



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.

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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 year 1 and 2 teachers (non-tenured) receive three formal observations and post observation meetings by a site administrator per year. All intermediate teachers (year 3-6) receive one formal observation and post observation meeting by a site administrator per year. All experienced teachers (year 7+) receive one formal observation or three informal observations and post observation meeting by a site administrator every other year. All teachers write a series (between 2 to 3 depending on years of experience) of SMART goals per year and submit data and narrative reflection to show progress for their professional goals. Administrators support effective goal creation 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. Frequent informal walkthrough observations of teachers occur on a daily and weekly basis.

Per negotiations, evaluation of intermediate and experienced teachers has been suspended for the 21/22 school year. Year 1 and 2 teachers are completing the process as listed above using the new observation and evaluation tool that is being piloted in the 2021-2022 school year. Additionally, three volunteer tenured teachers are part of the pilot process. All teachers have written goals using the new tool which may be full implemented in the 2022-2023 school year.

Site administrators can request a full goals and evaluation program for any intermediate or experienced teacher based on need. Per negotiations in Spring of 2021, a new observation and evaluation system is being piloted in the 2021-2022 school year. Full implementation will occur in the 2022-2023 school year.

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 April 2022.

The English department implemented year 1 of the CommonLit assessment for all students. English teachers utilized CommonLit resources to support student learning in areas of deficiency. A Read180 ELA intervention class was put into place at the start of Term 2. CAASSP testing was administered in April 2022

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 60 12th grade students in April 2022.

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 22-23 to add another 2 to 5 courses as UC A-G approved.

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 has adopted the STAMP assessment and Common assessments are consistently revised and maintained 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 (suspended due to COVID) 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. The important classes CHS support classes are: Foundations of Integrated Math, Read 180, and learn to learn curriculum has been added to the success skills course (success skills is now targeted for specific student that through assessment data show a learning weakness that needs support). More students are able to meet IM1 graduation requirement 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 time.

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 learning time has been focused on adjustments to lessons/units and assessments due to the change to the 4x4. Additionally, time is provided for creating new pacing guides for the 4x4 and grading time.

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

2021-2022 Ongoing content expert supports:
CUSD has five TOSA's: CHS Learning Coach, Science/Math, English/EL, Technology, Arts Integration, and Career Exploration/CTE.as well as a SPED Coordinator
The Arts teachers request training on the new California Arts Standards and 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 one 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 early stages of planning and implementing the new California Arts Standards.
All departments have a 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.
Social Science courses are inconsistently aligned, however, this year the Social Studies department adopted new curriculum embedding aligned instruction. T
Science is completing year one with the new NGSS aligned Savvas textbook and curriculum.

In 20-21 students show a weakness of College and Career Readiness as measured by the California Dashboard - specifically in the area of UC A_G completion rates. CHS implemented a new 4 x 4 bell schedule in 21/22 allowing more students to access the full CTE pathways offered at CHS. The bell schedule changed from 6 period to 8 periods per year.

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 Mathematic textbooks for Mathematics, the new adoption of science textbooks, Savvas, which aligns with NGSS, and new social studies texbooks 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 Mathematic textbooks for Mathematics, the new adoption of science textbooks, Savvas, which aligns with NGSS, and new social studies texbooks from National Geographic Learning, a Cengage Learning Company. 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 Math

Leveled Integrated Math 1

Read 180 - 9th Grade

Success Skills

Study Skills

In 2019, CHS had a weakness of suspension rate for low socioeconomic, hispanic and students with disabilities subgroups as measured by the CA Dashboard. Due to small subgroup size measuring effectiveness of interventions can be challenging to determine if based on year-by-year data. CHS will review data over a multi-year process to determine growth is supporting those subgroups. CHS is implementing MTSS professional development that may have a positive impact on this measurement.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our SSC (School Site Council) meet at a minimum of quarterly during the 21/22 school year to review the School Safety Plan and Single Plan for Student Achievement.

The SSC members are:

Principal

2 teachers (in year 1 in year 1)

1 counselor (in year 1 of term)

1 classified staff member (year 2 of term)

2 parents (all in year 1 of term)

2 students (1 in year 1 of term)

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 2021 Via Zoom

February 2022 - Via Zoom

March 2022 - Via Zoom

April 2022 -Via Zoom

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.

NA

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.6%	0%	0.2%	7	0	2
African American	1.38%	1.5%	0.9%	16	17	10
Asian	2.32%	2.11%	2.1%	27	24	22
Filipino	2.07%	2.2%	2.2%	24	25	24
Hispanic/Latino	21.34%	22.47%	23.8%	248	255	256
Pacific Islander	0.26%	0.35%	0.7%	3	4	7
White	59.38%	56.65%	55.9%	690	643	601
Multiple/No Response	7.75%	9.34%	7.9%	90	106	85
	Total Enrollment			1,162	1,135	1,075

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	297	290	258
Grade 10	282	280	271
Grade 11	292	280	270
Grade 12	291	285	276
Total Enrollment	1,162	1,135	1,075

Conclusions based on this data:

1. Currently, enrollment has declined to 1050 in 2021-2022 from 1075 in the 2020-2021 school year. Decrease in 25 students that is not reflected in this data.
2. We continue a small total enrollment decline
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	8	13	14	0.7%	1.1%	1.3%
Fluent English Proficient (FEP)	160	146	153	13.8%	12.9%	14.2%
Reclassified Fluent English Proficient (RFEP)	6	4	5	46.2%	50.0%	38.5%

Conclusions based on this data:

1. CHS has a stable cohort of EL students.
2. One 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	277	283	255	271	273	188	270	273	187	97.8	96.5	73.7
All Grades	277	283	255	271	273	188	270	273	187	97.8	96.5	73.7

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2626.	2672.	2694.	32.59	54.95	60.43	34.07	28.57	28.34	23.70	10.99	9.09	9.63	5.49	2.14
All Grades	N/A	N/A	N/A	32.59	54.95	60.43	34.07	28.57	28.34	23.70	10.99	9.09	9.63	5.49	2.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	40.89	57.88	58.06	46.47	33.70	38.71	12.64	8.42	3.23
All Grades	40.89	57.88	58.06	46.47	33.70	38.71	12.64	8.42	3.23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	35.32	64.84	55.08	46.10	27.47	39.57	18.59	7.69	5.35
All Grades	35.32	64.84	55.08	46.10	27.47	39.57	18.59	7.69	5.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	35.32	44.69	23.53	57.99	50.55	71.66	6.69	4.76	4.81
All Grades	35.32	44.69	23.53	57.99	50.55	71.66	6.69	4.76	4.81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	38.66	56.04	52.41	48.33	35.53	45.99	13.01	8.42	1.60
All Grades	38.66	56.04	52.41	48.33	35.53	45.99	13.01	8.42	1.60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CHS saw a 23% decrease in the number of students testing in comparison to 18-19
2. All areas except for listening, saw and increase in of ELA %
3. Listening is CHS's weakest ELA area.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	276	283	255	263	269	187	263	269	185	95.3	95.1	73.3
All Grades	276	283	255	263	269	187	263	269	185	95.3	95.1	73.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2649.	2658.	2672.	29.66	34.57	32.97	26.62	27.14	33.51	25.10	21.93	21.62	18.63	16.36	11.89
All Grades	N/A	N/A	N/A	29.66	34.57	32.97	26.62	27.14	33.51	25.10	21.93	21.62	18.63	16.36	11.89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	44.87	47.58	43.24	28.90	28.62	42.70	26.24	23.79	14.05
All Grades	44.87	47.58	43.24	28.90	28.62	42.70	26.24	23.79	14.05

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	34.98	36.43	37.84	44.87	48.70	57.84	20.15	14.87	4.32
All Grades	34.98	36.43	37.84	44.87	48.70	57.84	20.15	14.87	4.32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	33.84	38.66	41.62	52.47	46.84	52.43	13.69	14.50	5.95
All Grades	33.84	38.66	41.62	52.47	46.84	52.43	13.69	14.50	5.95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CHS saw a 22% decrease in student participation as compared to 18-19
2. CHS saw a 10% decrease in students not meeting standard when compared to 18 /19 scores.
3. All areas of math increased.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	7
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										*	5	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	81.82	*	*	9.09	*	*	9.09		*	0.00	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	90.91	*	*	9.09	*	*	0.00		*	0.00	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*		*	*	*	*	*
10		*	*	*	*	*		*	*		*	*	*	*	*
12	*	*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	100.00	*	*	0.00		*	0.00	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*
10		*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	81.82	*	*	9.09	*	*	9.09	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	9.09	*	*	90.91		*	0.00	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 20-21 there was an increase of 6 students tested.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1075	7.5	1.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	1.3
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	81	7.5
Students with Disabilities	81	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.9
American Indian or Alaska Native	2	0.2
Asian	22	2.0
Filipino	24	2.2
Hispanic	256	23.8
Two or More Races	85	7.9
Native Hawaiian or Pacific Islander	7	0.7
White	601	55.9

Conclusions based on this data:

1. Small increase of the percentage of Hispanic student population.

2. CHS is about 55% white, 20% Hispanic and 24% of all other race/ethnicity groups.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Blue		
College/Career  Yellow		

Conclusions based on this data:

1. CHS will analyze and determine action steps to support low socioeconomic, hispanic and students with disabilities related to their suspensions.
2. Not all College and Career information is getting to the report correctly - this is being corrected for the 19/20 and 20/21 school year.
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

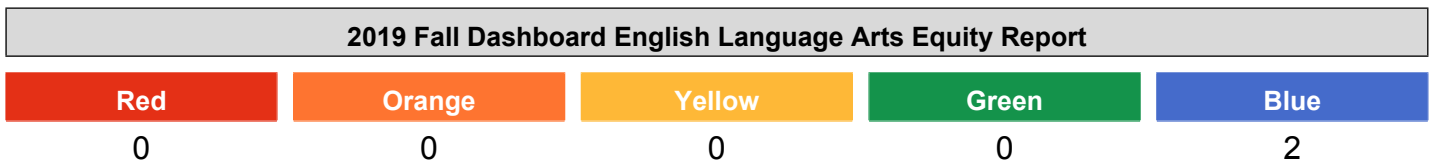
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 90.5 points above standard Increased Significantly ++17.6 points 269	<p>English Learners</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> No Performance Color 79 points above standard Increased ++12.9 points 32	<p>Students with Disabilities</p> No Performance Color 85.1 points below standard Declined -13.6 points 22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 61.4 points above standard Increased Significantly ++77.4 points 70	 No Performance Color 111.2 points above standard Increased Significantly ++62.7 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 98.7 points above standard Increased Significantly ++10.1 points 149

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 3	100.3 points above standard Increased Significantly ++51.8 points 225

Conclusions based on this data:

1. CHS staff and students have dedicated an increased personal investment in the outcomes of these assessments.
2. CHS is preparing a large percentage of our students to meet the ELA standards.

School and Student Performance Data

Academic Performance Mathematics

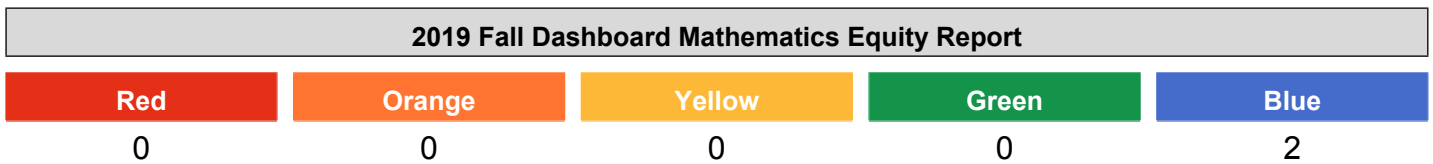
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>32.5 points above standard</p> <p>Increased ++10.3 points</p> <p>264</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>2.1 points above standard</p> <p>Increased ++7.6 points</p> <p>31</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>142.8 points below standard</p> <p>Declined Significantly -18.6 points</p> <p>21</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 6.3 points above standard Increased Significantly ++16.1 points 68	 No Performance Color 67 points above standard Increased Significantly ++30 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 37.5 points above standard Maintained ++2.6 points 147

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	Less than 11 Students - Data Not Displayed for Privacy 3	39.7 points above standard Increased ++9.3 points 223

Conclusions based on this data:

1. CHS saw a 10% increase in students that scored above the standards.
2. All areas (concepts & procedures, problem solving & modeling/data analysis, and communicating reasoning) saw an increase of students meeting those standards.
3. Communicating reasoning is our student's weakest area.

School and Student Performance Data

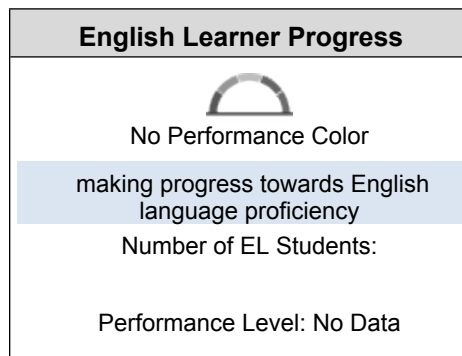
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

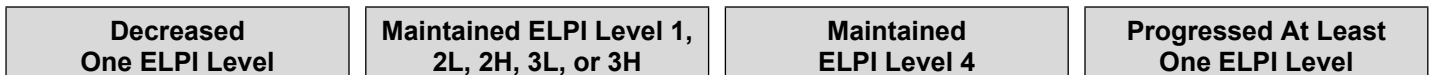
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Although not noted, CHS saw an increase in the college and career indicator for 21-22

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	281	100
African American	3	1.1
American Indian or Alaska Native		
Asian	4	1.4
Filipino	7	2.5
Hispanic	60	21.4
Native Hawaiian or Pacific Islander		
White	168	59.8
Two or More Races	26	9.3
English Learners	4	1.4
Socioeconomically Disadvantaged	36	12.8
Students with Disabilities	25	8.9
Foster Youth		
Homeless	1	0.4

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	123	44.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	24	40.7
Native Hawaiian or Pacific Islander		
White	78	46.7
Two or More Races	9	34.6
English Learners		
Socioeconomically Disadvantaged	14	40
Students with Disabilities	1	4.2
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	99	35.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	21	35
Native Hawaiian or Pacific Islander		
White	59	35.1
Two or More Races	12	46.2
English Learners		
Socioeconomically Disadvantaged	16	44.4
Students with Disabilities	7	28
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	135	48
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	17	28.3
Native Hawaiian or Pacific Islander		
White	96	57.1
Two or More Races	10	38.5
English Learners		
Socioeconomically Disadvantaged	7	19.4
Students with Disabilities	3	12
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	57	20.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	7	11.7
Native Hawaiian or Pacific Islander		
White	38	22.6
Two or More Races	6	23.1
English Learners		
Socioeconomically Disadvantaged	5	13.9
Students with Disabilities	2	8
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	49	17.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	19	31.7
Native Hawaiian or Pacific Islander		
White	22	13.1
Two or More Races	2	7.7
English Learners		
Socioeconomically Disadvantaged	8	22.2
Students with Disabilities	1	4
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Seal of Biliteracy data was 2019-2020: 36 graduates awarded
2020-2021: 49 graduates awarded
2. CHS students CTE Pathway Completers =160 students in 2020-2021
3. Hispanic students are not accessing College and Career opportunities on the campus. CHS will analyze the data and determine steps to increase self-motivated access.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

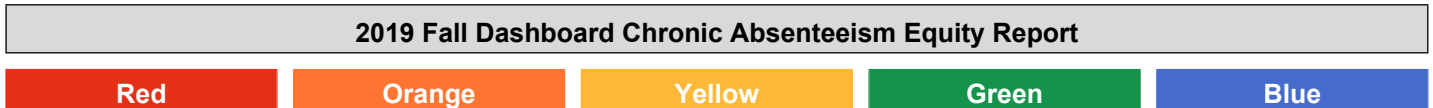
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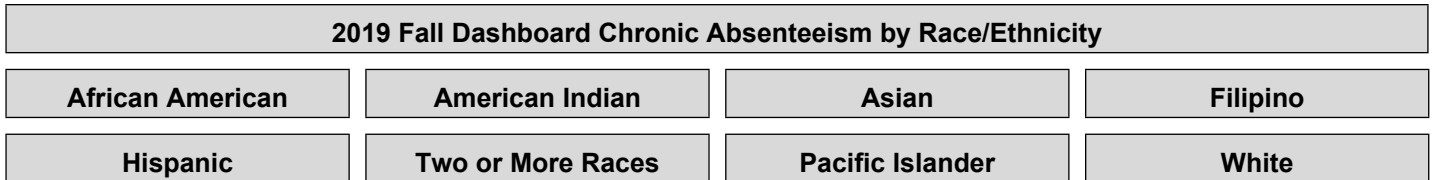
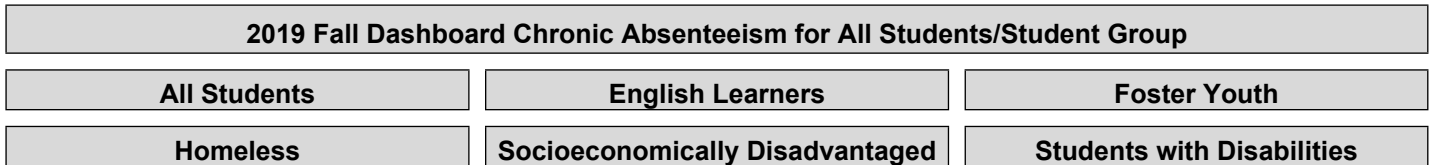
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	281	273	2	97.2
English Learners	4		0	
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	36	35	1	97.2
Students with Disabilities	25	24	1	96
African American	3		0	
American Indian or Alaska Native				
Asian	4		0	
Filipino	7		0	
Hispanic	60	58	1	96.7
Native Hawaiian or Pacific Islander				
White	168	164	1	97.6
Two or More Races	26	25	0	96.2

Conclusions based on this data:

1. CHS maintains a high graduation rate.
2. CHS has a high graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

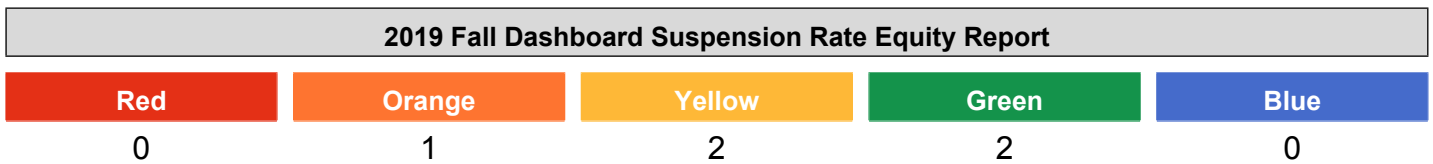
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3.9</p> <p>Declined -0.5</p> <p>1193</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.7</p> <p>Increased +1.1</p> <p>120</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>6.4</p> <p>Declined -5.1</p> <p>109</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.9 Declined -5.2 17	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 0 Maintained 0 27	 No Performance Color 4 Maintained 0 25
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.2 Maintained -0.2 260	 Green 3.3 Declined -0.5 150	 No Performance Color Less than 11 Students - Data 3	 Green 4.1 Declined -0.3 704

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.4	3.9

Conclusions based on this data:

1. CHS will analyze data of socioeconomically disadvantaged, hispanic and students with disability suspensions and determine a level of support to decrease suspensions.

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 number of students enrolled in second-and third-year courses within a program (CTE, NJROTC, Band, Art)	160 CTE pathway completers	CHS students will meet the green College and Career performance indicator on the CA Dashboard report.
Increased number of students accessing Dual Enrollment credits.	Graduating students received the seal of biliteracy, 2017-18: 27 students earning the seal, 2018-19: 34 students, 2019-20: 41 students, 2020-2021: 49 students	At least 65% of 2022 graduates will meet UCAG requirements
Students will gain flexibility (more periods to choose from) to be able to design a Personalized Education four-year Plan. (4x4) schedule	CHS has 52 students taking two Dual Enrollment Southwestern College courses on campus during the 20/21 school year. Two additional students are taking only the 2nd semester course (so 54 for 2nd semester term 2).	
Math, Science and English write student achievement goals based off of weakest claims on last year's CAASPP results, implement strategies and analyze results. All other departments write student achievement goals off of local data.	2019/20 942 AP tests were taken by 413 students 87% scored a 3, 4, or 5 21% scored a 5 2020/21 802 AP tests were taken by 388 students 62% scored a 3, 4, or 5 12% scored a 5	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Use Illuminate to analyze student achievement data.</p> <p>Added/additional Internship opportunities for students.</p> <p>Increase number of students earning the Seal of Civic Engagement</p> <p>WASC goals</p>	<p>45% of 2021 grads did not meet UCAG requirements 184 Seniors met the UC-AG Requirements 92 Seniors did not meet the requirements</p> <p>CHS showed growth or significant growth in all areas of state testing from 2020 to 2021 which support college and career readiness.</p> <p>CUSD is currently adopting Illuminate software as a data collection tool..</p> <p>CHS students in Advanced Sports Medicine and CoSA Digital Arts complete job shadows and internships.</p> <p>2020-2021 No students received the Seal of Civic Engagement</p>	

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 5% annually reaching 80% by the year 2025

Action Steps:

Counselors will support students in planning a personalized four-year plan that meets college and career readiness including training and usage of SCOIR.

Full Implementation 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 to sign a waiver (to be written) acknowledging 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 (Not to be offered before Junior year)

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 years of courses from another institution will be analyzed and placed on the CHS transcript to track UC A-G completion

Provide college and career readiness assemblies and events for students and parents

Increase student use of SCOIR

Design a student graduation profile

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 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. New addition in 2022-23 Engineering and Architecture

Increase Arts/CTE Pathway completion by 3%

- --Prerequisites need to be added to course descriptions so staff and students know and complete the pathway.
- --Students adhere to following CTE and Arts Course Sequence Document.

Maintain or increase number of students in NJROTC by increased communication and family education that NJROTC also fulfills a PE requirement

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 Increase access and enrollment in dual enrollment courses from Southwestern College:

Action Steps:

Continue current Intro to Administration of Justice, Cybersecurity, Medical Terminology, Intro to Business.

New addition in 2022-23 American Sign Language, Mexican and Mexican-American Cultures in the United States.

Provide students with clear information about course requirements and college course 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)

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 Increase career awareness and experiences

Action Steps:

Add internship opportunities in all CHS CTE pathways and allow all CHS students to enroll (22/23) in an Internship course to receive education, guidance and credits for a paid or unpaid internship.

CHS Social Studies department has partnered with the Coronado Historical Association to recruit and support CHS students as interns for the organization.

Community outreach and partnerships through city

Career Day activities on campus

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)]

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 increase the percentage of students earning a Seal of Biliteracy by 2% each year, from 2021 to 2024 for a total of 6% growth.

Action Steps:
Identify students who are native speakers of other languages
Implementation of STAMP Assessment.
Department collaboration and data analysis and assessment
Provide more communication and understanding about the Seal of Biliteracy

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)]

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 communication and information about details and process for students to earn the Seal and encourage participation
Inform students of AB 24 as a new college and career readiness indicator

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 Reduce the number of students who fall into the “low and very low” performance category on Common Lit assessment by 3% from 21-22 to 22-23 school year.

Action Steps:

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.
All department provided with Common Lit 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 number of students who fall into the “near and not met” category by 5% in comparison to the 21-22 CAST scores.

Action Steps:

Each science department curriculum team (biology/physics/chemistry) will give a cumulative assessment for each grading period.

Examine 2022 CAST test results for areas of focus for instruction

Continued Implementation of Savvas NGSS aligned curriculum

Adjust course pacing, as needed, due to 4x4 schedule

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)

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 will have digital transition portfolios displaying college and career readiness goals and skills

Action Steps:

Special education department will build, align, and implement transition curriculum as evidenced by digital transition portfolios (progressive record of college and career readiness goals and skills) shared across case carriers during 2022-2023 school year.

Meet and collaborate with team to align and create portfolio template

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)

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 Increase the number of students graduating from CHS with 40 distinct credits in math by 3% and increase the number of students maintaining A-G requirements.

Action Steps:

- Implement a support class for IM1 and IM2 for students to take concurrently with IM1 or IM2
- Use/analyze summative data to target student areas of need
- Adjust course pacing, as needed, due to 4x4 schedule
- Meet and collaborate with math team to align and create common assessments
- Use MDTP assessment for additional data measures and as placement all students

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 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 sport
- Continued implementation of 4x4 schedule
- Encourage pathways completion

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 12

Students to be Served by this Strategy/Activity

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

All

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

intervention courses - math support, success skills, 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

Social emotional counseling, as needed

Maintain special education caseloads around 25 students to allow for intensive supports

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

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:

Implementation of Canvas learning management system

College/Career Readiness and CA Dashboard Data

Continued focus on WASC goals

Time for 4x4 pacing work

Increase 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 Illuminate and grade reports to determine courses to support student needs and growth.

Site focus on academic discourse

Explore equitable grading practices

Co-teaching training opportunities

MTSS tiered framework development and implementation will provide the structure for meeting student's needs in the areas of academics, behavior and school culture

Shared best practices

Monthly meetings: staff, department and professional learning

Provide a Fall 2022 and Spring 2023 surveys to determine needs

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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 significant increases in state testing achievement (met standard) results. CHS has targeted students and added classes for additional learning opportunities (IM1 and IM2 Support

concurrent with IM1 and IM2, Read180, 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.

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.

- -Clear communication and events with families regarding courses, graduation requirements, college and career readiness, the 4x4 schedule, new bell schedule in 22-23, and all other important information and events
- -Implement new learning management system - Canvas- which will replace Powerschool.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Smore newsletters.	Smore newsletters	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 awareness of CHS programs
New learning management system implementation - Canvas	Implementation of Canvas and communicates with Synergy	More efficient system, for teachers to use and that communicate student achievement (grading) information to community partners (parents).
Improve student awareness and follow through on information communicated via our communication tools/methods.	Tiki TV increased student knowledge of CHS happenings - If they watch it via social media (Instagram and TikTok).	Improve efficacy of communication delivered to students via student grade level pages on Canvas and announcements/videos during homeroom

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student/family/community knowledge of college and career readiness and college and career indicators, and SCOIR for college apps	Introduced Scoir in 19/20.	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 Scoir 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 via weekly Sunday at 5pm email messages via Catapult and posted to Facebook
- ASB students produce and distribute Tiki TV.
- Updated website and social media page. When needed - local news outlets (Coronado Times, Eagle Journal)
- 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

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 CMS 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

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

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:

Implementation of Canvas

- Classroom resources will be found on Canvas

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

Daily announcements and/or Implement a 20 minute weekly homeroom to deliver information and provide time for students to interact with SCOIR and other resources as well as receive consistent and uniform information

- Increase counseling information resources to students

Email students Islander News

Post more visuals around campus - 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

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)

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

Increase counseling presentations to students ex. use of SCOIR, college apps

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 Future Islander Night in spring
- ---9th grade "boot camp"

Provide registration parent event in spring

Provide more peer to peer - on a more informal basis- opportunities for students

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

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)

Annual Review

SPSA Year Reviewed: 2020-21

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 is easily accessible by all shareholders and participation and awareness increase. Overall implementation of the strategies/activities are as described

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.

Implementing a 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

Low socioeconomic, Hispanic and students with disabilities subgroups

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction of D/F List	Reduction of D/F List	Focused placement of students in courses that align with data. Added placement of students in IM1 and IM2 support classes, Read 180 and Success Skills to support a strong foundation of skills for future success. Quarterly monitoring by counselors and streamlined MTSS interventions
Implement new state mandated 8:30am 22/23 start bell schedule (with weekly homeroom)	Current bell schedule	8:30 am start day and 20 minute weekly homeroom to provide uniform communication Increased student awareness of school information such as events, activities, CCR information, CHS core values as well as messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce number of Hispanic students and students with disabilities from meeting A-G requirements and college and career readiness	Reduce number of Hispanic students and students with disabilities from meeting A-G requirements and college and career readiness	MTSS tiered supports and interventions
Decrease in tardy rate Increase in P2 (enter spring baseline data here) attendance rate	Decrease in tardy rate Increase in P2 attendance rate	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. CHS MTSS committee for 21/22 work on CHS core values and PBIS. Student 2 Student is an active connections group.	Implement CHS core values and behavior expectations developed through MTSS Team and staff meetings Posted and articulated throughout campus students, staff and community Explore adding Link Crew class or club Continued work on academic MTSS
Added informal accommodations through the SST process reduce the number of new 504 plans.	SST and 504 Data	Clearly outlined SST protocols and tiered supports Consistent use of SST 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 SCOIR
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

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 IM1 Support or IM2 Support concurrently with IM1 and IM2, Read 180 and Success Skills to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents)

SpEd year long study skills classes at each grade level

Full Implementation of policy of D/F required remediation.

- ----Track/meet with students earning D/F at progress report or quarterly: set goals and/or discuss course remediation, credit recovery - BYU, and/or summer school opportunities

Weekly team meetings (MED) - student academic, behavior, social/emotional concerns

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 department -consistent tracking

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 Implementation of new state mandated 8:30 am start bell schedule with once a week 20 minute homeroom period

Action Steps:

8:30am start to decrease tardies

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 SCOIR 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)

Hispanic and students with disabilities subgroups

Strategy/Activity

3.3 Increase the number of Hispanic and students with disabilities meeting college and career readiness

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

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 parent communications about importance of attendance

Action Steps:

Consistent school wide communications regarding attendance policy

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

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, 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 and increase positive peer to peer connections

Action Steps:

Implement CHS core values and behavior expectations developed through MTSS and staff meetings

- -Posted and articulated throughout campus CHS community

Design and implement PBIS/MTSS behavior expectations

Send two staff members to Link Crew training and explore adding a new section/class of Link Crew or creating a Link Crew Club

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)]

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 protocols

Action Steps:

- Review and revise protocols, as needed
- Shared SST information to all parties involved
- Implement MTSS tiered supports

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[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

3.7 Maintain or increase the graduation rate

Action Steps:

- Ensure all students have 4 year plans in SCOIR
- Consistent tracking of credit and grades and required remediation, as needed

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 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

Implement feedback and outcome from previous years.

Determine need for additional supports which may be helpful or necessary

Hold annual staff emergency procedures training and hold run, hide, fight trainings for staff

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

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

Annual Review

SPSA Year Reviewed: 2020-21

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 has decreased minimally with new bell schedule. Continuation of revamped support classes and more personalized plans will support increase achievement (lower D/F list). Streamlined supports are in process and have been put into place for student academic interventions as well as developing a school community of connectedness. All safety drill 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.

Attendance tracking challenges due to COVID19 and new 4x4 schedule presented academic shift challenges

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.

New bell schedule will be implemented due to AB 328 and will include a once-a-week homeroom.

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	\$169,211.00	169,211.00

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
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Expenditures by Goal

Goal Number	Total Expenditures
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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
Joy Howard	Other School Staff
Kathy Redding	Parent or Community Member
Liz Riebe	Parent or Community Member
Zoe Searles	Secondary Student
Jaxon Alpert	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, 2022.

Attested:

Principal, Karin Mellina on April 19, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019