

EL CAPITAN HIGH SCHOOL

CDS Code 3731809

July 1, 2011 through June 30, 2012



The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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Grossmont Union High School District

The District Governing Board approved this revision of the School Plan on:

EL CAPITAN HIGH SCHOOL

MISSION AND PROFILE

The mission for El Capitan High School is to have our students graduate as responsible citizens who are prepared for post-secondary education and a career.

El Capitan is located in the northeastern portion of the Grossmont Union High School District, El Capitan High School serves 1,700 students in grades nine through twelve. Our faculty consists of 65 FTE (fulltime equivalent) and 11 part-time credentialed and 51 FTE classified/custodial staff members to support our students. Our campus reflects the cultural and socioeconomic makeup of the community. The predominant native language is English; but El Capitan has seen an increase of English learners in the last several years.

El Capitan High 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. The District draws most of its 24,000 students from eight neighboring elementary/junior high school districts. District-wide, approximately 2,100 FTE credentialed and classified staff members serve the students and community.

The El Capitan faculty and staff believe that collaboration among all segments of the community is essential. Over the course of the past four years, El Capitan has engaged in the development of professional learning communities. Time has been set aside on most Monday mornings for collaboration among department members for the purpose of creating stronger, more cohesive curriculum, as well as the development of departmental policies. Each of these departments has engaged in creating goals specific to the learning process in each field; each of these departments has engaged in the review and assessment of the level of achievement relevant to these goals.

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 pathways of Arts, Media, and Entertainment, Building Trades and Construction, or Agriculture & Natural Resources. Career Technical Education (CTE) is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Additionally, the major decision-making organizations on campus have representatives from all stakeholder groups and are therefore collaborative as well: (1) School Site Council, (2) Faculty Senate, and (3) Student Senate meet on a monthly basis and represent teachers, students, classified staff, parents and administrators.

EL CAPITAN HIGH SCHOOL NEEDS ASSESSMENT

In creating this Single Plan for Student Achievement, much data relevant to El Capitan High School was under review. The "Needs Assessment" portion of the plan focuses solely on data that is directly related to the Goals outlined within this document: increasing subgroup participation and pass rates on the California High School Exit Examination, increasing the retention rate of incoming freshmen who graduate from El Capitan four years later, and increasing the number of students performing at "advanced" or "proficient" rankings on California state testing.

El Capitan High School 2011-2012 Demographics (based upon 1,680 total students)		
Racial/Ethnic Category	Percentage of Students	Number of Students
African-American	1.72%	29
American Indian or Alaskan Native	3.57%	60
Asian	0.23%	4
Filipino	2.02%	34
Hispanic or Latino	20.41%	343
Pacific Islander	0.71%	12
White (non Hispanic)	70.83%	1,190
Multiple or No Response	1.30%	22

EL CAPITAN CST SUMMARY						
Grade/Test	Year	Total Students Tested	% Adv or Prof	1 Year Change	% Below or Far Below Basic	1 Year Change
9th Grade English/ Language Arts	2006	479	42%		26%	
	2007	477	52%	+10%	21%	-5%
	2008	456	50%	-2%	19%	-2%
	2009	416	55%	+5%	17%	-2%
	2010	474	56%	+1%	17%	0%
	2011	439	50%	-6%	19%	+2%
10th Grade English/ Language Arts	2006	480	39%		32%	
	2007	463	37%	-2%	32%	0%
	2008	475	44%	+7%	26%	-6%
	2009	441	47%	+3%	20%	-6%
	2010	397	41%	-6%	26%	+6%
	2011	440	51%	+10%	19%	-7%
11th Grade English/ Language Arts	2006	400	31%		45%	
	2007	434	40%	+9%	39%	-6%
	2008	441	31%	-9%	41%	+2%
	2009	469	39%	+8%	21%	-20%
	2010	373	43%	+4%	28%	+7%
	2011	379	43%	0%	29%	+1%

Algebra I	2006	490	17%		51%	
	2007	465	21%	+4%	45%	-6%
	2008	490	23%	+2%	47%	+2%
	2009	473	23%	0%	47%	0%
	2010	502	32%	+9%	41%	-6%
	2011	502	24%	-8%	52%	+11%
Geometry	2006	234	20%		60%	
	2007	247	18%	-2%	54%	-6%
	2008	266	10%	-8%	58%	+4%
	2009	244	18%	+8%	54%	-4%
	2010	236	26%	+8%	40%	-14%
	2011	368	32%	+6%	35%	-5%
Algebra II	2006	234	20%		60%	
	2007	347	20%	0%	54%	-6%
	2008	266	10%	-10%	58%	+4%
	2009	244	18%	+8%	54%	-4%
	2010	236	26%	+8%	40%	-14%
	2011	220	20%	-6%	54%	-14%
High School Math	2006	49	35%		20%	
	2007	61	64%	+29%	14%	-6%
	2008	45	47%	-17%	22%	+8%
	2009	65	42%	-5%	22%	0%
	2010	46	52%	+10%	26%	+4%
	2011	20	0%	-52%	90%	+64%
10th Grade World History	2006	476	35%		36%	
	2007	433	30%	-5%	41%	+5%
	2008	467	44%	+13%	29%	-12%
	2009	414	47%	+3%	27%	-2%
	2010	373	52%	+5%	24%	-3%
	2011	439	39%	-13%	33%	+9%
11th Grade U.S. History	2006	399	28%		42%	
	2007	419	37%	+9%	35%	-7%
	2008	431	30%	-7%	40%	+5%
	2009	434	52%	+22%	32%	-8%
	2010	350	54%	+2%	24%	-6%
	2011	375	52%	-2%	23%	-1%
Biology	2006	384	36%		35%	
	2007	378	32%	-4%	21%	-14%
	2008	370	43%	+11%	24%	+3%
	2009	346	35%	-8%	25%	+1%
	2010	374	38%	+3%	20%	-5%
	2011	377	42%	+4%	23%	+3%
Chemistry	2006	151	15%		24%	
	2007	135	35%	+20%	23%	-1%
	2008	167	25%	-10%	30%	+7%
	2009	155	46%	+21%	17%	-13%
	2010	175	32%	-14%	26%	+9%
	2011	118	38%	+6%	12%	-14%

10th Grade Life Sciences	2006	467	29%		45%	
	2007	446	29%	0%	36%	-9%
	2008	458	37%	+8%	35%	-4%
	2009	406	38%	+1%	32%	-3%
	2010	385	40%	+2%	33%	-1%
	2011	436	43%	+3%	27%	-6%
Physics	2006	126	16%		44%	
	2007	134	14%	-2%	26%	-18%
	2008	125	10%	-4%	44%	+18%
	2009	129	29%	+19%	26%	-18%
	2010	87	24%	-5%	31%	+5%
	2011	145	37%	+13%	19%	-12%

EI Capitan API Data											
	API Base Data						API Growth Data				
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
Schoolwide Base API Score	748	705	714	738	738	School Wide Base API Score	705	714	739	734	732
Growth Target	5	5	5	5	5	Actual Growth from previous year	14	9	25	-4	6
Hispanic or Latino Base API Score	738	645	648	687	648	Hispanic or Latino Growth API Score	645	648	687	667	668
Growth Target	5	8	8	6	7	Actual Growth from previous year	-23	3	38	-20	-20
White (non Hispanic) Base API	782	719	730	753	762	White (non Hispanic) Growth API Score	719	730	754	753	750
Growth Target	5	5	5	5	5	Actual Growth from previous year	20	11	24	0	12
Students w/Disabilities Base API Score		490	496	528	503	Students w/Disabilities Growth API Scores	490	496	535	515	471
Growth Target		16	15	14	15	Actual Growth from previous year	33	6	39	-13	-32
Socioeconomically Disadvantaged Base API Score	735	614	628	678	672	Socioeconomically Disadvantaged Growth API Score	614	628	679	678	687
Growth Target	5	9	9	6	6	Actual Growth from previous year	-11	14	51	11	-15

**EL CAPITAN
CAHSEE PASS RATE DATA**

		ENGLISH LANGUAGE ARTS		MATHEMATICS	
		# Tested	% Passed	# Tested	% Passed
March 2006	Schoolwide	480	85%	486	89%
	English Learner	13	15%	13	45%
	Special Education	55	58%	55	51%
	Socioeconomically Disadvantaged	109	79%	111	82%
March 2007	Schoolwide	467	82%	465	85%
	English Learner	29	28%	29	63%
	Special Education	54	43%	52	48%
	Socioeconomically Disadvantaged	138	67%	135	77%
March 2008	Schoolwide	474	85%	478	91%
	English Learner	27	44%	27	56%
	Special Education	55	56%	55	67%
	Socioeconomically Disadvantaged	127	70%	128	81%
March 2009	Schoolwide	450	84%	446	86%
	English Learner	36	44%	36	61%
	Special Education	53	45%	52	50%
	Socioeconomically Disadvantaged	129	75%	128	77%
March 2010	Schoolwide	428	80%	427	84%
	English Learner	34	35%	34	44%
	Special Education	60	44%	61	58%
	Socioeconomically Disadvantaged	149	72%	150	76%
March 2011	Schoolwide	433	86%	425	87%
	English Learner	32	63%	31	61%
	Special Education	47	32%	42	61%
	Socioeconomically Disadvantaged	117	77%	116	78%

El Capitan			
Percentage of 9th Grade Enrollment to Graduate			
Class	9th Grade Enrollment	Number of Graduates	Percentage Graduated
2002	578	418	72.3%
2003	647	385	59.5%
2004	653	394	60.3%
2005	592	338	57.1%
2006	641	364	56.8%
2007	604	347	57.5%
2008	639	394	61.7%

California Healthy Kids Survey Results								
Activity	2005 - 9th grade	2005 - 11th grade	2007 - 9th grade	2007 - 11th grade	2009 - 9th grade	2009 - 11th grade	2011 - 9th grade	2011 - 11th grade
Alcohol use, past 30 days (at least 1 drink)	35%	43%	24%	39%	35%	40%	27%	30%
Marijuana use, past 30 days	14%	19%	8%	20%	18%	17%	18%	24%
Inhalant use, past 30 days	3%	3%	7%	3%	8%	4%	10%	6%
Tobacco use (cigarettes), daily	13%	17%	3%	4%	14%	15%	5%	5%
Feelings of sadness / hopelessness, past 12 months	32%	35%	25%	25%	29%	31%	30%	32%
Residence change during school year, 1 or more times	27%	19%	23%	31%	U/K	U/K	UK	UK
Threatened with school-related beating, 2 or more times	6%	6%	13%	6%	10%	7%	15%	7%
Engaged in physical fight, past 12 months	17%	6%	7%	9%	19%	14%	26%	12%
Threatened / injured with a weapon, past 12 months	11%	7%	10%	6%	7%	4%	15%	6%

Advanced Placement Exam Results for the past 5 years

Course	Year	# of Students	Pass Rate	Number of Pass	Test Scores				
					5	4	3	2	1
Art History	2007	37	92%	34	5	15	14	2	1
	2008	34	85%	29	4	18	7	5	-
	2009	36	83%	30	3	14	13	6	0
	2010	29	69%	20	2	6	12	8	1
	2011	22	95%	21	3	10	8	1	0
Biology	2008	18	44%	8	0	3	5	5	5
	2009	24	58%	14	3	2	9	4	6
	2011	17	76%	13	2	6	5	2	2
Calculus	2007	15	73%	11	3	4	4	2	2
	2008	26	61%	16	2	6	8	4	6
	2009	18	72%	13	4	4	5	5	0
	2010	25	56%	14	5	5	4	4	7
	2011	20	70%	14	3	4	7	2	4
Macro Economics	2007	12	33%	4	2	1	1	7	1
	2008	18	50%	9	-	5	4	7	2
	2009	-	-	-	-	-	-	-	-
	2011	35	83%	29	6	15	8	5	1
Environmental Sciences	2007	23	96%	22	11	8	3	-	1
	2008	15	93%	14	5	7	2	1	-
	2010	28	75%	21	11	8	2	4	3
	2011	n/a							
US Government	2007	13	62%	8	-	2	6	5	-
	2008	13	53%	7	-	2	5	4	2
	2009	32	62%	20	1	6	13	10	2
	2010	35	69%	24	3	4	17	10	1
	2011	n/a							
US History	2007	59	22%	13	1	2	10	23	23
	2008	43	20%	9	-	3	6	14	20
	2009	30	50%	15	1	6	8	12	3
	2010	35	49%	17	2	5	10	16	2
	2011	42	48%	20	1	5	14	17	5
English Literature	2007	82	63%	52	-	9	43	29	1
	2008	47	48%	23	-	4	19	22	2
	2009	60	56%	34	2	4	27	25	2
	2010	52	71%	37	-	10	27	15	-
	2011	47	64%	30	4	4	22	15	2

English Language	2007	-	-	-	-	-	-	-	-
	2008	41	90%	37	3	17	17	4	-
	2009	36	72%	26	1	5	20	10	0
	2010	42	60%	25	3	7	15	16	1
	2011	37	73%	27	2	14	11	10	
Spanish Language	2007	13	31%	4	1	2	1	4	5
	2008	26	53%	14	4	4	6	6	6
	2009	15	66%	10	5	3	2	3	2
	2010	20	66%	13	8	3	2	3	4
	2011	13	46%	6	2	2	2	3	4
Spanish Literature	2011	3	67%	2	1	1		1	
Statistics	2011	10	90%	9		5	4		1
European History	2010	1	100%	1			1		
	2011	63	38%	24		6	18	10	29
Microeconomics	2011	9	89%	8		4	4	1	
Studio Art: Drawing Portfolio	2011	2	100%	2	1	1			
Total	2007	254	58%	148	17	43	82	65	33
	2008	281	59%	166	13	59	79	59	38
	2009	251	65%	162	20	44	97	75	15
	2010	269	64%	173	34	49	90	77	19
	2011	320	64%	205	25	77	103	67	48

2011 AP DATA

Course	Year	# of Students Enrolled	# of Students who took test	Pass Rate	Number of Pass	% of students who took test (of those enrolled)	% of students who passed (of those who enrolled)
Art History	2009	43	36	83%	30	84%	70%
	2010	36	32	69%	20	89%	55.50%
	2011	25	22	95%	21	88%	84%
Biology	2009	31	24	58%	14	77%	45%
	2011	27	17	76%	13	63%	48%
Calculus	2009	31	18	72%	13	58%	42%
	2010	35	24	56%	14	69%	40%
	2011	29	20	70%	14	69%	48%
US Government	2009	66	32	62%	20	48%	30%
	2010	64	35	69%	24	55%	37.50%
	2011	n/a					
US History	2009	72	30	50%	15	42%	21%
	2010	50	36	49%	17	72%	34%
	2011	56	42	48%	20	75%	36%
English-Literature	2009	85	60	56%	34	71%	40%
	2010	67	53	71%	37	79%	55%
	2011	64	47	64%	30	73%	47%
English-Language	2009	53	36	72%	26	68%	49%
	2010	58	42	60	25	72%	43%
	2011	58	37	73%	27	64%	47%
Spanish Language	2009	56	15	66%	10	27%	18%
	2010	64	20	66	13	31%	20%
	2011	45	13	46	6	29%	13%
Spanish Literature	2011	3	3	67	2	100%	67%
Statistics	2010		1				
	2011	13	10	90	9	77%	69%
European History	2010		1				
	2011	83	63	38	24	76%	29%
Environmental Science	2010	31	28	75%	21	90%	67.70%
Macroeconomics	2011	64	35	83%	29	55%	45.3%
Microeconomics	2011	0	9	89%	8	n/a	n/a
Total	2009	437	251	65%	162	57%	37%
	2010	405	269	64%	173	67%	42.70%
	2011	403	318	64%	203	79%	50%

<p>SCHOOL GOAL #1: To increase literacy and problem solving skills to improve student achievement in all academic areas as evidenced by 90% of students passing the math and ELA sections of the CAHSEE by the March 2012 test administration and a minimum 5% increase in the number of students scoring advanced or proficient on the California Standards test and a decrease of 5% scoring far below basic or below basic on the CSTs.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>10th grade students participating in the census CAHSEE</p> <p>9th, 10th and 11th grade students participating in CST testing</p>	<p>Anticipated annual performance growth for each group:</p> <p>90% of students will pass the math portion of the CAHSEE in the 10th grade.</p> <p>90% of students will pass the ELA portion of the CAHSEE in the 10th grade.</p> <p>At least a 5% increase in the number of students scoring Advanced or Proficient on the Math, English, Science and Social Science CSTs.</p> <p>At least a 5% decrease in the number of students scoring Far Below Basic or Below Basic on the Math, English, Science and Social Science CSTs.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Conduct initial benchmark practice CAHSEE test scores for all freshmen; review formative assessment scores to create new benchmark goals; monitor progress of students enrolled in intervention courses; summative assessment to be March CAHSEE administration in sophomore year.</p> <p>Analyze D/F rates in freshman mathematics and English/language arts courses at end of each semester and correlate to benchmark practice CAHSEE test scores and progress on formative assessments.</p> <p>Analyze non-intervention participant students' CAHSEE pass rates correlated to participant students' CAHSEE pass rates to determine effectiveness of benchmark goals and formative assessments currently in use.</p>	<p>Group data to be collected to measure academic gains:</p> <p>Review school wide and subgroup performance data on CAHSEE exams to form benchmark for comparison</p> <p>Census CAHSEE school wide and subgroup participation rates for March 2012</p> <p>Census CAHSEE school wide and subgroup test scores for March 2012</p> <p>ABC rates in core subject areas</p> <p>Create core area teams to review and report progress in relation to set benchmark data and formative assessments</p>

CAHSEE intervention program to be used in Geometry Foundations and English 9 Foundations classes.

Analyze past student performance data on state testing to form benchmark for comparison.

Review ABC rates in core classes at end of each semester and correlate to past and current CST scores.

Review incentive programs correlated with CST performance to determine effectiveness of incentive programs.

Monitor student performance on CST-based formative assessments in core subject areas

Comparison by cohort through "My Class" brochure data to determine best practices for future administration

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start/ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. PLC teams develop SMART goals based upon CAHSEE and CST data; professional development to include training on development of benchmark goals, use of formative assessments in CAHSEE intervention courses, use of software for CAHSEE intervention	7/11 - 6/12	Release time and/or substitutes for teachers to meet and review student work and develop formative assessments. Professional development including, but not limited to: - CAHSEE intervention curriculum writing - data analysis - formative assessment training and writing - CAHSEE software training	\$2000	Professional Development Funds
2. Create support for 10 th grade students school wide for CAHSEE preparation; create tutorial support for 11 th and 12 th grade students in need of CAHSEE intervention	7/11-6/12	Create tutorial opportunities for 10 th , 11 th and 12 th grade students who have yet to pass CAHSEE Tutorial Hours	\$5000	CAHSEE Funds
3. Tutoring after school, as well as during period 7; continue efforts to recruit students to attend tutorial sessions	7/11 - 6/12	Tutorial funding, approximately 512 hours	\$22,528	Supplemental Instruction funds
4. Develop parent education program to support student achievement.		Implement Parent education classes to include, but not limited to: Post Secondary Financial Aid Substance Abuse / Detection & Prevention Fund Parent / Community Liaison	\$2000 .5 FTE	EIA COMP SIP funds
5. Instructional materials (textbooks) for academic support.	7/11 - 6/12	Provide supplemental textbooks for academic support for CAHSEE, AP and other areas as needed.	\$50,801	Lottery
6. Library Materials	7/11 - 6/12	Funding for library books, materials and supplies.	\$1693	Library materials grant
7. Staff Support Office Assistant	7/22 – 6/12	Manage supplemental materials for efficiency of classroom instruction.	.75 FTE 6hrs/day 11 months	SIP Funds
8. Translation support for ESL / ELD programs	7/11 - 6/12	Funding for translators and / or classroom aides to support English Language Learners.	\$16322	EIP LEP

<p>SCHOOL GOAL #2: To increase student retention and graduation rates with a corresponding decrease in dropout rate. To improve school culture through increased student engagement and active participation in school activities resulting in greater motivation and attendance rates. Beginning with the Class of 2011, 64% (up from 62% in 2008), 66% of the class 2012, 68% of the class of 2013, and 70% of the class of 2014 of the incoming freshman class will graduate from El Capitan High School. The overall graduation rate will increase to 95% for the class of 2011 (up from 93%) in 2008.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students in grades 9 through 12.</p>	<p>Anticipated annual performance growth for each group:</p> <p>2% increase in number of students who graduate from El Capitan.</p> <p>2% increase per year in the number of students who complete all four years of high at El Capitan.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Monthly review of SART students</p> <p>Monthly review of attendance numbers in terms of full day and period truanancies</p> <p>Identify “at-risk” students and conduct grading period reviews of school progress</p> <p>Follow-ups on referrals to Insight program as well as to CSAP/SST and Family Resource Center; conduct grading period reviews of these students (if different from those identified as “at-risk”)</p>	<p>Group data to be collected to measure academic gains:</p> <p>Develop criteria to be used to determine which students qualify as “at-risk” focusing on three main categories: attendance, behavior, and academic performance</p> <p>Statistics regarding referrals to Insight and Family Resource Center</p> <p>Statistics regarding referrals to SART/SARB</p> <p>Statistics regarding incoming freshman data and identification of where the “losses” are occurring between 9th and 12th grade</p> <p>Design research study to examine retention rate</p> <p>School wide ABC Rates</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start/ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Implementation of pyramid of interventions and plan for implementation of the response to intervention (RTI) model.	7/11 - 6/12	Release time, hourly and/or substitutes for adults on campus to create and implement a plan of action to address the needs of “at-risk” students and make appropriate referral. Supplies including, but not limited to: - Organizational materials for student use - Teaching materials	\$1,200	SIP funds
2. Continue to utilize <i>Insight</i> and <i>Ready to Learn</i> programs; expand existing programs	7/11 - 6/12	Professional development including, but not limited to: - Training peer leaders for participation in <i>Insight</i> and <i>Ready to Learn</i> programs - Conferences and training relevant to <i>Insight</i> and <i>Ready to Learn</i> programs (including travel, registration fees, meal expenses, release time, substitutes, etc.) Supplies including, but not limited to: - Organizational materials for student use - Teaching materials - Peer leader / mentor apparel	\$3,000	SHIELD grant funds
3. Recruit and train adult and peer mentors with regard to creating and maintaining a bond between students and the school environment	7/11 - 6/12	Supplies for mentoring activities. - Conferences relevant to best practices for mentoring potentially at-risk or struggling students	\$1,200	SIP Funds
4. Continue Freshman Orientation program to create a sense of school/educational ownership for incoming freshman students	9/11	Supplies including, but not limited to: - Student leader apparel - Advertisement - Informational items for students - Organizational items for student use - Activities and/or prizes - Food	\$2,000	SIP funds

5. Review and monitor referrals to SART/SARB; review and monitor students with attendance problems	7/11 - 6/12	One year stipend to staff member to review of monitor attendance issues Beginning of year meeting with all incoming 9 th grade students identified as SART / SARB students Create and award attendance incentives for all students	\$3,600 \$2000	EIA Comp Ed SHIELD Grant funds
6. Implement programs to support students with outreach support programs.	7/11 - 6/12	Funding Family Resource Center personnel, Administrative support for Family Resources Center. Supplies including, but not limited to: - Advertisement - Supplies to host site-based meetings between community outreach counselors and social workers	.25 FTE .75 FTE	MAA SHIELD Grant funds
7. Continue to develop means to connect students to the school and create a safe environment for all students	7/11 - 6/12	Materials and supplies for safe school, to include but not limited to hand held radios, campus lighting and signage - Friday Night Live - Camp LEAD - National FFA Convention - Southern Region CATA In-service (FFA) - State FFA Proficiency Scoring - FFA Speaking Contest Finals - State FFA Leadership Final - Summer CATA Conference -AG Dept materials and supplies	\$6,500 \$20,621	Safe Schools funds AG Incentive
8. Provide services for social and emotional support of students, parents and community members.	7/11 - 6/12	Family Resource Center Coordinator position to manage resource services. Materials and supplies for outreach and advertisement of service providers, to include, but not limited to: -Red Ribbon Week -Tobacco and drug awareness campaigns	.5 FTE .1 FTE \$2,800	Project Shield TUPE Grant TUPE Grant

<p>SCHOOL GOAL #3. To develop a culture of engaged learning to improve college and career readiness, including an increase in “a-g” completion, AP participation, and improve collaboration and interpersonal skills through the development and implementation of CTE pathways. Beginning with the class of 2011, 58% (up from 55% in 2008) of the graduating class (61% of the class of 2012, 64% of the class of 2013, and 70% of the class of 2014) will have completed all A – G requirements by the end of their senior year.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students in grades 9 through 12.</p>	<p>Anticipated annual performance growth for each group:</p> <p>8% increase in number of students who graduate from El Capitan.</p> <p>8% increase in the number of students who successfully meet A – G completion requirements and / or CTE Pathway requirements.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Monthly review of SART students</p> <p>Monthly review of attendance numbers in terms of full day and period truanancies</p> <p>Identify “at-risk” students and conduct grading period reviews of school progress</p> <p>Follow-ups on referrals to Insight program as well as to CSAP/SST and Family Resource Center; conduct grading period reviews of these students (if different from those identified as “at-risk”)</p> <p>Review and monitor D/F Rate in A – G classes</p> <p>Analyze the number of students on track for A – G completion with IGP/PSP checks annually</p>	<p>Group data to be collected to measure academic gains:</p> <p>Develop criteria to be used to determine which students qualify as “at-risk” focusing on three main categories: attendance, behavior, and academic performance</p> <p>Statistics regarding referrals to Insight and Family Resource Center</p> <p>Number of 9th grade students in Honors Geometry</p> <p>Statistics regarding referrals to SART/SARB</p> <p>A – G Completion Rate</p> <p>Statistics regarding incoming freshman data and identification of where the “losses” are occurring between 9th and 12th grade</p> <p>Design research study to examine retention rate</p> <p>School wide D/ F Rates</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start/ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Continue development of Individualized Graduation Plans and Post Secondary Plans for all students	7/11 - 6/12	Supplies including, but not limited to: - other organizational materials for student use - Software and other computer-related programs used in development of IGP and PSP Provide for planning and implementation to include, but not limited to: - Post-secondary options - Motivating students to explore post-secondary opportunities - Ongoing training in software used to develop IGP and PSP - Utilization of Career Cruizing	\$1,500	SIP funds
2. Further develop the Academic Pathway to graduation by increasing students completing A-G requirements	7/11 - 6/12; ongoing	Curriculum writing for new coursework Release time, substitutes and / or hourly money for vertical teaming and PLC work	\$2000	Professional Development Funds
3. Develop communication between El Capitan and main feeder schools	7/11 - 6/12; ongoing	Hourly money, release time and/or substitutes for staff to meet with feeder school personnel throughout the year. Discuss best practices in transitioning incoming students to high school level and to articulate academic programs and CAHSEE preparations. Supplies including, but not limited to: - organizational / motivational materials	\$500	SIP funds
4. Provide AVID tutors and supplies for AVID classrooms.	7/11 - 6/12	Funds for tutors for AVID classes as well as needed supplies and materials.	\$6618	AVID Funds
5. Award STAR Student of the month for students	7/11 - 6/12	Supplies including, but not limited to: - organizational materials, award materials, lunch	\$500	Attendance Incentive

<p>SCHOOL GOAL #4: To develop a culture of engaged learning to improve college and career readiness, including an increase in AP participation, by the end of the 2011 – 2012 school year, 70% (up from 67%) of the students enrolled in an Advanced placement course will take the exam, and the number of students enrolled in an Advanced Placement course will increase from 405 to 500.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students in grades 8 through 12</p>	<p>Anticipated annual performance growth for each group:</p> <p>20% increase in the number of students taking Advanced Placement examinations, from 273 to 327.</p> <p>20 % increase in the number of students scoring 3 or higher on the Advanced Placement Examinations, 161 to 193.</p> <p>Increasing the total number of Advanced Placement courses offered in the spring of 2011 by 2.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Review CST, PLAN, and PSAT data.</p> <p>Review longitudinal data on the number of students enrolled in AP and honors courses.</p>	<p>Group data to be collected to measure academic gains:</p> <p>AP participation rates</p> <p>AP Scores</p> <p>Number of AP and honors course offerings</p> <p>Number of students selecting AP and honors classes in the spring of 2011</p> <p>AP Qualifying rate</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start/ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Professional development / training centered upon AP and pre-AP curriculum development, assessment and instructional methodologies.	7/11 - 6/12	Release time and/or substitutes for faculty to attend professional development including, but not limited to: AP by the Sea AP seminars Instructional strategies for GATE students AVID Summer Institute	\$8,600	SIP funds
2. Vertical Team Support	7/11 - 6/12	Release time and/or substitutes for vertical teams to explore: 1) support systems 2) align curriculum 3) student identification and recruitment	\$2,210	Prof. Dev. District Funds
3. Support recruitment and parent outreach systems for honors and AP students.	7/11 - 6/12	Release time, hourly money and/or substitutes for faculty and staff to review records, prepare and organize parent meetings, and gather supplies	\$2319	GATE funds
4. Provide summer bridging courses.	7/11 - 6/12	Release time and/or substitutes for faculty to meet and develop curriculum for summer bridging courses. Provide materials and supplies for bridging courses. Provide instructional aid for support for bridging classes	\$3465	EIA Comp Funds
5. Create support for students during and after school.	7/11 - 6/12	Hourly Tutorial Funds for teachers Supplies, including but not limited to: - software - textbooks - other teaching materials	\$5404	Supplemental Instruction Funds

SCHOOL GOAL #5: To address the needs of our changing demographic by using data and research based instructional strategies to improve academic performance in our subgroups.

<p>Student groups and grade levels to participate in this goal:</p> <p>All students in grades 8 through 12</p>	<p>Anticipated annual performance growth for each group:</p> <p>50% of English Learners and Special Education students will pass the ELA portion of the CAHSEE.</p> <p>65% of English Learners Special Education students will pass the Math portion of the CAHSEE.</p> <p>80% of Socioeconomically Disadvantaged students will pass the ELA and Math portions of the CAHSEE.</p>
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<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start/Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. Create support for English Language Learner subgroup through programs such as ELAC, DELAC, continued development of ESL/ELD curriculum, continued development of ESL/ELD curriculum specific to CAHSEE preparation and/or intervention; professional development to include training on implementation of specified programs</p>	<p>7/11 - 6/12</p>	<p>Release time and/or substitutes for faculty to meet and develop agendas, goals, and/or action plans specifically regarding English Language Learner subgroup</p> <p>Professional development including, but not limited to:</p> <ul style="list-style-type: none"> - ESL/ELD curriculum writing - data analysis relevant to ESL/ELD CAHSEE intervention <p>Funding for ELAC meetings on site including, but not limited to:</p> <ul style="list-style-type: none"> - advertising/information/postage fees for dissemination of information to interested parties -supplies necessary for site meetings, including informational items, advertisement, food, etc. 	<p>\$400</p>	<p>EIA Comp</p>

2. Create support for English Language Learner subgroup through EL Coordinator	7/11 - 6/12	EL Coordinator to organize and attend ELAC meetings, attend DELAC meetings, create curriculum specific to CAHSEE intervention and/or general academic curriculum; professional development to include training on implementation of specified programs; release period to be used to track EL students both within EL program and students who have been exited	.2 FTE FRC	EIA Comp
3. Create support for socioeconomically disadvantaged student subgroup through community outreach programs in conjunction with El Capitan's Family Resource Center; develop plan of action to help socioeconomically disadvantaged students in connection with CAHSEE preparation	7/11 - 6/12	Release time and/or substitutes for adults on campus to meet and develop goals and/or action plans specifically regarding socioeconomically disadvantaged subgroup Supplies for, including but not limited to: - basic necessities such as food or clothing - basic school materials - medical assistance - psychological assistance - drug/alcohol intervention - family therapy assistance - "Why Try" - "Ready to Learn" - Insight Tutorials	\$1000 \$3000 \$1900	Professional Development Funds Project Shield CAHSEE Funding
4. Recruit and train adult mentors/tutors with regard to teaching test-taking techniques and study skills in addition to tutoring students on math and English coursework	7/11 - 6/12	Funding for adult mentors to conduct the peer tutoring/mentoring/ insight program Funding for materials and supplies, including incentives to students interested in becoming peer tutors/mentors	\$5,000	Project SHIELD
5. Create support for special education student subgroup through departmental meetings and support through non-special education PLCs; develop plan of action to help special education students in connection with CAHSEE preparation; increase number of students mainstreamed into general education classes and sped/gened collaborative classes.	7/11 - 6/12	Release time and/or substitutes for adults on campus to meet and develop action plans specifically regarding special education subgroup Professional development including, but not limited to: - Special Education curriculum writing / alignment - Sped/gened collaborative class alignment Supplies, including but not limited to: - software - textbooks and other teaching materials	\$1,000 \$1900	Professional Development Funds CAHSEE Funds

EL CAPITAN HIGH SCHOOL CATEGORICAL FUNDING

The following state and federal categorical funds were allocated to El Capitan High School. Approximate BALANCE AMOUNTS are listed below for the upcoming year.

District & Miscellaneous Funds

AVID (Program 092)

Amount: \$6,618

Purpose: To purchase supplies, additional books necessary for AVID classes.

State Funds

GATE (Program 805)

Amount: \$2,319

Purpose: To fund honors program for augmented curriculum and instruction.

School Improvement Program (Program 812)

Amount: \$100,000

Purpose: To provide supplemental educational improvements such as instructional materials and supplies, textbooks, staff development, computers, education technology, enrichment activities, and tutoring.

Lottery (Program 502)

Amount: \$50,801

Purpose: To be used to provide ongoing improvements in instructional program. This fund has been allocated to purchase standards-aligned textbooks.

Safe School Funds (Program 628)

Amount: \$6,500

Purpose: To institute those programs and changes to ensure a safe campus. Plan developed and overseen by the Safe School Plan Committee.

MAA Funds (Program 308)

Amount: \$7,906

Purpose: The Medical Administrative Activities program provides help with health and wellness services and Medicare to students and community.

TUPE Funds (Program 809)

Amount: \$2,800

Purpose: The Tobacco Use Prevention Education program provides help with tobacco education to students and community.

EIA LEP Funds (Program 832)

Amount: \$16,322

Purpose: 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.

EIA Compensatory Education Funds (Program 833)

Amount: \$22,161

Purpose: To assist site programs involving students who are at or below poverty level; includes costs relevant to site program management (including benefits and health & welfare), program supplies, equipment, training, etc.

Professional Development

Amount: \$7,000

Purpose: For teachers to work in teams (not solo) to create common curriculum or assessments after the regular contract day or to cover for subs.

Supplemental Instruction (Program 048) **Amount: \$27,932**

Purpose: Funding for tutorials before and after school and during 1st and 7th

Shield Grant Funds (Program 372 & 373) **Amount: \$44,025**

Purpose: Funding to promote a safe environment for students and for the community.

CAHSEE Funds (Program 756) **Amount: \$8871**

Purpose: Funding for intervention with students who are at-risk of not passing and/or upperclassmen that have not yet passed the High School Exit Exam.

Agricultural Education Grant Funds (Program 802) **Amount: \$20,621**

Purpose: 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.

Library Materials Grant **Amount: \$1693**

TOTAL amount of state and federal categorical funds allocated to El Capitan: **\$ 325,569**

EL CAPITAN HIGH SCHOOL STAFF DEVELOPMENT AND RELEASE DAYS 2011-2012

DATE	PURPOSE
August 31, September 1 & 2, 2012 (staff development dates)	Topics to include: Data Analysis, Policies & Procedures Training, Professional Learning Communities, and Standards Review
COLLABORATION DATES FOR 2010-10:	
September 12, 2011 January 30, 2012 September 19, 2011 February 6, 2012 September 26, 2011 February 27, 2012 October 3, 2011 March 5, 2012 October 10, 2011 March 12, 2012 October 17, 2011 March 19, 2012 October 24, 2011 March 26, 2012 October 31, 2011 April 9, 2012 November 7, 2011 April 16, 2012 November 14, 2011 April 23, 2012 November 28, 2011 April 30, 2012 December 5, 2011 May 7, 2012 December 12, 2011 May 14, 2012 January 9, 2012 May 21, 2012 January 23, 2012 June 4, 2012 June 11, 2012	Topics to include: PLC Curriculum and Departmental Policies Development

Seven period day schedule Instructional Minutes for 2011-2012:

141 Regular Days	56,400 minutes
29 Collaboration Days	9,367 minutes
6 Final Days	1,728 minutes
Total	67,495 minutes

California requires a minimum of 64,800 minutes. We have 2,695 extra minutes

EL CAPITAN HIGH SCHOOL SCHOOL SITE COUNCIL

At El Capitan High School, the School Site Council is the representative body responsible for ratification of the school plan and related expenditures. The current make-up of the council is as follows:

NAMES OF MEMBERS	PRINCIPAL	CLASSROOM TEACHER	OTHER SCHOOL STAFF	PARENT OR COMMUNITY MEMBER	SECONDARY STUDENT
Kathy Dizney, Chairman NON-VOTING MEMBER			Classified		
Laura Whitaker	Principal				
CERTIFICATED STAFF					
Bonnie Boswell		Math			
Lisa Grimes		Library			
Ben Davis		Special Education			
Bob Dennison		Science			
Karl Franz		Social Science			
Jesse Huttenbrauck		English			
Jay Tweet		Social Science			
CLASSIFIED STAFF					
Tammy Walters			Classified		
Marissa Tachiquin			Classified		
PARENTS					
Becky Hill				Parent	
Robin Acampora				Parent	
Lynette Hulsey				Parent	
Diane Campbell				Parent	
Ida Cook				Community Member	
STUDENTS					
Abby Brown (12)					Student
Reoh Darwell (13)					Student
Sarah Gregor (13)					Student
Liley Wingler (13)					Student
Darbi Davidson (13)					Student

EL CAPITAN HIGH SCHOOL SCHOOL SITE COUNCIL RECOMMENDATION

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district board policy before developing or amending the school plan.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - ECHS Faculty Senate
 - ECHS PTSA
 - ELAC
4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated student performance targets.
5. This school plan was adopted by the School Site Council on: October 27, 2011

Attested:

Laura Whitaker
Principal

Signature

Date

Kathy Dizney
SSC Chairperson

Signature

Date