



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado High School	37 68031 3731478	April 19, 2022	May 2022

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.

The three goals outlined in this SPSA (Learning, Communication and Support) directly align to Coronado Unified School District's Board Goals, three LCAP goals, the LRP goals, and the LCAP Federal Addendum.

CUSD Vision: We inspire, innovate, and create limitless opportunities to thrive. CUSD Mission: Quality Education for Life - Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their future.

Our Board Goals:

1. **LEARNING:** Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
2. **COMMUNICATION:** Communicate openly, freely, and accurately to engage and involve all shareholders.
3. **SUPPORT:** Maintain safe and supportive schools where students and staff thrive.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 2
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement 11
- Resource Inequities 11
- School and Student Performance Data 12
 - Student Enrollment..... 12
 - CAASPP Results..... 14
 - ELPAC Results 18
 - Student Population 20
 - Overall Performance 22
 - Academic Performance 24
 - Academic Engagement 32
 - Conditions & Climate..... 36
- Goals, Strategies, & Proposed Expenditures..... 38
 - Goal 1..... 38
 - Goal 2..... 53
 - Goal 3..... 59
- Budget Summary 68
 - Budget Summary 68
 - Other Federal, State, and Local Funds 68
- Budgeted Funds and Expenditures in this Plan 69
 - Funds Budgeted to the School by Funding Source..... 69
 - Expenditures by Funding Source 69
 - Expenditures by Budget Reference 69
 - Expenditures by Budget Reference and Funding Source 69
 - Expenditures by Goal..... 69
- School Site Council Membership 70
- Recommendations and Assurances 71
- Instructions..... 72
 - Instructions: Linked Table of Contents 72

Purpose and Description73

Educational Partner Involvement73

Resource Inequities73

Goals, Strategies, Expenditures, & Annual Review74

 Annual Review75

 Budget Summary76

 Appendix A: Plan Requirements78

 Appendix B:81

 Appendix C: Select State and Federal Programs83

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).

CUSD facilitates multiple surveys throughout the year to gather feedback from parents, staff and students via Thought exchange.

Classroom Observations

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

All certificated staff write annual goals at the start of the school year and review and discuss evidence and growth at the end of the school year. Administrators support effective goal development and provide support of teachers to meet their goals. Nearly 100% of teachers annually meet their goals. No teachers are currently on a support plan as outlined by contract language for the evaluation process. Informal walkthrough observations of teachers occur on a daily and weekly basis. Site administrators can request a full goals and evaluation program for any intermediate or experienced teacher based on need.

Temporary, Probationary (Year 1 and 2), Improvement Plan - develop three (3) goals – Written goals and conference due September 30th. Will be evaluated every year.

- --All year 1 and 2 certificated staff (non-tenured) receive three formal observations and post observation meetings by a site administrator per year.

Tenured (Years 3-4 in profession) develop two (2) goals – Written goals and conference due September 30th. Will be evaluated every year.

- --All year 3-4 certificated staff receive one formal observation and post observation meeting by a site administrator per year.

Tenured (Years 5-9 in profession) develop two (2) goals – Written goals and conference due September 30th. Will be evaluated every two years.

- --All Years 5-9 in profession receive one formal observation or three informal observations and post observation meeting by a site administrator every other year.

Tenured (Years 10 or more in profession) develop two (2) goals – Written goals and conference due September 30th. Will be evaluated every three years.

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)

The math department writes and revises common assessments across all courses. Assessment data is analyzed and instructional decisions are made to support areas of weaknesses as shown by the data. CAASSP testing was administered in May 2024.

The English Department implemented year 3 of the CommonLit assessment for all students. English teachers utilized CommonLit resources to support student learning in areas of deficiency. An ELD intervention class was put into place at the start of Term 1. CAASSP testing was administered in April 2024.

The science department has embedded NGSS in common assessments and reviews assessment data to determine standards that need more support. The CAST assessment was administered to all 11th grade students and 12 12th grade students in April 2024.

The arts and elective departments use CTE aligned rubrics to assess project-based learning. CHS has submitted new UC A-G applications so that more of our CTE/electives offerings are recognized by the UC system. This activity will continue in 24-25 for additional UC A-G courses requiring approval.

The faculty of World Languages aligns its curriculum with ACTFL standards as well as the California World Language Framework. It also verifies that its teaching units correspond with AP World Language themes. With a new DoDEA grant funding, CHS implemented year 2 of utilizing the STAMP assessment and common assessments for placement and Seal of Biliteracy. The World Languages department consistently revises and discuss data within the department.

The social science department uses test data to revise assessments based on student achievement. The department also uses data to review/reteach difficult topics as well as to target areas in curriculum to modify or revamp.

The PE/NJROTC department uses Fitnessgram testing results to look at curriculum and design lesson plans to insure students have the best opportunity to pass the Fitnessgram test.

The special education department provides co-teaching opportunities to students with disabilities by working side by side with English and mathematics teachers in their classrooms.

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

Based on student assessment and grading data, CHS continues to focus on efficiency of support classes. In 2024-25, CHS support classes will be: Foundations of Integrated Math 1, Foundations of Integrated Math 2, Integrated Math 1 Support, and a success skills course (success skills targets specific student through assessment data showing a learning weakness that needs support). More students are able to meet IM1 graduation requirement (and will be able to meet the IM 2 graduation requirement starting 24-25) or successfully build the foundational knowledge needed to continue in IM2 and IM3.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All CHS teachers attend weekly, Wednesday afternoon meetings. The meetings rotate between department, staff, and professional learning communities.

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

100% highly-qualified teachers.

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

All CHS teachers attend weekly, Wednesday afternoon meetings. The meetings rotate between department, staff, and professional learning time.

All professional community meeting time has been focused on reflections of the 4x4: scope and sequence, assessments, and best practices. Best practices were shared based on NCUST feedback.

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

Ongoing content expert supports:

CUSD has four TOSA's: , Science/Math, English/EL, World Language, Career Exploration/CTE.as well as a SPED Coordinator

CHS has an ELD support aide

COSA (Coronado School of the Arts) has a Director of Programs

CHS teachers have access to release days and professional learning opportunities, as needed and requested.

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

Mathematics teachers - consistent collaboration and content/assessments/pacing alignment

Science is completing year three with the new NGSS aligned Savvas textbook and curriculum. Intra department teams work together to write NGSS lessons/units and common assessments.

Arts department is continuing the implementation of the new California Arts Standards.

All departments have monthly department meetings

Special education department collaboration and alignment

Teaching and Learning

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

Math has 100% alignment of lessons, units, pacing and assessments.
World languages are inconsistently aligned, however, standards are aligned. Increased collaboration has occurred, thus increasing content alignment..
English courses are inconsistently aligned. The English standards delivered are aligned, but the text/novel or lessons used to address the standards may vary by teacher. Currently some English teachers are using standards based grading.
The Social Studies department adopted new curriculum embedding more aligned instruction.
Science is completing year three with the new NGSS aligned Savvas textbook and curriculum.
Two different grading scales.

In 20-21 students show a weakness of College and Career Readiness as measured by the California Dashboard

In 21-22UC A-G completion rates increased.

CHS implemented a new 4 x 4 bell schedule in 21/22 allowing more students to access the full CTE pathways offered at CHS.

There was a 100% increase in CTE completers in June 2022 Continued increase in 2023

2022 California Dashboard provided a measures only report

2023 California Dashboard - new baseline data CCI Measure of 71% prepared students

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

NA

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

NA

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

All courses at CHS are standards-aligned for a student as they matriculate through high school. Examples are College Preparatory Mathematics textbooks for Mathematics, science textbooks, Savvas, which aligns with NGSS, and social studies textbooks from National Geographic Learning, a Cengage Learning Company. Additionally, AP History courses adopted new text books in 21-22.

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

All courses at CHS are standards-aligned for a student as they matriculate through high school. Examples are College Preparatory Mathematics textbooks for Mathematics, college prep science textbooks, Savvas, which aligns with NGSS, and college prep social studies textbooks from National Geographic Learning, a Cengage Learning Company, as well as AP social studies textbooks. Additionally, ELD and intervention resources are available through Read 180, foundational classes, and courses for basic credit.

Opportunity and Equal Educational Access

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

CHS offers Co-taught Math and English classes for all grade levels to provide specialized academic instruction to underperforming students.
Foundations of Integrated Math1 and 2
Integrated Math 1 Support classes
ELD push in support
Read 180 Functional reading
Functional math skills
Success Skills
Study Skills

CHS continues to review data over a multi-year process to determine growth is supporting student subgroups. CHS continues to revise tiered supports (MTSS) which are implemented to serve the student population.

Evidence-based educational practices to raise student achievement

Co-taught educational environment.
Access to tutoring and teacher support opportunities
Curriculum containing universal access

Parental Engagement

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

Monthly PTO meeting with access to site principal for important issues. Support classes and interventions. District English Language Acquisition Committee (DELAC), School Site Council (SSC), Clinical and ERHMS Counselors, Coronado SAFE Harbor counseling, MFLC, Coronado Library, Coronado Community Center, Tutoring. PSAT is administered to all students (grades 9-11) and scores are sent home.

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)

NA

Funding

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

NA

Fiscal support (EPC)

NA

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our SSC (School Site Council) meets at a minimum of quarterly during the 23/24 school year to review the School Safety Plan and Single Plan for Student Achievement.

The SSC members are:

Principal

2 teachers (in year 1 of term)

1 classified staff member (year 1 of term)

3 parents (two in year 1 of term and one in year 2 of term)

4 students (three in year 1 of term and one in year 2)

Additional participants involved in the SPSA review process (non voting members):

2 Assistant Principals

Islander Leadership Team/department chairs

PTO executive committee

SSC meeting dates:

October 2023

January 2024

March 2024

April 2024

Key actions and goals were updated through SSC meetings with input from staff, students, and parents.

Resource Inequities

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

There are no resource inequities at this time

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.10%	0.19%	2	1	2
African American	0.9%	0.48%	0.57%	10	5	6
Asian	2.1%	2.09%	2.11%	22	22	22
Filipino	2.2%	1.81%	1.72%	24	19	18
Hispanic/Latino	23.8%	25.31%	26.99%	256	266	282
Pacific Islander	0.7%	0.67%	0.57%	7	7	6
White	55.9%	55.57%	55.02%	601	584	575
Multiple/No Response	7.9%	7.90%	6.89%	85	83	72
	Total Enrollment			1,075	1,051	1045

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	258	258	263
Grade 10	271	250	256
Grade 11	270	270	254
Grade 12	276	273	272
Total Enrollment	1,075	1,051	1,045

Conclusions based on this data:

1. Currently, enrollment has continued to consistently decline since 2021.
2. We are currently at 1000 students in January 2024
3. We have a small increase in Hispanic/Latino population - all other subcategories have stayed similar

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	14	21	17	1.3%	2.0%	1.6%
Fluent English Proficient (FEP)	153	145	166	14.2%	13.8%	15.9%
Reclassified Fluent English Proficient (RFEP)	3			21.4%		

Conclusions based on this data:

1. CHS has a stable cohort of EL students.
2. Less than two percent of the student population are English Learners.
3. A majority of the bilingual students at CHS are IFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	255	263	248	188	234	238	187	234	238	73.7	89.0	96.0
All Grades	255	263	248	188	234	238	187	234	238	73.7	89.0	96.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2694.	2671.	2673.	60.43	49.57	51.26	28.34	33.33	34.03	9.09	11.54	8.40	2.14	5.56	6.30
All Grades	N/A	N/A	N/A	60.43	49.57	51.26	28.34	33.33	34.03	9.09	11.54	8.40	2.14	5.56	6.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	58.06	47.01	52.10	38.71	45.73	43.28	3.23	7.26	4.62
All Grades	58.06	47.01	52.10	38.71	45.73	43.28	3.23	7.26	4.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	55.08	48.29	50.42	39.57	45.30	40.76	5.35	6.41	8.82
All Grades	55.08	48.29	50.42	39.57	45.30	40.76	5.35	6.41	8.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	23.53	29.49	30.67	71.66	66.24	63.03	4.81	4.27	6.30
All Grades	23.53	29.49	30.67	71.66	66.24	63.03	4.81	4.27	6.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	52.41	39.74	42.86	45.99	54.27	52.10	1.60	5.98	5.04
All Grades	52.41	39.74	42.86	45.99	54.27	52.10	1.60	5.98	5.04

Conclusions based on this data:

1. Overall growth in 22-23 with close to 86% of students meeting or exceeding standard
2. sub areas have remained consistent in percentage of students meeting and exceeding standards
3. Percentage of students testing increased 7% in 22-23 from 21-22

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	255	263	248	187	231	230	185	231	230	73.3	87.8	92.7
All Grades	255	263	248	187	231	230	185	231	230	73.3	87.8	92.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2672.	2639.	2634.	32.97	32.03	23.91	33.51	23.38	28.26	21.62	21.21	26.09	11.89	23.38	21.74
All Grades	N/A	N/A	N/A	32.97	32.03	23.91	33.51	23.38	28.26	21.62	21.21	26.09	11.89	23.38	21.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	43.24	34.63	34.35	42.70	44.16	43.04	14.05	21.21	22.61
All Grades	43.24	34.63	34.35	42.70	44.16	43.04	14.05	21.21	22.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	37.84	32.90	24.78	57.84	49.78	63.91	4.32	17.32	11.30
All Grades	37.84	32.90	24.78	57.84	49.78	63.91	4.32	17.32	11.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	41.62	30.74	22.61	52.43	55.41	67.83	5.95	13.85	9.57
All Grades	41.62	30.74	22.61	52.43	55.41	67.83	5.95	13.85	9.57

Conclusions based on this data:

- 52 %of students met or exceeded overall in 22-23 vs. 55% in 21-22. Keeping in mind, however, the number of students participating increased by 5%

2. CHS saw a 6% decrease in students not meeting standard and a 14% increase in students near or at standard in Problem Solving & Modeling/Data Analysis
3. Number of students testing increased significantly from 20-21 with participation from 73.3% to 92.7%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	6	5
10	*	*	*	*	*	*	*	*	*	7	*	4
12	*	*	*	*	*	*	*	*	*	*	*	4
All Grades										11	11	13

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	81.82	0.00	53.85	9.09	81.82	23.08	9.09	9.09	15.38	0.00	9.09	7.69	11	11	13

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	90.91	36.36	76.92	9.09	45.45	7.69	0.00	9.09	15.38	0.00	9.09	0.00	11	11	13

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	0.00	23.08	36.36	36.36	15.38	9.09	45.45	53.85	9.09	18.18	7.69	11	11	13

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	9.09	23.08	54.55	90.91	76.92	9.09	0.00	0.00	11	11	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	100.00	63.64	84.62	0.00	27.27	0.00	0.00	9.09	15.38	11	11	13

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	81.82	9.09	30.77	9.09	72.73	61.54	9.09	18.18	7.69	11	11	13

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	9.09	0.00	90.91	81.82	92.31	0.00	9.09	7.69	11	11	13

Conclusions based on this data:

1. In 21-22 there was an increase of students tested.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1045	15.4	1.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Coronado High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	1.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	161	15.4
Students with Disabilities	119	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.6
American Indian	2	0.2
Asian	22	2.1
Filipino	18	1.7
Hispanic	282	27
Two or More Races	72	6.9
Pacific Islander	6	0.6
White	575	55

Conclusions based on this data:

1. 2% increase of the percentage of Hispanic student population.

2. CHS is about 55% white, 27% Hispanic and 17% of all other race/ethnicity groups.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Green	Chronic Absenteeism  No Performance Color	
College/Career Very High		

Conclusions based on this data:

1. CHS continues to maintain a very high graduation rate
2. CHS saw a decrease in suspension rate, however, we are still in the orange
3. CHS is increasing the ability of students to be able to finish a CTE pathway.

School and Student Performance Data

Academic Performance English Language Arts

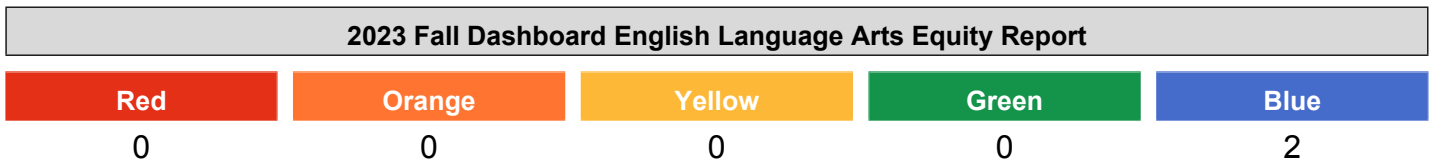
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 90.1 points above standard Increased Significantly +24.9 points 238 Students	English Learners Less than 11 Students 3 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 27.3 points above standard Increased +4.5 points 29 Students	Students with Disabilities 89.5 points below standard Increased Significantly +41.2 points 19 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 78.6 points above standard Increased Significantly +40.3 points 66 Students	63.6 points above standard Decreased Significantly - 76.2 points 16 Students	Less than 11 Students 2 Students	 Blue 89.1 points above standard Increased Significantly +15.1 points 126 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students 3 Students	98.4 points above standard Increased Significantly +27.5 points 199 Students

Conclusions based on this data:

1. CHS staff and students have dedicated an increased personal investment in the outcomes of these assessments.
2. Hispanic population increased significantly by 40 points
3. All students showed an increase by 24 points

School and Student Performance Data

Academic Performance Mathematics

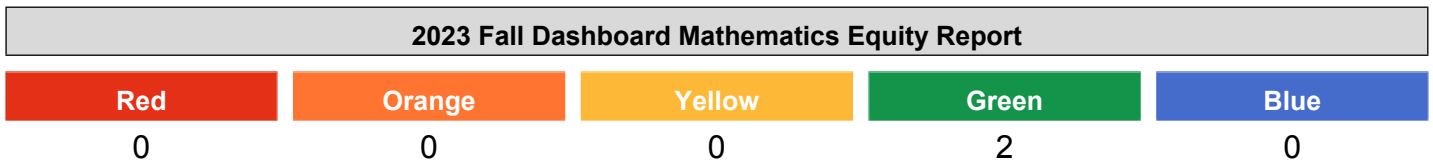
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.8 points below standard</p> <p>Increased +11.6 points</p> <p>237 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>60.9 points below standard</p> <p>Increased Significantly +54.8 points</p> <p>28 Students</p>	<p>Students with Disabilities</p> <p>126.1 points below standard</p> <p>Increased Significantly +64.5 points</p> <p>19 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 21.1 points below standard Increased Significantly +31.4 points 63 Students	61 points below standard Decreased Significantly - 123.2 points 16 Students	Less than 11 Students 2 Students	 Green 5.4 points above standard Increased +14.4 points 127 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students 3 Students	3.6 points above standard Increased +11.1 points 200 Students

Conclusions based on this data:

1. CHS saw an 11.6 point increase in overall scores 22-23. Student participation rate increased slightly since 21-22
2. A significant number of students with disabilities continue to score below standard.
3. Although Hispanic students are still below standard, they increased by 31.4 points

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator				
<table border="1"><thead><tr><th>English Learner Progress</th></tr></thead><tbody><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 8 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></tbody></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students: 8 Students	Performance Level: No Performance Level
English Learner Progress				
making progress towards English language proficiency				
Number of EL Students: 8 Students				
Performance Level: No Performance Level				

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.

2023 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

Conclusions based on this data:

1. Although not noted, CHS saw an increase in the college and career indicator for-22-23

School and Student Performance Data

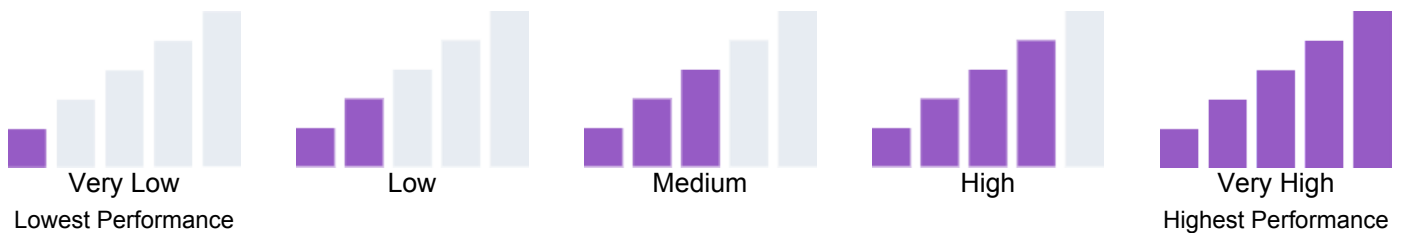
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

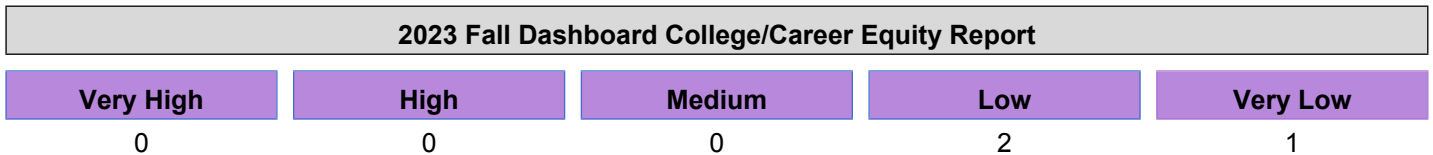
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

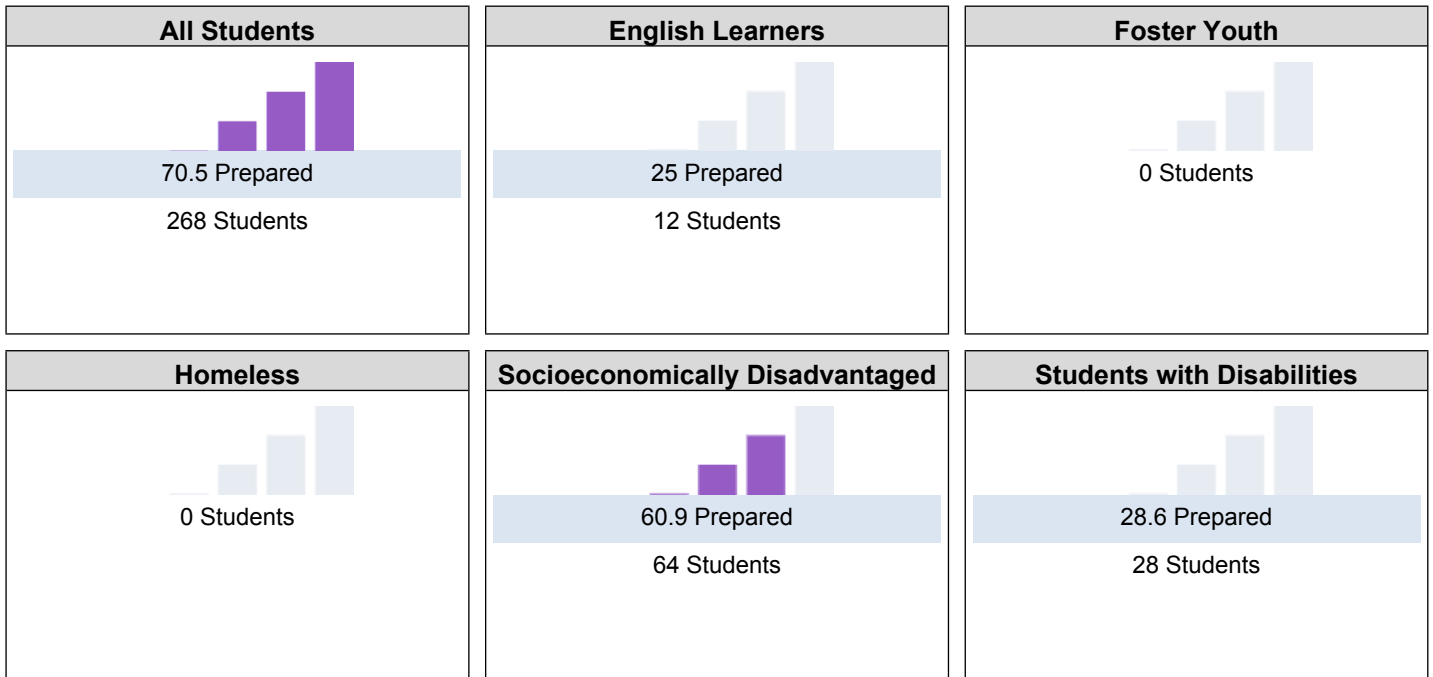


This section provides number of student groups in each level.

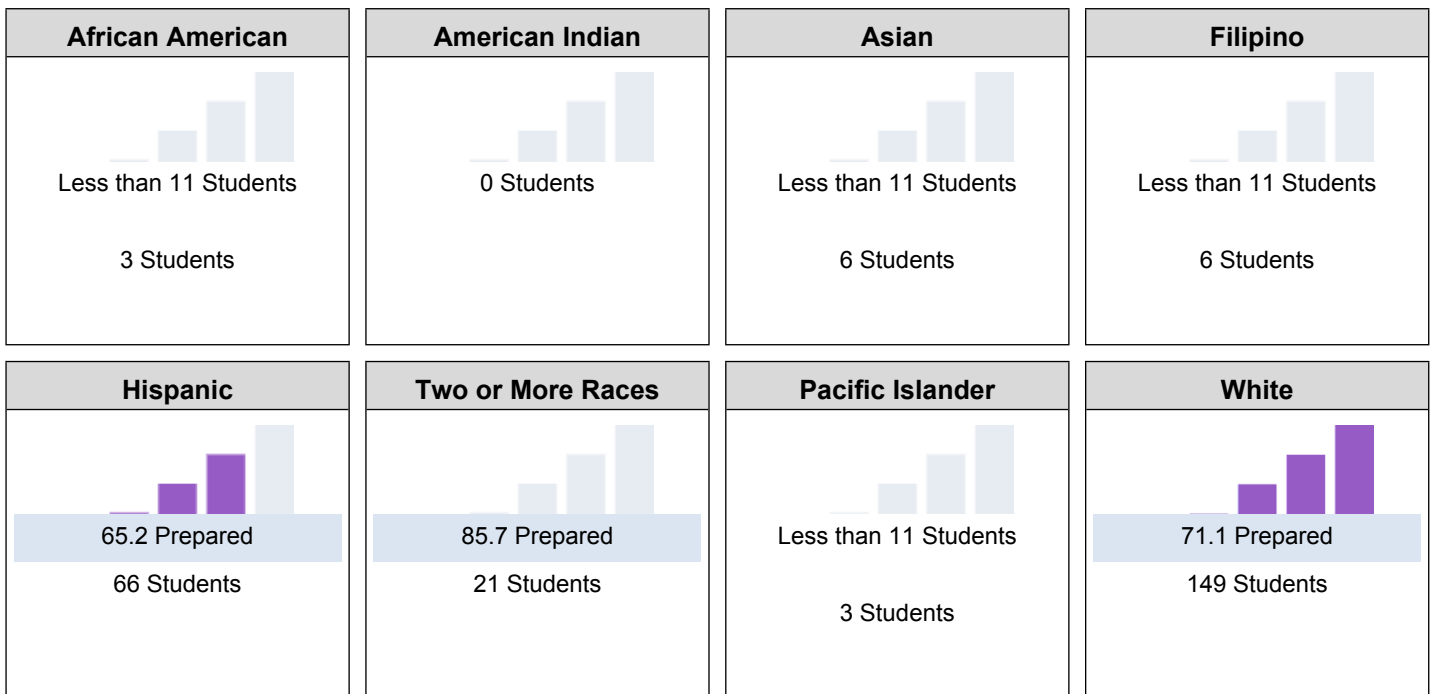


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Seal of Biliteracy data : number of graduates receiving the Seal has increased consistently since 2020--2021 - 69 students received it in 2024
Percentage of students meeting A-G Requirements in 2023 was 71%
Percentage of students meeting UC/CSU requirements is 87.8% including 81.4% of Hispanic students
2. CHS students CTE Pathway Completers =160 students in 2020-2021 increasing 100%. Completers continue to increase

3. CHS has provided multiple College and Career opportunities on the campus. - College and Career Day, Community College Fair, and more student and parent trainings and events

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. no data provided

School and Student Performance Data

Academic Engagement Graduation Rate

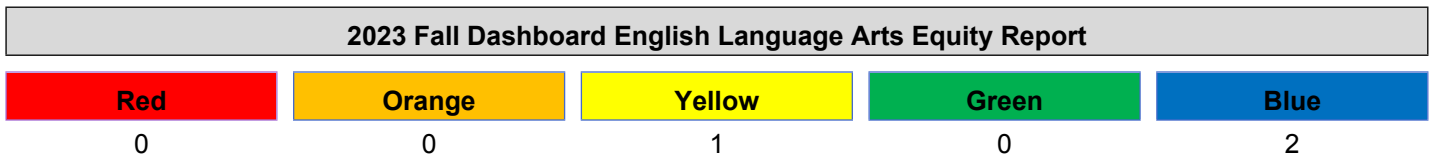
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 95.9% graduated Decreased -1.6 268 Students	English Learners 75% graduated 12 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Blue 95.3% graduated Increased 2.1 64 Students	Students with Disabilities 78.6% graduated Decreased Significantly -14.3 28 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 92.4% graduated Decreased Significantly -7.6 66 Students	95.2% graduated Decreased -4.8 21 Students	Less than 11 Students 3 Students	 Blue 98.7% graduated Increased 3.1 149 Students

Conclusions based on this data:

1. CHS maintains a very high graduation rate.
2. CHS has graduated 100% of Hispanic students
3. CHS continues to provide support and resources for students with disabilities and those struggling with meeting graduation requirements

School and Student Performance Data

Conditions & Climate Suspension Rate

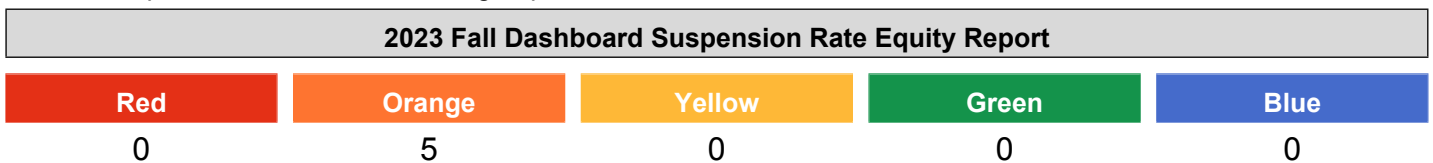
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 1.8% suspended at least one day Increased 0.9 1066 Students	English Learners 0% suspended at least one day Declined -4.5 20 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 4.8% suspended at least one day Increased Significantly 4.8 168 Students	Students with Disabilities Orange 3.9% suspended at least one day Increased 3.1 127 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 22 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 19 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1 288 Students</p>	 <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 2.2 135 Students</p>	<p>Less than 11 Students 6 Students</p>	 <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 0.7 587 Students</p>

Conclusions based on this data:

1. CHS saw a slight increase in suspensions, overall.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning

LEA/LCAP Goal

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Goal 1

CHS will provide structural, programmatic, and personalized approaches to learning and assessments to best meet the academic needs and address college and career interests of all students.

Identified Need

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased UC-AG percentage	CHS showed a slight decrease in college and career readiness in 2023	CHS students will maintain the dashboard "very high" status and continue to increase the College and Career performance percentage
Increased number of students enrolled in second-and third-year courses within a program (CTE, NJROTC, Band, Art)	70.5% of 2023 graduates met UC A-G requirements	At least 75% of 2025 graduates will meet UC-AG requirements
Increased number of students accessing Dual Enrollment credits.	71% of 2022 graduates met UC A-G requirements	Increased number of CTE pathway completers
Students will gain flexibility (more periods to choose from) to be able to design a Personalized Education four-year Plan.	65% of 2021 graduates met UCAG requirements	Increased number of students taking dual enrollment courses
Added/additional Internship opportunities for students.	67 CTE pathway completers in 2021	Continued increased Internship and work experience opportunities through community partnerships
Increase number of students earning the Seal of Biliteracy	135 CTE pathway completers 2022	Increased number of students earning Seal of Biliteracy by 2%
Increase number of students earning the Seal of Civic Engagement	156 CTE pathway completers in 2023	5% of seniors will earn the Seal of Civic Engagement in 2024
	Year 1 of Dual Enrollment course offerings from Southwestern College (SWC) was in 2020/2021	
	2020/2021: 52 students taking Dual Enrollment (SWC) courses on campus	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>All departments to use Illuminate to analyze student achievement data.</p> <p>WASC goals</p>	<p>Additional courses were added in 21/22 and 22/23 and 23/24 2021/2022: 84 students taking Dual Enrollment (SWC) courses on campus 2022/2023: 135 students taking Dual Enrollment (SWC) courses on campus 2023/2024: 145 students taking Dual Enrollment (SWC) courses on campus</p> <p>Internship and work experience opportunities are available for several CTE pathways as well as through the internship course Internship/Work Experience student enrollment: 2020-2021: 4 2021-2022: 22 2022-2023: 54 2023-2024: 39</p> <p>Graduating students received the seal of biliteracy, 2019-20: 36 students, 2020-2021: 49 students, 2021-22: 47 students, 2022-23, 52 students 2023-24: 70 students</p> <p>2022 No students received the Seal of Civic Engagement 2023 7 Seniors and 8 Juniors, 1 sophomore completed projects</p> <p>CUSD is populating all assessment data into Illuminate (software for data collection) and teachers have had one, short training to inform instruction and gather student information.</p> <p>2019/20 942 AP tests were taken by 413 students</p>	<p>All teachers and counselors will use Illuminate database to track student growth</p> <p>Continued increase of AP testing and testing performance increase</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	87% scored a 3, 4, or 5 and 21% scored a 5 2020/21 802 AP tests were taken by 388 students 62% scored a 3, 4, or 5 and 12% scored a 5 2021/22 603 AP tests were taken by 285 students 80% scored a 3, 4, or 5 and 20% scored a 5 2022/23 641 AP tests were taken by 316 students 80% scored a 3, 4, or 5 and 22% scored a 5	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.1 Increase College and Career Readiness: Increase A-G completion rate for students each year by 3% annually reaching 78% by the year 2026.

Action Steps:

- Counselors will support students in planning a personalized four-year plan that meets college and career readiness including training and usage of Xello.
- Add college and career readiness curriculum to the Freshman Islander Experience class so students have full exposure in grade 9
- Continue use of D/F policy requiring course remediation.
- ---Track/meet with students earning D/F quarterly (progress report, as possible): set goals and/or discuss course remediation, credit recovery - BYU, and/or summer school opportunities
- --Students who do not stay on A-G will be required to have a counseling session with parent and counselor to be informed they are not 4 year college eligible and they understand they will not be able to become A-G due to lack of remediation or unsuccessful remediation attempts. A plan will be created at the meeting for the student to graduate successfully and discuss postsecondary options. The graduation status form will be completed as well.
- Increase the course offerings at CHS that are A-G approved by lowering the number of current non A-G approved courses through UCOP submission and approval.
- Transcript analysis: All outside transcripts with one or more courses from another institution, including transfer students, and community college courses, will be analyzed and placed on the CHS transcript to track UC A-G completion.

- Continue to provide college and career readiness events for students and parents, two grade level assemblies for the students, a college and career day that will include a college and career fair will occur in January. Additionally, four college and career nights will be offered to students and parents.
- Increase student use of college and career readiness platform by having a scope and sequence for each grade level.

Assist in finalizing a student graduation profile by participating in the current district initiative that has this as one of the main goals.

- Implement systems to ensure all reporting is accurate to CalPads to properly reflect on the School Dashboard data for A-G reporting.
- Implementation of Freshmen Islander Experience (FIE) - 9 week required course.
- Create posters, in collaboration with students, to outline steps for students to get CCR for summer going into 10th, 11th , 12 grades to hang in the 400 building
- Update CHS graduation requirements to match A-G requirements
- Career readiness counseling sessions to monitor progress on 4-year student plans
- Strengthen tutoring supports through NHS
- Teacher support with encouraging students to attend NHS tutoring. Look into off roll support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.2 Continue to increase number of students completing CTE pathway, increase pathway opportunities, and increase the number of students in NJROTC

Action Steps:

- Increase CTE pathway courses: Current: Performing Arts (8 pathways), Health Sciences (2), Computer Science, Building and Construction, Engineering and Design

Increase Arts/CTE Pathway completion by 10%

- ---Prerequisites added to course descriptions so staff/counselors and students know and complete the pathway and list when certain classes only meet TERM 2 only to help with course and pathway selections.
- ---All Counselors and Students adhere to following CTE and Arts Course Sequence Document.
- ---Add Robotics Class to engineering pathway

- Create color blocked CTE pathway class audits that map out classes needed to complete the pathway as well as the classes that suffice for that particular area
- Limit freshman electives so they start on the first step to a pathway to increase our 2-class minimum pathway.
- Increase freshmen access to pathway courses for ex. Computer science
- Maintain or increase the number of students in NJROTC by increased communication and family education that NJROTC also fulfills a PE requirement.
- Continue approved students to take the course year on NS5.
- Coordinate with middle school to recruit new cadets for NJROTC via visits and attendance at events
- Look into NJROTC as a special program for inter district transfers
- Greater understanding of NJROTC activities and outcomes by providing more information to incoming students as well as current students.
- Debunk myth that all students must enter the Military. Emphasize that this is a leadership course that builds an infinite amount of skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	CTEIG, CTE grant funds, general funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.3 Continue to increase access and enrollment in dual enrollment courses from Southwestern College

Action Steps:

- Continue current courses: Medical Terminology, Intro to Business, American Sign Language and American Sign Language 2.
- New additions in 2023-2024 American Sign Language 2, and a Computer Science course.
- New additions in 2024-2025: Applied Calculus III and Intro to Communications.
- Hire a new dual enrollment support employee to help support student recruitment, success and increased enrollment with s-subpopulations.
- Provide students with clear information about course requirements and college course credits, including concurrent enrollment and articulated credit, at grade level assemblies, on the broadcast and individual student meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

SWC Dual Enrollment Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.4 Continue to increase career awareness and experiences

Action Steps:

- Continue to add internship opportunities in all CHS CTE pathways and continue to allow and encourage all CHS students, especially period 4 off roll) to enroll in an Internship course to receive education, guidance and credits for a paid or unpaid internship.
- CHS has partnered with several community partners to recruit and support CHS students as interns for the various organizations. The goal is to continue to add five partnerships annually.
- Community outreach and partnerships throughout the city.
- Continue to grow Career Day activities on campus including a career fair and workshops the students can attend.
- Continue college and career day/ alumni panel on term 2 turn over day
- Add guest speaker workshops during lunch in the spring.
- Implement Xello, a new college and career platform with career exploration and planning in grades 9-11.
- Provide career experiences and information in the mandated 9th grade Freshman Islander Experience class
- Seek support through grant with CSF that offers funding for school trips
- Increase focus on career/vocational interests – car mechanic, electrician, plumber, etc.
- Provide off-campus career field trips and/or bring in outside/career speakers,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

CTE grant funds, general funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.5 The World Languages department will continue to increase the percentage of students earning a Seal of Biliteracy by 2% each year, from 2024 to 2027 for a total of 6% growth.

2021-22: 47 students,

2022-23, 52 students

2023-24 70 students

Action Steps

- Identify students who are native speakers of other languages
- Continue use of STAMP Assessment as a pre and post test in every WL class (start Fall 2022) include ASL classes (started 2024)
- Department collaboration and data analysis and assessment
- Continue support of WL ToSA
- Provide more communication and understanding about the Seal of Biliteracy through continued wall of SEAL in 400 building, promoting it in the Newsletter and homeroom, creation of the new WL website with a section on the seal, and the Biliteracy --Awards and Cultural Fair
- Provide opportunities for students to test in ASL and start giving the Seal in ASL
- Increase enrollment across the whole system
- Improve student placement through continued assessment (pre testing)
- Provide Parent information night regarding the WL program and the SEAL
- Reach out to rising 8th graders, esp. Military connected

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

DoDEA grant funds, General funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.6 Increase the number of students earning the State Seal of Civic Engagement by 3%

Action Steps:

- Provide consistent and clear communication and information about details and process for students to earn the Seal and encourage participation
- Inform parents and students of AB 24 as a new college and career readiness indicator
- Continue to strengthen the Seal of Civic Engagement Club and bring in local civic committee members to act as mentors
- Build understanding of the Seal into new ethnic studies class and Freshman Islander Experience class
- History teachers to explain the Seal and encourage students to join the club and/or start a project

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.7 Of the students who score in “Low and Very Low” categories on the CommonLit Pre-Assessment, increase the number of students making gains (10+ points) on the CommonLit Post-Assessments by 5%.

Action Steps:

- Continue to assess all students twice a year -Fall and Spring to track growth
- English department team will choose the lowest scoring standard strands and implement strategic instructional strategies.
- --Team will come up with a system of implementation where CommonLit scores are aligned with a gradebook assessment consistent across the department
- -----Up to 5% of total grade
- English department will review and make any revisions to the department wide rubric for academic writing
- All department provided with CommonLit assessment data to support student literacy skills and growth across all discipline areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds, DoDEA grant funds,

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.8 Reduce the number of students who fall into the “Not Met and Nearly Met” category on CAST by 2 percentage points annually.

Action Steps:

- Each science department curriculum team (biology/physics/chemistry) will give a cumulative assessment for each grading period.
- Examine 2023/2024 CAST test results for areas of focus for instruction
- Examine 2023/2024 Topic Specific Cast Data to guide our focus for instruction including 8th grade data.
- Collaboration with the counseling department to assure that students are enrolled with proper placement for success in their science courses. They have demonstrated mastery in the appropriate prerequisite course.
- Continued Implementation of Savvas NGSS aligned curriculum
- Continue department/department curriculum team PL for planning and assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

1.9 Students with IEP's will increase their current status on CAASPP math assessment

Action Steps:

- Continue to provide co-taught math classes, Foundations of IM1 and implementation of Foundations of IM2 course in Fall 2024
- Education specialists and math teachers will track growth and data to better meet individualized needs.
- Focus on test taking strategies for math assessments
- Set goals on IXL that will be focused on during study skills.
- Invite available NHS students to study skills classes to provide support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

general funds and SPED funds

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.10 Annually increase the number of students graduating from CHS with 40 distinct credits in math and increase the number of students maintaining A-G requirements.
Increase the percentage of students graduating from CHS with 40 distinct credits from the 2023 65% by 1% annually beginning with the 2024-25 school year

Action Steps:

- Work with counseling to figure out a flow chart for incoming 9th graders on a suggested pathway.
- Implement IM 2 Foundations for the 2024-25 or 2025-26 school year.
- Implement Multivariable Calculus for the 2024-25 school year.
- Continue IM1 support class for one term.
- Use/analyze summative data to target student areas of need Met and ongoing.
- Meet and collaborate with the math team to align and create common assessments Met and ongoing.
- Use MDTP assessment for additional data measures and as placement all students Met and ongoing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.11 Increase number of students accessing 8 or 7 classes a year

Action Steps:

- Freshman required to take 8 classes unless they have athletics commitments
- Encourage CTE and arts pathway completion by targeted recruitment and counseling
- Take courses to be eligible for the Seal of biliteracy
- Encourage students to be more prepared for selecting college major or career path with taking additional classes they are interested in
- Students wanting an off roll to be encouraged to take internship/work experience course.
- Use the new college and career platform to create a 4-6 year plan and plan out their courses to increase students taking 7 or 8 courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Hispanic students and students with disabilities

Strategy/Activity

1.12 Increase College and Career Readiness for Hispanic students and students with disabilities

Action Steps:
Increase A-G completion rates

- --Increase remediation during term 2
- Provide year long study skills course
- Provide intervention courses - math support, success skills, and ELD supports
- Increase enrollment in CTE courses thru individualized recruitment and increase internship and work-based learning opportunities
- Provide staff professional development on differentiation of instruction and ELD strategies
- Targeted academic counseling support to create student plans and strategies to reach their goals, including career exploration, high school and college planning utilizing the college and career platform
- Social emotional counseling, as needed
- Maintain special education caseloads around 25 students to allow for intensive supports
- Streamline processes among the counselors, ELD coordinator, and education specialists to ensure students are properly placed in correct courses
- Ensure proactive communication and family collaboration
- MTSS - Tiers of support for specific populations
- Tutoring for students to target specific students - Utilize the military resources to help support students - fleet and family services
- ---Incentivize students for tutoring
- Find relatable activities for students who are struggling to create the connection ex. clubs
- Peer to peer mentoring between students starting in middle school
- Provide specific parent and student events for specific targeted options - College admissions, scholarships, financial aid

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.13 CHS/District will provide professional development in the areas of:

Action Steps:

- College/Career Readiness and CA Dashboard Data
- Continued focus on WASC goals and preparation for mid cycle review
- Continued data assessment analysis and use student achievement data opportunities ex: CAASPP data, CommonLit data and additional assessments to inform instruction and support student growth

- Provide staff training on using Illuminate and grade reports to determine courses to support student needs and growth.
 - Implement use of EduClimber to track data and individual students
 - Provide outside PL opportunities ex. SDCOE and professional organizations
 - Continued work on academic discourse
 - Explore equitable grading practices through MTSS and the Equity Leadership Team
 - MTSS tiered framework revamp to provide structure for meeting student's needs in the areas of academics, behavior and school culture
 - Co-teaching training opportunities and scheduled professional learning sessions
 - Continued trainings and PL on equity, diversity, and an inclusive culture
 - Shared best practices in departments and PLC
 - Provide a Fall and Spring surveys to determine needs
 - Monthly meetings: staff, department and professional learning
 - Continued use of Canvas learning management system
- Time for 4x4 reflection on pacing, assessments and instructional practices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	CUSD, General funds

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All 9th grade students

Strategy/Activity

1.14 In 2024-2025, CHS will implement mandated graduation requirement ethnic studies course

Action Steps:

- Curriculum development for 9th grade mandated 9 week ethnic studies course
- Schedule all 9th grade students in the mandated course
- Submit course to UCOP for 10 g (elective) credits
- Curriculum development and Access to 11th grade English course - Ethnic Literature - which fulfills 11th grade English requirement -(10 b English credits)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

CUSD, General Funding

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All 9th grade students

Strategy/Activity

1.15 CHS will implement a 9 week (1 semester) 9th grade mandated class called Freshman Islander Experience (FIE)

Action Plan:

- Develop and implement curriculum to provide 9th grade students with a clear understanding of:
 - College and Career readiness
 - --Understanding of A-g requirements
 - --Develop 4 year plans on college and career platform, Xello
 - --Upperclassmen presenters
 - --Counseling lessons on 4 year planning and college and career readiness
 - --Academic skills for HS success, AB 873: Media Literacy, Digital Citizenship, SB 224: Mental Health Education,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

CUSD, General Funding

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

CHS saw an increase in students meeting A-G requirements. CHS has targeted students and added classes for additional learning opportunities (IM1 and IM2 Support concurrent with IM1 and

IM2, ELD, and Success Skills) to fill learning gaps so those students will be college and career ready. The 4x4 schedule provides immediate opportunities to remediate.

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

Only 60% of students accessed 8 classes during the first year of the 4x4 schedule.

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.

College and Career Indicator has not been updated. There has been a 100% increase in CTE pathway completers, many students have begun working on the Seal of Civic Engagement

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication

LEA/LCAP Goal

Communicate openly, freely, and accurately to engage and involve all shareholders.

Goal 2

Centralize, standardize, increase consistency in the communication of progress, resources, events, and emergencies.

Identified Need

Continue communication systems between and among all shareholders.

- Increase student and parent/guardian knowledge of programs, courses, graduation requirements, college and career readiness, student schedule, and all other important information through clear communication and consistent and school day and evening events

Increase student to student experiences to provide mentorship and guidance on high school to college/career readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Smore newsletters.	Weekly Smore newsletters - Islander News and TheTiki Information provided via: Homeroom Broadcast	Send weekly Islander News (family) and Tiki (staff) newsletters via Smore containing pertinent, important information to fully engage in the educational system of CHS. Increased community and student awareness of CHS programs, resources, and activities
Wednesday meetings, The Tiki, Canvas, broadcast, homeroom information	Wednesday meetings, The Tiki, Canvas, broadcast, homeroom information	Efficient system, for teachers to use and that communicate student achievement (grading) information to community partners (parents). Implementation of Canvas communicate with Synergy

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve student awareness and follow through on information communicated via our communication tools/methods as well as attendance at information activities.	Broadcast during homeroom and class Canvas pages increased student knowledge of CHS happenings	Continued improvement efficacy of communication delivered to students via student grade level pages on Canvas and announcements/videos during homeroom
Increase student/family/community knowledge of college and career readiness and college and career indicators, and 4 year planning	Introduced Xello 23/24. students still using SCOIR. Additional CCR opportunities were provided	Provide multiple parent/guardian and student opportunities and events to learn about CCR and CCI Increased awareness of importance of 4 year planning and usage of Xello by all CHS students

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.1 Shareholder participation, communication, and engagement will continue to be a priority to support all CHS students:

Action Steps:

- Weekly principals' Islander News (through Smore) to parents and students via weekly Sunday at 5pm email messages via Catapult and posted to website and Facebook
- ASB students produce and distribute "Islander Insider" broadcast news during Wednesday homeroom
- Islander Insider develops news packages posted to online website and post to grade level Canvas pages

Updated website, grade level Canvas pages, ASB Canvas page, and social media page. When needed - local news outlets (Coronado Times, Eagle Journal)

- Provide more engaging and CCR focused activities on Wednesday broadcast - monthly admin and/or counseling
- Student and parent/guardian/family presentations, activities, events and performances
- Principal provides academic and program updates at monthly PTO meetings
- Daily announcements/weekly homeroom
- Required parent participation at SSC
- Classroom resources will be found on Canvas
- Parent information events

- Continued use of Catapult for emergency communication
- Increase communication and incentivize participation rates of CAASPP in grade 11

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District and Site Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.2 Communication between CHS administration and staff will include:

Action Steps:

- Weekly Tiki Newsletter via Smore
- Wednesday professional learning meetings with agendas and notes(staff, department, PL)
- CHS Islander Leadership Team
- Wednesday meeting agendas and minutes feedback
- Shared academic data via meetings and Illuminate
- School Site Council
- Principal “Things to Know” emails
- Daily announcements/weekly homeroom
- Staff feedback regarding school related topics via surveys
- Maintain a shared Google folder with all needed information
- Goal/evaluation/conversations with staff
- PLC Meetings - shared best practices and professional learning activities
- Equity Leadership Team

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.3 Provide consistent and equitable communication to from staff to students

Action Steps:

Use of Canvas

- -Classroom resources will be found on Canvas

ASB and Grade level advisors maintain a grade level specific Canvas page so all students have equitable access to all school information as well as grade specific activities

- Access to grade level advisers
- Daily announcements and/or Implement a 16 minute weekly homeroom to deliver information and provide time for students to interact with Xello and other resources as well as receive consistent and uniform information
- ---Admin, counselors, students will provide resources and information regarding the many events, activities, CCR information as well as messaging on topics: Islander Pride, mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty via announcements or videos
- ---Homeroom time for students to utilize and interact with Xello to benefit student growth and preparedness for life and college and career.

Counseling Resources:

- -Increase counseling information resources and access to students with more one to one meetings
- -Increase communication from counseling to families to better inform them of counseling and college and career readiness events
- -Check in meetings for grades, transcript review, course offerings, future plans, college information
- - Coordinate peer to peer meeting opportunities (juniors and seniors) with help and guidance for college, career, post graduation
- -Create a student generated "senior year survival guide"
- -Create grade level posters in collaboration with students to outline steps for student preparedness plan for CCR and hang in the 400 building
- -Continue to grow student membership with Principal Islander Advisory Team
- -Email students Islander Newsletter and post on ASB Instagram
- -Post more visuals around campus- in optimal area - physical posters or fliers to promote scholarships, Seals, events, college visits, activities, etc. to increase student engagement
- Provide seminar day with information on A-G Requirements, CTE, CoSA, Dual Enrollment, careers, etc to increase student engagement
- Provide seminar day with information on A-G Requirements, CTE, CoSA, Dual Enrollment, careers, etc.
- Ensure ASB and grade level Canvas pages are up to date with accurate information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District and Site Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.4 Provide student and parent/guardian education and resources to support student success

Action Steps:

- Increase the number of educational family nights throughout the year (4) that directly relate to college and career readiness, the college and career indicators, graduation requirements, programs and opportunities, the importance of 4 year planning, understanding transcripts, use of Xello , college apps
- ---Future Islander Night - expand for all new families to learn about CHS and 4-year course planning
- ---Track parent attendance at all informative events
- ---Middle school parent/guardian presentation about graduation requirements and A-g, CCR, and courses that transfer onto CHS transcript from middle school (IM1, IM2, Spanish 1)
- Provide training videos on how to navigate Canvas and encourage an increase in use.
- Continued communication re importance of taking CAASPP in grade 11
- Increase communication re importance of taking AP testing
- Continue to build a bridge between middle and high school students
- ---Collaborate with CMS 8th grade 3 times during the school year - have juniors and seniors meet with 8th graders to explain the importance of 4 year planning, education and exposure in middle school
- ---Continue (in February) Future Islander Night which includes parent/family registration presentation
- ---CoSA presentation
- ---9th grade "boot camp"
- ---Introduce Freshman Islander Experience class in 2024-2025

Regularly updated website

- --Continue partnership events with Safe Harbor and share resources for parents

Principal and staff leaders provide academic and program updates at monthly PTO meetings

Social/Emotional supports via counseling and resources

Back to School Night (2)

Regularly communicate the importance of:

- *** consistent Canvas grade checks
- ***Encourage parent participation in PTO
- ***CHS core values and Islander Pride

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District and Site Funds

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Information continues to be easily accessible by all shareholders and participation and awareness continues to increase. Overall implementation of the strategies/activities are as described. Weekly newsletters, implementation of Canvas, homeroom broadcast.

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

Not all parent/guardians access weekly communications due to personal preference as marked in our student information system (Synergy) . That information is self reported during the annual online registration process.

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.

Continued implementation of weekly homeroom period will provide structured weekly time to communicate directly with students. Increase collaboration with partner organizations for a wider readership and participation of important CHS community information.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Support

LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Goal 3

All students feel healthy, safe, and part of a community at CHS.

Identified Need

Hispanic and students with disabilities subgroups
Increase student connectedness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction of D/F List by 5%	Reduction of D/F List: Support classes in place - IM1 Support, Foundations IM1, Study Skills, Success Skills	Focused placement of students in courses that align with data. Maintain IM1 support class and Foundations Math1 and add Foundations IM2.to decrease D/F in math. Maintain Study Skills, Success Skills to support a strong foundation of skills for future success. Quarterly monitoring and documentation of supports by counselors Streamlined MTSS interventions
Implementation of Xello for student four year planning	Currently using SCOIR for four year planning	Students will use of Xello in counseling meetings and during homeroom.
Reduced number of students with disabilities not meeting CCR	Number of students with disabilities not meeting A-G requirements and CTE completion on college and career readiness dashboard	With MTSS tiered supports and interventions, increase the number of students with disabilities to meet college and career readiness (UC/CSU Requirements and CTE

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		completion) by 10% on the dashboard
Decrease in tardy rate Increase in P2 attendance rate	Decrease in tardy rate Increase in P2 attendance rate	Increase attendance communications Decrease in tardy rate Increase in P2 attendance rate
Implement site wide core values and MTSS behavior expectations Increase ownership of shared CHS core values and increase positive peer to peer connections	Current outlined CHS expectations and Islander PRIDE CHS MTSS committee for 21/22 completed work on CHS core values and PBIS. Student 2 Student is an active connections group. ASB activities and clubs	Deepen implementation of CHS core values/Islander Pride and behavior expectations <ul style="list-style-type: none"> --Posted and articulated throughout campus students, staff and community Increase the activity of Student 2 Student club to support more student connectedness and provide additional student connection opportunities Continued work on academic MTSS
Use of MTSS / SST process and data tracking to increase student support and success and decrease D/F list	MTSS / SST protocols in place and SST and 504 Data	Continued implementation and staff education of MTSS/SST protocols Train teachers on use of EduClimber in 24-25 school year Consistent use of protocols.
Maintain or Increase graduation rate.	Maintain or Increase graduation rate.	Maintain or Increase graduation rate by adding ensuring all students have 4 year plans in Xello
Continue to update CHS safety plan and hold appropriate safety drills annually.	Current safety plan and safety drills schedule.	Updated CHS safety plan and annual safety drills and training .
Decrease suspension rate	Increased number of suspensions in 22/23	Decrease number of suspensions moving from orange to yellow or green

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.1 Decrease the number of students on the D/F list

Action Steps:

Continue focused placement of students in courses that align with data.

- --Continue to provide academic interventions by placement of students in IM 1 Foundations and new IM2 Foundations class
- --IM1 Support concurrently with IM1, and Success Skills to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents)

SpEd access to year long study skills classes at each grade level

Continued policy of D/F required remediation.

- ----Mandated - Counselors Track/meet with students earning D/F quarterly (progress report, as possible): set goals and/or discuss course remediation, credit recovery, success skills - Courseware, and/or summer school opportunities

Inform parents of goal plan and encourage parental engagement

Continue to inform coaches of grades

Partner with NHS students to support

Weekly team meetings (MED) that address student academic, attendance, behavior, social/emotional concerns

Revise and implement additional MTSS tiers to support students in need of intervention

- -SST meetings, access to tutoring (NHS tutoring) access to support resources

Implement best practices for providing student support

Clarify/educate on difference between accommodations and modifications

Collect student concerns list from departments and monitor consistent tracking

Revise D/F tracking document to capture student data, needs and supports

- -Add data columns on the D/F progress report document to be able to easily identify and support subpopulations.

Track remediation numbers

Flag D/F students to teachers prior to starting new term - Synergy

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Funds, TIIG Funds, DoDEA Funds, SPED Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.2 Wednesday 16 minute homeroom period to provide CCR information

Action Steps:
Admin, counselors, students will provide uniform communication regarding the many events, activities, CCR information as well as messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty via announcements or videos
Homeroom time for students to utilize Xello to benefit student growth and preparedness for life and college and career.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with disabilities subgroups

Strategy/Activity

3.3 Increase the number of and students with disabilities meeting college and career readiness (UC/CSU Requirements and CTE completion) by 10% on the dashboard

Action Steps:
Continue focused placement of students in new courses that align with data.
Identify students who are at-risk before they begin the school year. Use the at-risk report for

incoming students and MED spreadsheet to ensure that they are connected to campus
 Proactive communication with student and families - teacher/counselor/parent tracking

- --Provide tiered supports - create collaborative plan, goals, expectations. Provide access to resources for tutoring for students to target specific students ex. Fleet and Family Services

Provide support classes and ELD resources
 Provide staff professional development around differentiation of instruction
 Gather and utilize additional data on where students are not performing to meet CCR
 Encourage enrollment in CTE courses and/or internship and work-based learning opportunities
 Find relatable activities for students who are struggling to create the connection - clubs
 Targeted academic and or social emotional counseling support
 Educate students on the importance of high school and their future
 Increase opportunities for students and parents by providing targeted events and workshops
 Research trade career apprenticeship programs
 Hire a new dual enrollment support employee to help support student recruitment, success and increased enrollment with subpopulations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

CUSD, SPED Funds, CTE grant funds, and General

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.4 Increase attendance rates and parent communications about importance of attendance

Action Steps:

Consistent school wide communications regarding attendance policy

- -provide specific messaging about loss of instruction, being proactive about reporting absences

Identify students who are chronically absent and/or at-risk before they begin the school year
 Weekly tracking of chronic tardies and absences
 Maintain regular communication with students and families regarding individual attendance and educate families on its importance and impacts
 Research new approaches to providing parents with attendance reports to track student attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General funds, including attendance makeup days

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.5 Increase ownership of shared CHS core values/Islander PRIDE and increase positive peer to peer connections

Action Steps:

- Continue implementation of Islander PRIDE core values and behavior expectations
 - Posted and articulated throughout CHS campus and community, broadcast on Islander Insider as consistent reminders, teacher reminders in classrooms

Encourage student activities around our Islander PRIDE core values - homeroom, class competition

Student opportunities to form and participate in clubs

Strengthen student activities and opportunities for grade level celebrations and comradery

Continue and increase membership of Islander Advisory Team (Principal's Advisory)

Strengthen clubs like Student 2 Student and increase inclusivity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General funds, CUSD

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.6 Increase use of SST/MTSS supports for students (Student Study Team / Mutli Tiered Systems of Support)

Action Steps:

Review and revise protocols annually

Conduct trainings for staff on protocols and supports

Shared SST information to all parties involved

- -implement use of EduClimber for tracking student need and growth

Conduct trainings for staff on tiered supports and EduClimber in 24-25 school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty input box for Amount(s)]

General Funds

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.7 Maintain or increase the graduation rate

Action Steps:

Require and ensure all students have 4 year plans

Implementation of new college and career planning platform, Xello, including 4 year plans

Educate students and parents on Xello and how to read transcripts to monitor how student is meeting graduation requirements

Consistent tracking of credit and grades and required remediation, as needed

Implement systems to ensure all reporting is accurate to CalPads to properly reflect on the School Dashboard data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty input box for Amount(s)]

General Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.8 Continue to update CHS safety plan and hold appropriate safety drills annually

Action Steps:

Vet plan with School Site Council

Implement practice drills in conjunction with community safety authorities to determine needs and increase the number of lockdown drills

Implement feedback and outcome from previous years.

Determine need for additional supports and report what improvements are made, annually

Assess student knowledge of emergency practices to ensure understanding and facilitate discussions around why students do the lockdown drills

- -Gather student input via a survey or student team

Collaborate with CUSD and County resources to improve procedures and systems

Hold annual staff emergency procedures training and run, hide, fight trainings and mini training safety updates at staff meetings

Continue to implement out of class protocols ex. halls, bathroom passes, check out system

Install vape sensors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

CUSD, General Funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.9 Decrease number of student suspension via data driven approach

Action Steps:

Collect and analyze data on referrals and reasons for suspensions

Determine the 80% rule for effective Tier 1 supports and continue work on Tier 2 and 3 intensive supports

Build PBIS to target behaviors clearly define behavior expectations

Beginning of the year culture assembly and consistent reminders communicated on broadcast and via weekly newsletters regarding behavior expectations
 Develop school wide recognition program
 Ensure consistency in responses to misbehavior
 Utilize and update the CUSD Discipline Action Guide
 Develop and enhance intake documentation and post suspension process
 Meet with student and parent for reintegration post suspension meeting and develop goals for positive behavior

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

CUSD, General Funds

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

D and F list continues to have small decreases. Continuation of revamped support classes, remediation, and MTSS will support increase achievement (lower D/F list). Streamlined supports have been put into place for student academic interventions as well as developing a school community of connectedness - continued work is occurring in these areas. Homeroom implementation allows for increased communication and student awareness. MTSS supports are being revised and implemented . All safety drills were successfully held.

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

N/A

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

Continue increase of students meeting A-G by utilizing actions in 3.1: Decrease the number of students on the D/F list. Continued increase in student and parent communications regarding resources and college and career awareness. 3.9 Decrease number of suspensions

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

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 (\$)
------------------	-----------------

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

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

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

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

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

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
General Fund	\$191,198.00	191,198.00

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

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

Name of Members	Role
Lorena Rodriguez	Classroom Teacher
Kristen Caputo	Classroom Teacher
Kristen Ereno	Other School Staff
Roloef Roos	Parent or Community Member
Kathy Redding	Parent or Community Member
Liz Riebe	Parent or Community Member
Zoe Searles	Secondary Student
Isabel Castellanos	Secondary Student
Karin Mellina	Principal

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

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 April 19, 2023.

Attested:

Principal, Karin Mellina on April 19, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

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.

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019