School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Corning Union High School	523170900000000	May 15, 2025	June 19, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Corning Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Corning Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

> Additional Targeted Support and Improvement

The school's plan for effectively meeting the ESSA requirements in alignment with the LCAP and other programs will be accomplished through three primary goals and multiple actions consistent with our greatest needs.

First, all students in grades 9-12 will demonstrate an improved level of growth on their ELA and Math course local common assessments. We will also measure 11th grade student growth through the CAASPP ELA & Math score results. We will monitor the results of the specific equity groups of Socio-Economically Disadvantaged students (SEDs), English Language Learner students (ELLs), Hispanic students and White students within the four grade levels. We will use these periodic assessments to measure individual and grade level growth. See goals #1 & 4.

Second, all EL students in grades 9-12 will demonstrate an improved level of growth on the ELPAC exam at each annual testing and subsequently sustain or raise the rate of reclassification at CUHS. Actions to improve monitoring and achievement are included. See goal #2.

Third, the CUHS staff will implement specific academic and behavioral support programs that target students who do not meet the standard expectations for three of the five LCAP categories: chronic absenteeism, suspension rate, EL progress, graduation rate, and college/career readiness. Refer to the LCAP for specific details on identified targets consistent with the dashboard. Action steps for improved achievement have been created. See goal #3.

Educational Partner Involvement

How, when, and with whom did Corning Union High 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

The Principal updated the SPSA with input from a variety of school community teams. The Principal started with the document that was generated last year and updated the necessary sections so that they reflected current information and practice. Principal consulted directly with several different groups to inform the goals and steps identified in this document. He consulted with the administrative team, the School Site Council with parent representation, and the respective department heads. He also tapped into the district data specialist. The interaction and consultation occurred at various times throughout the spring semester of 2025 in order to update and revise the existing SPSA document.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

LEA has engaged in the MTSS technical assistance program of the Tehama County Department of Education. Assistance has included the training of school site Tier 1 leadership teams during the 23/24 and 24/25 school years. As part of this training, each leadership team has received training and coaching in developing their understanding and leadership skills to positively impact identification of and implementation of effective Tier 1 strategies that support all students in meeting cognitive, emotional, social, interpersonal, and academic skill development. Teams have been guided in using the cycle of inquiry to analyze school systems and student performance with an emphasis on identifying gaps in instructional practices and student learning. This has also included a look at identification of equity gaps. Teams will continue to receive Tier 1 coaching during the 25/26 school year with training for Tier II teams moving into their second year.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The state indicators for which overall performance was in the orange category are as follows: the overall suspension rate; the overall mathematics percentage; the ELs in ELA; the SEDs in ELA; all students overall in math; SED students in math; all students, SEDs, and Hispanics for suspension rate. The state indicators for which performance was in the red category are as follows: English Learner Progress overall; SWDs in ELA; all students in math; ELs in math; SWDs in math; Hispanics & whites in math; ELs, SWDs and Homeless for suspension rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The ELA Performance Level for all students was yellow. The students with disabilities (SWDs) were in the red, two performance levels below. The mathematics performance level for all students was orange hence there were no other categories that were two PLs below. The college/career readiness PL for all students was "low". The SWDs CCR PL was "low" and therefore two PLs below. The graduation rate for all students was in the blue. SWDs were in the yellow for grad rate and therefore two PLs below. The suspension rate for all students was in the orange PL, therefore, no other categories can be two PLs below.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Corning Union High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	2.07%	1.84%	1.67%	21	19	16
African American	0.39%	0.87%	0.73%	4	9	7
Asian	1.38%	1.65%	1.67%	14	17	16
Filipino	0.39%	0.29%	0.21%	4	3	2
Hispanic/Latino	64.00%	66.15%	67.15%	649	682	642
Pacific Islander	0.10%	0.39%	0.31%	1	4	3
White	28.70%	25.9%	25.10%	291	267	240
Two or More Races	1.58%	1.45%	1.57%	16	15	15
Not Reported	1.38%	1.45%	1.57%	14	15	15
			Total Enrollment	1,014	1031	956

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 9	276	285	252
Grade 10	246	269	270
Grade 11	267	226	236
Grade 12	225	251	198
Total Enrollment	1,014	1,031	956

Conclusions based on this data:

1. The total population of our student body has rested around 1000 students over the past four years.

2. The percentage of Hispanic students continues to increase while the percentage of the white population continues to decrease. The other equity groups are relatively steady from year to year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	247	277	244	24.4%	26.9%	25.5%
Fluent English Proficient (FEP)	301	303	298	29.7%	29.4%	31.2%
Reclassified Fluent English Proficient (RFEP)	35			12.9%		

Conclusions based on this data:

1. The number of English Learners is gradually increasing. We currently have a higher number of level 1 and level 2 EL students at our school which will impact ELPAC results.

2. The number of reclassified students is also increasing slightly which is positive for our students and school but will leave more students below the level 4 score on the ELPAC.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	260	207	220	252	200	216	252	200	216	96.9	96.6	98.2
All Grades	260	207	220	252	200	216	252	200	216	96.9	96.6	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2513.	2542.	2544.	7.14	11.00	12.04	23.81	27.50	26.85	25.00	28.50	29.63	44.05	33.00	31.48
All Grades	N/A	N/A	N/A	7.14	11.00	12.04	23.81	27.50	26.85	25.00	28.50	29.63	44.05	33.00	31.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.90	15.50	16.20	51.19	60.00	56.48	36.90	24.50	27.31
All Grades	11.90	15.50	16.20	51.19	60.00	56.48	36.90	24.50	27.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.73	10.50	11.57	42.46	51.50	51.85	48.81	38.00	36.57
All Grades	8.73	10.50	11.57	42.46	51.50	51.85	48.81	38.00	36.57

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	5.95	7.50	9.72	71.83	78.00	71.76	22.22	14.50	18.52
All Grades	5.95	7.50	9.72	71.83	78.00	71.76	22.22	14.50	18.52

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	12.70	11.50	11.11	58.33	72.00	68.52	28.97	16.50	20.37
All Grades	12.70	11.50	11.11	58.33	72.00	68.52	28.97	16.50	20.37

Conclusions based on this data:

1. The ELA overall achievement scores have improved slightly over the past two testing periods from both exceeding the standard & meeting the standard. There's still lots of work to be done in targeting the 61.5% who were near or below standard in ELA.

2. The fallacy of this data is that it never measures or compares the same students from year to year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	260	207	219	251	201	214	251	201	214	96.5	97.1	97.7
All Grades	260	207	219	251	201	214	251	201	214	96.5	97.1	97.7

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2486.	2487.	2499.	1.20	3.48	3.27	13.55	7.96	8.88	13.94	18.41	26.64	71.31	70.15	61.21
All Grades	N/A	N/A	N/A	1.20	3.48	3.27	13.55	7.96	8.88	13.94	18.41	26.64	71.31	70.15	61.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.18	4.48	4.21	32.27	28.86	34.11	62.55	66.67	61.68
All Grades	5.18	4.48	4.21	32.27	28.86	34.11	62.55	66.67	61.68

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.79	4.48	6.07	61.35	58.71	58.88	35.86	36.82	35.05
All Grades	2.79	4.48	6.07	61.35	58.71	58.88	35.86	36.82	35.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.79	3.98	4.67	62.95	53.23	62.62	34.26	42.79	32.71
All Grades	2.79	3.98	4.67	62.95	53.23	62.62	34.26	42.79	32.71

Conclusions based on this data:

1. The overall achievement of our junior class on the Math CAASPP continues to improve, but it is small growth. Overall, student percentages below the standard have decreased in the 23/24 test cycle in all areas of the test.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1554.4	1518.3	1515.2	1564.6	1515.6	1509.3	1543.7	1520.6	1520.5	78	78	64
10	1570.1	1532.7	1536.4	1582.8	1535.5	1530.2	1557.0	1529.4	1542.1	61	61	59
11	1556.0	1514.0	1523.3	1561.5	1501.2	1505.2	1549.9	1526.3	1540.8	52	40	52
12	1562.2	1536.3	1529.4	1571.4	1537.6	1513.5	1552.6	1534.3	1544.7	22	39	31
All Grades										213	218	206

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	17.95	3.85	4.69	39.74	28.21	28.13	29.49	38.46	40.63	12.82	29.49	26.56	78	78	64
10	31.67	11.86	15.25	36.67	33.90	37.29	16.67	32.20	27.12	15.00	22.03	20.34	60	59	59
11	11.54	2.63	9.62	34.62	23.68	30.77	44.23	39.47	28.85	9.62	34.21	30.77	52	38	52
12	18.18	7.89	3.23	36.36	26.32	32.26	36.36	44.74	38.71	9.09	21.05	25.81	22	38	31
All Grades	20.28	6.57	8.74	37.26	28.64	32.04	30.19	38.03	33.50	12.26	26.76	25.73	212	213	206

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	33.33	14.10	12.50	39.74	43.59	51.56	19.23	15.38	18.75	7.69	26.92	17.19	78	78	64
10	51.67	16.95	18.64	30.00	47.46	49.15	5.00	23.73	15.25	13.33	11.86	16.95	60	59	59
11	26.92	10.53	19.23	57.69	39.47	40.38	9.62	23.68	17.31	5.77	26.32	23.08	52	38	52
12	40.91	13.16	12.90	27.27	55.26	38.71	31.82	15.79	29.03	0.00	15.79	19.35	22	38	31
All Grades	37.74	14.08	16.02	40.09	46.01	46.12	14.15	19.25	18.93	8.02	20.66	18.93	212	213	206

Oral Language — Percentage of Students at Each Performance Level for All Students

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.56	0.00	1.56	26.92	7.69	14.06	38.46	51.28	37.50	32.05	41.03	46.88	78	78	64
10	8.33	5.08	1.69	28.33	20.34	30.51	41.67	30.51	35.59	21.67	44.07	32.20	60	59	59
11	1.92	0.00	7.69	19.23	10.53	15.38	48.08	42.11	36.54	30.77	47.37	40.38	52	38	52
12	4.55	2.63	0.00	18.18	13.16	12.90	45.45	44.74	45.16	31.82	39.47	41.94	22	38	31
All Grades	4.25	1.88	2.91	24.53	12.68	18.93	42.45	42.72	37.86	28.77	42.72	40.29	212	213	206

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.85	6.41	3.13	78.21	69.23	73.44	17.95	24.36	23.44	78	78	64
10	10.00	8.47	5.08	75.00	71.19	72.88	15.00	20.34	22.03	60	59	59
11	1.92	0.00	5.77	76.92	60.53	51.92	21.15	39.47	42.31	52	38	52
12	0.00	7.89	3.23	72.73	63.16	77.42	27.27	28.95	19.35	22	38	31
All Grades	4.72	6.10	4.37	76.42	67.14	68.45	18.87	26.76	27.18	212	213	206

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	78.21	55.13	50.79	14.10	17.95	31.75	7.69	26.92	17.46	78	78	63
10	82.76	76.27	64.41	8.62	13.56	20.34	8.62	10.17	15.25	58	59	59
11	88.46	39.47	46.15	9.62	39.47	28.85	1.92	21.05	25.00	52	38	52
12	81.82	65.79	38.71	18.18	26.32	32.26	0.00	7.89	29.03	22	38	31
All Grades	82.38	60.09	51.71	11.90	22.07	27.80	5.71	17.84	20.49	210	213	205

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.69	2.56	4.69	43.59	39.74	34.38	48.72	57.69	60.94	78	78	64
10	13.33	11.86	13.56	50.00	37.29	42.37	36.67	50.85	44.07	60	59	59
11	5.77	2.63	7.69	48.08	34.21	44.23	46.15	63.16	48.08	52	38	52
12	9.09	10.53	0.00	45.45	28.95	54.84	45.45	60.53	45.16	22	38	31
All Grades	8.96	6.57	7.28	46.70	36.15	42.23	44.34	57.28	50.49	212	213	206

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.56	1.28	0.00	78.21	67.95	67.19	19.23	30.77	32.81	78	78	64
10	0.00	3.39	0.00	81.67	71.19	76.27	18.33	25.42	23.73	60	59	59
11	7.69	0.00	7.69	67.31	55.26	63.46	25.00	44.74	28.85	52	38	52
12	4.55	2.63	3.23	77.27	65.79	70.97	18.18	31.58	25.81	22	38	31
All Grades	3.30	1.88	2.43	76.42	66.20	69.42	20.28	31.92	28.16	212	213	206

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. The speaking domain is by far the strongest area for all of our EL students landing firmly in the "well-developed" .

2. The listening and writing domains have shifted mostly to the "somewhat/moderately" category which is consistent with an increase of Level 1 & Level 2 EL students at our site. Listening is at 67.14% in the "somewhat/moderately" category. Writing is 66.20% "somewhat/moderately" and 31.92% "beginning" category (again, more level 1 & level 2 students in the mix). Reading is at 57.28% in the "beginning" category and 36.15% in the "somewhat/moderately" category. Lots of work to do in EL reading.

3. .

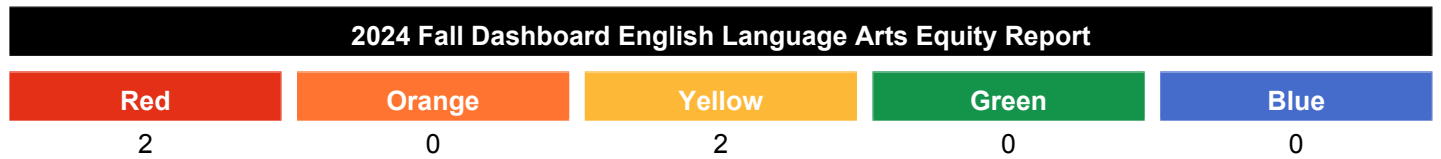# School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
956	**82.5%**	**25.5%**	**1.2%**
Total Number of Students enrolled in Corning Union High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	244	25.5%
Foster Youth	11	1.2%
Homeless	30	3.1%
Socioeconomically Disadvantaged	789	82.5%
Students with Disabilities	144	15.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.7%
American Indian	16	1.7%
Asian	16	1.7%
Filipino	2	0.2%
Hispanic	642	67.2%
Two or More Races	15	1.6%
Pacific Islander	3	0.3%
White	240	25.1%

Conclusions based on this data:

1. The Hispanic & EL population at CUHS is gradually increasing while the White population is gradually declining; the other race/ethnic groups are consistent from year to year. EL % is almost 27. Hispanic is 67%; white is 25%.

2. Most all of the other demographic categories have stayed relatively similar including our socio-economically disadvantaged students. All of the other race/ethnicity groups other than white or Hispanic constitute 7-8% of our student population.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Yellow		
College/Career Red		

Conclusions based on this data:

1. Our Graduation Rate is a strong aspect of CUHS in the blue category.

2. English Language Arts is in the yellow category. Our suspension rate and our mathematics are in the orange category.

3. The English Learner Progress rating is in the red. Many students were reclassified this past year and many new lower level ELD students have arrived. Overall numbers at levels 3 & 4 have declined and the number of students at levels 1 & 2 have increased.

School and Student Performance Data

Academic Performance
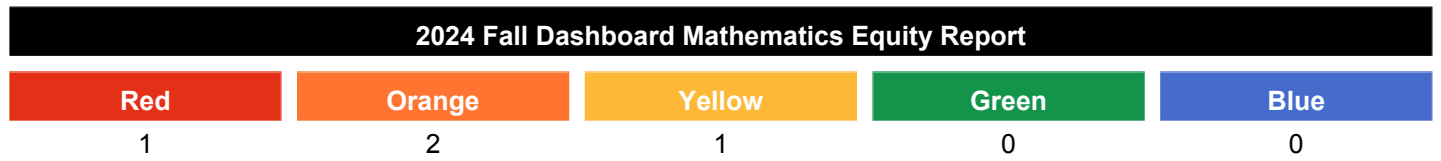## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	2	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	Red
34.7 points below standard	99.1 points below standard	127.2 points below standard
Increased 3.8 points	Declined 13.3 points	Declined 21.7 points
208 Students	74 Students	40 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	38.1 points below standard
		Increased 7.4 points
1 Student	5 Students	163 Students

Students with Disabilities	**African American**	**American Indian**
No Performance Color	No Performance Color	No Performance Color
149.0 points below standard	Less than 11 Students	Less than 11 Students
Increased 3.7 points		
24 Students	1 Student	3 Students

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	49.8 points below standard
		Declined 10.7 points
4 Students	1 Student	135 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	0 Students	7.2 points below standard
		Increased 26.9 points
7 Students		53 Students

Conclusions based on this data:

1. Many of our student demographic categories increased significantly on the dashboard indicators for ELA. The "All students" category & "white students" category and "Hispanic" equity group were in the yellow; English Learners & SED were in the orange; and Students w/Disabilities were in the red. We must continue to monitor and intervene for our IEP/SpEd population.

2. All three categories for English Learners' comparisons increased significantly in English Language Arts.

3. SWDs are two performance levels below "all students" in ELA.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	Red
127.6 points below standard	197.6 points below standard	225.7 points below standard
Increased 9.1 points	Increased 4.0 points	Maintained 1.6 points
207 Students	75 Students	40 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	129.5 points below standard
		Increased 9.9 points
1 Student	6 Students	162 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
245.5 points below standard	Less than 11 Students	Less than 11 Students
Declined 25.0 points		
24 Students	1 Student	3 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	143.9 points below standard
		Maintained 0.5 points
4 Students	1 Student	134 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Less than 11 Students	0 Students	97.9 points below standard
		Increased 28.1 points
7 Students		53 Students

Conclusions based on this data:

1. The 2023 dashboard reveals that nearly all of our students and their respective subgroups are in the red category at lowest performance. The "all students" demographic was in the orange with an increase of 3.9 points.

2. There is a need for our school to be able to show growth in mathematics learning through alternative means beyond a single CAASPP exam. In other words, to show where students were when they arrived to us and where they ended upon leaving us four years later as well as from year to year over four years. That continues to be a work in progress.

3. The math data comparisons for English Learners also showed a decline as well among current and reclassified ELs.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
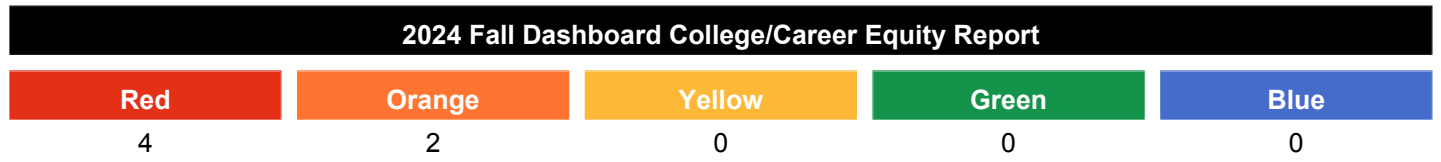
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	Yellow
36.6% making progress.	40.5% making progress.
Number Students: 191 Students	Number Students: 153 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
22.5%	40.8%	0%	36.6%

Conclusions based on this data:

1. Our English Learner progress is in the red level at 26.9 points above standard at performance level 1.

2. 53 students progressed at least one ELPI level; 0 maintained at level 4 (most were reclassified); 65 students maintained at levels 1, 2L, 2H, 3L & 3H (limited progress); 78 students decreased last year which leads to the English Learner Progress in the red zone.

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	2	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Red
26 Prepared	6.7 Prepared	8.3 Prepared
Declined 30	Declined 34.9	Declined 34.3
192 Students	60 Students	48 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students 0	0 Prepared	26.4 Prepared
	Declined 18.8	Declined 29.4
3 Students	13 Students	178 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
6.1 Prepared	Less than 11 Students 0	Less than 11 Students 0
Declined 25.4		
33 Students	1 Student	5 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students 0	0 Students	23.8 Prepared
		Declined 33.8
4 Students		130 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Less than 11 Students 0	0 Students	30.2 Prepared
		Declined 29.8
5 Students		43 Students

Conclusions based on this data:

1. The "all students" category & the SED category each scored high on the CCR at 56.1% & 55.8% respectively. English Learner juniors were medium at 41.5% prepared. Students w/Disabilities were low at 31.4% prepared which is two performance levels below all.

2. In terms of ethnic breakdown: both the Hispanic and the white populations were "high" at 57.6% & 60% prepared; the other races are too small to report.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1. No data to comment on.

School and Student Performance Data

Academic Engagement
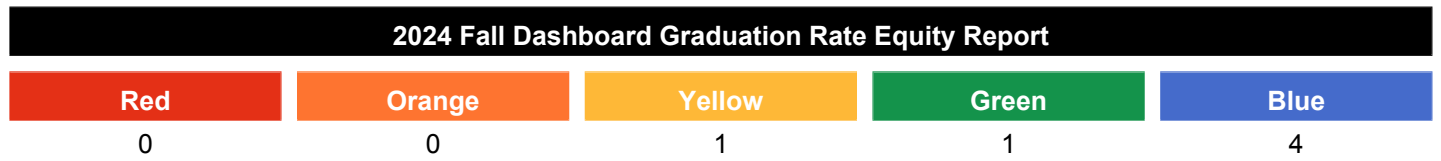## Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	4

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Blue	Blue	Blue
97.4% graduated	100% graduated	100% graduated
Declined 1.3%	Maintained 0%	Maintained 0%
192 Students	60 Students	48 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	92.3% graduated	97.8% graduated
	Declined 7.7%	Maintained 0.7%
3 Students	13 Students	178 Students

Students with Disabilities	**African American**	**American Indian**
Green	No Performance Color	No Performance Color
93.9% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 2.5%	1 Student	5 Students
33 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	0 Students	99.2% graduated
4 Students		Maintained 0.1%
		130 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	0 Students	90.7% graduated
5 Students		Declined 6%
		43 Students

Conclusions based on this data:

1. Our graduation rate overall among all students is strongly in the blue at 98.7%. Our EL students & SED students are strongly in the blue at 100% & 98.5% graduated respectively. Our SWDs dropped by 2.1 hence in the yellow but still at 91.4% graduated (SWDs are two performance levels below all students.

2. The only two reported ethnic groups are both in the blue. Hispanic graduated 99.3% & white graduated 96.7%.

3. There remains a need to more closely monitor and intervene for specific students who have IEPs to ensure that they earn their diplomas.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	5	0	1

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	Yellow
8% suspended at least one day	7.9% suspended at least one day	7.9% suspended at least one day
Declined 0.8%	Declined 2.7%	Declined 2.7%
1030 Students	265 Students	202 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Orange	Yellow
13.3% suspended at least one day	11.4% suspended at least one day	7.9% suspended at least one day
Increased 0.8%	Declined 3.3%	Declined 1.5%
15 Students	35 Students	849 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
8.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.3% suspended at least one day
Declined 5.6%	7 Students	Declined 13.8%
158 Students		16 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	7.3% suspended at least one day
Maintained 0%	3 Students	Declined 1.2%
18 Students		681 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Red
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	10.8% suspended at least one day
Declined 5.7%	3 Students	Increased 1.6%
34 Students		268 Students

Conclusions based on this data:

1. All students & SED students landed in the orange category; English Learners, SWDs and Homeless were in the red zone schoolwide. We do need to ensure we are handling ELs, SWD students, and Homeless students appropriately in the discipline process.

2. In terms of suspension rates among ethnic groups: Hispanics in the orange; whites in the yellow & two or more races in the green.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Proficiency in ELA
Students in grade 11 will demonstrate an improved level of growth on the ELA CAASPP by reducing the points below standard 10-20 points among all juniors and within each equity group. All students in grades 9-12 will also demonstrate improvement in ELA through grade level local assessments made visible through a data analysis system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District Vision and Mission statements related to students achieving personal success for their future and their community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to improve student achievement and college career readiness among our students specifically related to ELA knowledge and skills made visible through the ELA CAASPP and other assessments such as the STAR reading test and the English Department's writing rubric. This year's English Learner Progress was in the yellow zone.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student improvement on the English Department's writing rubric from grade level to grade level.	Individual, class and grade-level writing rubric results.	Each student will demonstrate growth on the various genre writing assignments administered in all English classrooms in accordance with the department's writing rubric. Growth anticipated from one grade level to the next in grades 9-12.
Student improvement on the STAR Reading test for grade-level proficiency.	Individual, class and grade-level STAR Reading results.	Each student will demonstrate growth on the STAR Reading test administered three times per year (beginning, middle & end). Improve each grade-level reading target.
Student improvement on the ELA CAASPP for all 11th graders.	Our students are in the yellow category for the 23-24 ELA CAASPP with the intent of moving to the green.	The junior class points below standard will be reduced by 15-20 points on the ELA CAASPP.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Use clearly defined ELA rubrics for the improvement of academic writing and clarification of California Standards-based learning objectives for each ELA grade level (9-12). 2. Ensure that ELA curriculum materials and strategies are aligned to ELA California Academic Standards. 3. Engage in effective instruction according to good lesson design using explicit direct instruction and the gradual release of responsibility models that target the ELA reading and writing skills inherent in the CCSS. This instruction includes clear learning objectives, checks for understanding, integration of content academic language and intentional literacy and language skills practice. Teachers will be especially cognizant of the EL and SWD students in the room. 4. Continue to implement the AVID WICOR strategies associated with the AVID Schoolwide approach to college and career readiness which is highly literacy oriented. 5. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for ELA which includes the alignment of curricular materials to the ELA CCSS. 6. Each teacher will identify gaps in instructional materials and make adjustments to align all primary and supplemental materials with standards while establishing general grade level ELA pacing windows. Teachers and staff will provide the necessary modifications and accommodations for all SWD students in ELA classrooms. 7. ELA teachers will expose students to the ELA SBAC interim assessments and practice tests in direct preparation for the 11th grade CAASPP in order to demonstrate progress toward the California Academic Standards for ELA. 8. Expect all content-area teachers to regularly engage students with reading, writing, listening, speaking, and language skills practice using their content as the means to improve literacy skills. Teachers will be especially aware of the SWD & EL students in the room. 9. Use developed content-skill assessments in ELA and core content areas to inform curricular and instructional decisions around student learning of content knowledge and literacy skills. ELA teachers will target long-term English learners & SWDs in their mainstream English classes all year long. 10. Utilize an assessment analysis system in ELA using teacher-created assessments, the STAR Reading test, and the English Department's writing rubric. 11. Review potential "equity gaps" for our students with disabilities as well as our English learners.	All Students Schoolwide & the Junior Class in Particular	601,883.04 LCFF 1000-1999: Certificated Personnel Salaries English Teachers 224,409.06 LCFF 3000-3999: Employee Benefits English Teachers 8,300 Lottery: Instructional Materials 4000-4999: Books And Supplies 20,800 Title I 5000-5999: Services And Other Operating Expenditures AVID MEMBERSHIP AND PD 0

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

A concerted effort has occurred among the schoolwide teaching staff to improve proficiency in English Language Arts. The last CAASPP results showed improvement for all students, for SED students, for Hispanic & White students, but a decline for EL and SWD students. A lot of time and resources have been dedicated to EL & SWD students, but the rise in the number of level 1 & 2 ELs and an increase in the number of IEPs overall and the number of ELs with IEPs. We have our work cut out for us.

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

Lots of time and resources have been dedicated to ELs and SWD students. The budgeted expenditures were consistent with the intended implementation to meet the articulated goal.

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.

All students with disabilities (SWDs) and English Learner (EL) students will be adequately supported in reaching the established goal of improved performance on the ELA CAASPP and local assessments by implementing a Tier 1 SEL team and a robust data collection system to target areas for growth. The Tier 1 SEL team will provide a foundation of social-emotional support that is essential for these students to thrive academically. By integrating SEL practices into the curriculum and fostering a supportive environment, SWD and EL students will develop the necessary skills to navigate academic challenges effectively. Additionally, the implementation of a data collection system will enable our school to track the progress of these students more closely and tailor interventions accordingly. Through such data-driven insights, we will more readily identify specific areas where students require additional support and implement targeted strategies to address their unique needs. By combining the implementation of a Tier 1 SEL team with a comprehensive data collection system, we anticipate that SWDs and EL students will receive the personalized support necessary to achieve success on the ELA assessments utilized.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

ELPAC Results & Rate of Reclassification Improved
Increease the percentage of students making progress toward English Language proficiency as measured by the ELPI on the California dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. EL student improvement in language development skills play into this LCAP goal.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Current data indicates that 36.6 % of EL students are making expected progress on the ELPAC. Local assessments show inconsistent growth across domains, and the reclassification rate remains below target. There is a need to strengthen integrated and designated ELD instruction, utilize the ELLevation platform more effectively, and provide targeted support based on data

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI Growth on ELPAC	36.6% making progress	Improve EL progress percentage by 5-10%.
Local ELD Assessment Growth	Varies by level	Students will progress from a level 1 (emerging) to a level 2 (expanding) in one-two years; from a level 2 (expanding) to level 3 (bridging) in one-two years; from level 3 (bridging) to level 4 (proficient) in one-two years; and at level 4 (proficient) to then meet all of the criteria to become reclassified (RFEP).
Reclassification Rate	The reclassification rate for CUHS in 2021-22 was 15.7% & in 22-23 was 21.37% and in 23-24 was 15.5% which reveals mixed annual results overall among EL students.	The reclassification percentage will increase the next school year.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Use clearly defined ELD rubrics for the improvement of academic speaking, reading,	All ELD & Non-Reclassified EL students	177,375.90 LCFF

writing and clarification of California Standards-based learning objectives for each ELA grade level (9-12). Ensure that our curriculum materials and strategies are aligned to ELD standards and the California Road Map. 2. Engage in effective instruction according to good lesson design thru explicit direct instruction and the gradual release of responsibility models that target the ELA reading and writing skills inherent in the CCSS and consistent with the ELD standards. Continue with the full implementation of the WICOR strategies associated with the AVID Schoolwide approach to college and career readiness. 3. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for ELD. This includes the alignment of curricular materials to the ELA CCSS and identification of gaps in instructional materials and adjustments to align supplemental material, and establish general grade level ELA/ELD pacing windows. 4. ELA & ELD teachers will use frequent formative assessments and timely summative assessments as a tool to monitor student learning and progress toward the California Academic Standards for ELA & ELD. These departments have created formal, structured content, literacy-based rubrics & assessments for writing that drive the curriculum, instruction and assessments. 5. Provide timely intervention for ELA & ELD students within the master schedule that address the academic and motivation/behavior issues that hinder academic success. Determine best practices and materials to use with such learners. 6. Use developed content-skill assessments in ELA, ELD, other core subjects and Reading/Writing Intervention to inform curricular and instructional decisions around student learning of content knowledge and literacy skills. 7. Sustain practices in clear learning objectives, checks for understanding, content academic language and multiple other effective EL strategies. 8. Provide opportunities for professional collaboration activities and analysis of student performance for all teachers during pre-service, teacher collaboration days, and alternate times designated for professional conversations around best practices for ELs. Analyze and make adjustments based on locally-created formative and summative assessments. 9. Target the areas of growth for each student based on student performance on the ELPAC-aligned assessments in ELA/ELD, the Star Renaissance reading results, and the English Depts. writing rubric. 10. Expect full implementation of AVID/WICOR/FNT school wide to promote effective instruction & CCR which impacts EL students in all of those classrooms.		1000-1999: Certificated Personnel Salaries 68,256.70 LCFF 3000-3999: Employee Benefits 64,491.46 Title I 1000-1999: Certificated Personnel Salaries 24,206.58 Title I 3000-3999: Employee Benefits 18,962.90 Other 1000-1999: Certificated Personnel Salaries 8,137.40 Other 3000-3999: Employee Benefits 21,717.61 Title III 1000-1999: Certificated Personnel Salaries 7,822.35 Title III 3000-3999: Employee Benefits 81,658.06 Title I 2000-2999: Classified Personnel Salaries 58,925.71 Title I 3000-3999: Employee Benefits

	11. Continue to intentionally monitor and intervene for those 40+ students at CUHS who are both ELs & SWDs.		
2.2			1,850 Lottery: Instructional Materials 4000-4999: Books And Supplies 11,800 LCFF 5000-5999: Services And Other Operating Expenditures CABE Professional Development 7500 LCFF 5000-5999: Services And Other Operating Expenditures ELLEVATION

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have implemented with fidelity the strategies and activities we identified in order to achieve the articulated goal. All of these strategies/activities take several years to have impact on students who are at levels 1 & 2. The overall EL Progress is currently in the red zone which will require honest, in-depth evaluation of what we are and are not doing to more rapidly improve EL student language skills. The LTELs in our school need deliberate interventions and motivations to improve their scores on the ELPAC which we have attempted to do. The work of the EL Coordinator/classroom coach has stepped up efforts to prepare and motivate EL students to give their best effort on the test and demonstrate the skills they have learned. More EL students were exposed to the kinds of questions they will see on the ELPAC exam through the ELD teachers, the EL Coordinator, and the ELA teachers.

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

There are no major differences between the intended implementation and the budgeted expenditures in order to meet the articulated goal. We spent the money on the intended strategies & activities.

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.

Following our comprehensive analysis, we are actively pursuing the implementation of the following strategies and activities:

Conducting a thorough review of our course offerings and placement of English Learners in the best courses to ensure alignment with the academic expectations of our EL students.
Evaluating the suitability of our current curriculum to ascertain its efficacy in meeting the diverse needs of our EL population, especially our long-term English learners so that they can pass the ELPAC and get reclassified.
Facilitating professional development opportunities for our staff to engage in collaborative discussions with peers from other departments, aimed at sharing and adopting best practices for all of our EL students.
Proactively addressing student motivation by deploying Tier 1 strategies for Social-Emotional Learning (SEL) while also implementing incentivization programs to bolster student performance by our EL students on the CAASPP & ELPAC.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Targeting Three Specific LCAP Categories on the Dashboard**
> The Corning Union High School staff will target students who do not meet the standard expectations for the LCAP categories of chronic absenteeism, suspension rate, and college/career readiness. Refer to the LCAP for specific details on identified targets consistent with the dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> 1. Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District's Vision and Mission statements and encapsulates well our overall desire for students to be able to pursue a variety of postsecondary options when they are finished in the District. This corresponds to the college/career readiness goal.
> 2. Create a safe and well-maintained learning environment that promotes respect and responsibility among students. This goal has been developed in order to assure that our students have a safe and orderly school environment in which to learn. The California School Dashboard primarily measures this through school suspension data, and this has been a target of our District and site for several years.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> We have a need to sustain efforts at building schoolwide capacity for promoting the behavioral, social and emotional health of our student population.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The annual chronic absenteeism rate for CUHS.	The chronic absenteeism rate for 2023-24 is 15.8%.	Reduce the rate of chronic absenteeism by at least 2-3% each of the next three years.
The annual school wide suspension rate at CUHS.	The 2022-23 annual suspension rate at CUHS is 8.0% compared to the state average of 3.60%.	Reduce the number of suspensions schoolwide by 2% over the next two years.
The annual college & career indicator for CUHS.	The 2023 college/career ranking is "low".	Maintain or increase the annual CCR indicator according to performance level ratings.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Monitor the data points in the three categories in which we are weak. Use the dashboard, absence lists, suspension logs, GPA/D-F lists, CAASPP	This strategy/activity targets first those students who are	100,719.48 General Fund

results, etc. to help identify student needs and targets. 2. Target specific students and families who need support with chronic absenteeism and potential suspensions through conversations, counseling referrals, home visits, school resource officer assistance, social services assistance, HOPE Center interventions, and other outside agencies and counselors, etc. 3. For our students who are not CCR ready, we will continue to promote college/career readiness through a multitude of CUHS programs including AVID/WICOR practices school wide, CTE expansion, more A-G offerings, a CCR AVID course for all freshmen, an AVID Elective course for identified sophomores, and more deliberate, intentional exposure to the post-secondary opportunities that exist for students. 4. Continue to modify policies and practices that unnecessarily increase the number of suspensions but instead create layers of prevention and intervention that lead to reduced rates of suspension; Target specific students who need support with potential suspensions (the intervening work of the AP over suspensions, the school counselors and the school psychologist). Be aware of the students with IEPs or are ELL students. 5. Create teacher engagement around more intentional SEL practices within the classroom setting. 6. Target the chronically absent students early in the fall semester to begin specific family interventions rather than waiting until January to identify the chronically absent students. 7. Continue to monitor and target deliberate instruction among the SWD & EL students who face the challenges of attendance, possible suspensions, completion of graduation, and meeting the expectations for college or career readiness which includes the case carriers, admin. over Special Education program, the school psychologist, the EL Coordinator, and other applicable staff. 8. Incorporate MTSS teams to look at data points within our SIS to target specific students and groups of students for intervention. 9. CTE Pathways coordinator will work on alignment of pathways and proper CalPads coding to ensure that we are capturing career ready students with accurately reported data.	chronically absent. Secondly, it targets those students who are being suspended among specific populations. Finally, this approach targets all students who need to be college and career ready by the time of graduation.	1000-1999: Certificated Personnel Salaries Associate Principal work with chronically absent students and student suspension prevention and reduction. 33,220.82 General Fund 3000-3999: Employee Benefits 217,029 General Fund 1000-1999: Certificated Personnel Salaries Counselors 78,522.97 General Fund 3000-3999: Employee Benefits Counselor 11,900 Other 5800: Professional/Consulting Services And Operating Expenditures MTSS 46103.20 LCFF 2000-2999: Classified Personnel Salaries Attendance 31,609.14 LCFF 3000-3999: Employee Benefits Attendance

Annual Review

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All of the strategies & activities identified above were actively in play for 22-23 and revisited again for the 23-24 school year.

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

We did not identify any major differences between the intended implementation and the budgeted expenditures. We spent the money on the activities identified in the steps above.

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.

All students with disabilities (SWDs) and English Learner (EL) students will be adequately supported in reaching the established goal of improved performance on related to chronic absenteeism, suspension rate and college-career readiness by implementing a Tier 1 SEL team and a robust data collection system to target areas for growth. The Tier 1 SEL team will provide a foundation of social-emotional support that is essential for these students to thrive in attendance at school, in reducing suspensions, and in developing college-career readiness skills. By integrating SEL practices into the curriculum and fostering a supportive environment, SWD and EL students will develop the necessary skills to navigate absences, suspensions and CCR challenges effectively. Additionally, the implementation of a data collection system will enable our school to track the progress of these students more closely and tailor interventions accordingly. Through such data-driven insights, we will more readily identify specific areas where students require additional support and implement targeted strategies to address their unique needs. By combining the implementation of a Tier 1 SEL team with a comprehensive data collection system, we anticipate that SWDs and EL students will receive the personalized support necessary to achieve success in attendance, suspensions and CCR skill development.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics proficiency
Students in grade 11 including the equity groups will demonstrate growth on the Mathematics CAASPP by reducing the DFS 10-20 points. Students will also show improvement in Math through grade level local assessments made visible through a data analysis system.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District's Vision and Mission statements related to students achieving personal success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to improve student achievement and college career readiness among our students specifically related to Mathematics knowledge and skills made visible through the Mathematics CAASPP and other local math assessments.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student improvement on the Math Department's Mastery Quizzes and comprehensive semester exams consisting of all previous mastery quizzes.	Individual, class and grade-level results on the local mastery quizzes and comprehensive semester exams.	Each student will demonstrate growth on the grade-level local assessments.
Student improvement on the annual Math CAASPP among all 11th graders and the respective equity groups among juniors at CUHS.	Our current percentage rate of proficiency is at 12.04%. We are currently 127.6 points below standard compared to the state average of 47.6 points below standard.	We expect our students to improve by reducing the number of points below standard by 20-25 points.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	1. Provide clearly defined mathematical expectations for the improvement of math knowledge and skills and clarification of California Standards-based learning objectives for each Math grade level (9-12). 2. Ensure that the math curriculum materials (CPM) and the math instructional strategies are consistently aligned to the Math California Academic Standards and the 8 Standards for Mathematical Practice.	All students and the specific identified equity groups of White, Hispanic, socio-economically disadvantaged, English Learners and Special Education IEP students. This also identifies 11th grade students in	527,781.65 LCFF 1000-1999: Certificated Personnel Salaries Math teachers 224,129.31 LCFF 3000-3999: Employee Benefits

	3. Engage in effective instruction according to good lesson design using the gradual release of responsibility model that targets the Math skills inherent in the CCSS. This instruction includes clear learning objectives, checks for understanding, integration of content academic language and intentional literacy and language skills practice in mathematics. 4. Continue to implement the AVID WICOR strategies associated with the AVID Schoolwide approach to college and career readiness. 5. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for Mathematics which includes the alignment of curricular materials to the Math CCSS. 6. Each teacher will identify gaps in instructional materials and make adjustments to align all primary and supplemental materials with standards while establishing general grade level Math pacing windows for each math level. 7. Math teachers will use frequent formative assessments (daily checks for understanding, exit slips, tool kit use, team quizzes, homework quizzes, etc.) and timely summative assessments (mastery quizzes and comprehensive semester exams) as tools to monitor student learning and progress toward the California Academic Standards and Standards for Mathematical Practice. Math teachers will expose math students to the SBAC interim assessments and practice tests. 8. Expect all math teachers to regularly engage students in reading, writing, listening, speaking, and language skills practice using the mathematical content as the means to improve numeracy and literacy skills. 9. Use developed content-skill assessments in Mathematics to inform curricular and instructional decisions around student learning of math content knowledge and math numeracy skills. 10. Utilize an assessment analysis system in Math measuring the results of the local math mastery quizzes and comprehensive semester exams.	particular for the Math CAASPP results.	40,550 Lottery: Instructional Materials 4000-4999: Books And Supplies 0

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Despite implementing all activities as described above, our math performance across many of our groups remained stagnant. While the scores did not go down, they did not increase either.

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

There were no major differences between intended implementation and the budgeted expenditures. We spent funds on the actions that were intended.

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.

Following our comprehensive analysis, we are actively pursuing the implementation of the following strategies and activities:

Conducting a thorough review of our class offerings to ensure alignment with the academic levels of our incoming students.
Evaluating the suitability of our current curriculum to ascertain its efficacy in meeting the diverse needs of our student body.
Facilitating professional development opportunities for our staff to engage in collaborative discussions with peers from other districts, aimed at sharing and adopting best practices.
Proactively addressing student motivation by deploying Tier 1 strategies for Social-Emotional Learning (SEL) while also implementing incentivization programs to bolster student performance.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$431,730
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,719,662.34
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$250,081.81
Title III	$29,539.96

Subtotal of additional federal funds included for this school: $279,621.77

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 ($)
	$0.00
General Fund	$429,492.27
LCFF	$1,920,848.00
Lottery: Instructional Materials	$50,700.00
Other	$39,000.30

Subtotal of state or local funds included for this school: $2,440,040.57

Total of federal, state, and/or local funds for this school: $2,719,662.34

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	429,492.27
LCFF	1,920,848.00
Lottery: Instructional Materials	50,700.00
Other	39,000.30
Title I	250,081.81
Title III	29,539.96

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	1,729,961.04
2000-2999: Classified Personnel Salaries	127,761.26
3000-3999: Employee Benefits	759,240.04
4000-4999: Books And Supplies	50,700.00
5000-5999: Services And Other Operating Expenditures	40,100.00
5800: Professional/Consulting Services And Operating Expenditures	11,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	General Fund	317,748.48
3000-3999: Employee Benefits	General Fund	111,743.79
1000-1999: Certificated Personnel Salaries	LCFF	1,307,040.59

2000-2999: Classified Personnel Salaries	LCFF	46,103.20
3000-3999: Employee Benefits	LCFF	548,404.21
5000-5999: Services And Other Operating Expenditures	LCFF	19,300.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	50,700.00
1000-1999: Certificated Personnel Salaries	Other	18,962.90
3000-3999: Employee Benefits	Other	8,137.40
5800: Professional/Consulting Services And Operating Expenditures	Other	11,900.00
1000-1999: Certificated Personnel Salaries	Title I	64,491.46
2000-2999: Classified Personnel Salaries	Title I	81,658.06
3000-3999: Employee Benefits	Title I	83,132.29
5000-5999: Services And Other Operating Expenditures	Title I	20,800.00
1000-1999: Certificated Personnel Salaries	Title III	21,717.61
3000-3999: Employee Benefits	Title III	7,822.35

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	855,392.10
Goal 2	552,704.67
Goal 3	519,104.61
Goal 4	792,460.96

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:

Jason Armstrong School Principal

Shaun Fredrickson, Christy Correa Classroom Teachers

Diana Davisson, Other School Staff

Ana Thuemler, Patricia Esparza Parent or Community Members

Braden Henry, Andrea Curiel, Ella Fredrickson Secondary Students

Name of Members   **Role**

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: Department Heads Site Leadership Team

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 May 15, 2025.

Attested:

Signature	
	Principal, Jason Armstrong on May 15, 2025
	SSC Chairperson, Patricia Esparza on May 15, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal 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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).

   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.

   ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

   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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

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