competitions, conferences, internships, certifications, and other learning opportunities.

### Site Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

#### Strategy/Activity 13

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

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

All Students

Site Action

Hire teacher for 9th grade skills class (.2)

### Site Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

9712

Title I Base Allocation

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

School recorded the highest number of AP tests signed up for by our students.

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

Tutorial sessions cut short by COVID-19 pandemic and subsequent school closure.

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

n/a

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$170,321
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$170,321.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Base Allocation	\$123,593.00
Title I Parent	\$1,876.00
Title I Professional Development	\$7,429.00
Title III	\$33,659.00

Subtotal of additional federal funds included for this school: \$166,557.00

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

State or Local Programs	Allocation (\$)
General Fund	\$3,764.00

Subtotal of state or local funds included for this school: \$3,764.00

Total of federal, state, and/or local funds for this school: \$170,321.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Base Allocation	170,321.00	46,728.00
Title I Professional Development	7,668.00	239.00
Title I Parent	2,030	154.00

## Expenditures by Funding Source

Funding Source	Amount
General Fund	3,764.00
Title I Base Allocation	123,593.00
Title I Parent	1,876.00
Title I Professional Development	7,429.00
Title III	33,659.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	3,764.00
	Title I Base Allocation	9,712.00
	Title I Base Allocation	5,020.00
1000-1999: Certificated Personnel Salaries	Title I Base Allocation	92,630.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Base Allocation	16,231.00
2000-2999: Classified Personnel Salaries	Title I Parent	1,876.00
	Title I Professional Development	1,753.00
1000-1999: Certificated Personnel Salaries	Title I Professional Development	5,676.00
1000-1999: Certificated Personnel Salaries	Title III	30,894.00

2000-2999: Classified Personnel Salaries

Title III

2,765.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,583.00
Goal 2	72,367.00
Goal 3	43,371.00

# School Site Council Membership

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

- 1 School Principal
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Anderson, Janette	Other School Staff
Day, Michele	Parent or Community Member
Dean, Derek	Classroom Teacher
Grabiell, Stephanie	Classroom Teacher
Goergens, Scott	Principal
JG	Secondary Student
Heth, Hilary	Classroom Teacher
Kilander, Kim	Other School Staff
Middlebrook, Luke- Chair	Classroom Teacher
SM	Secondary Student
JN	Secondary Student
MN	Secondary Student
Sager, Brad	Parent or Community Member
Schroeder, Tom	Classroom Teacher
Whitehurst, Brandi	Parent or Community Member
Wutzke, Keri	Parent or Community Member

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




# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: ECHS PTSA

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

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

This SPSA was adopted by the SSC at a public meeting on October 24, 2019.

Attested:

	Principal, Scott Goergens on 5/22/20
	SSC Chairperson, Luke Middlebrook on 5/22/20

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019