



School Plan for Student Achievement (SPSA)

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

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 Coronado High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Coronado High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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

Our Board Goals:

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

Educational Partner Involvement

How, when, and with whom did Coronado 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

Our SSC (School Site Council) meets at a minimum of quarterly during the 24/25 school year to review the School Safety Plan and Single Plan for Student Achievement.

The SSC members are:

Principal

2 teachers (one in year 1 of term and one in year 2 of term)

1 classified staff member (year 2 of term)

3 parents (three in year 2 of term)

3 students (three in year 2 of term)

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

2 Assistant Principals

Islander Leadership Team/department chairs

PTO executive committee

SSC meeting dates:

October 2025

January 2026

March 2026

April 2026

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

Resource Inequities

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

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

There are no resource inequities at this time

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.

none

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.

Suspension: socioeconomically disadvantaged is orange

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Coronado 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.19%	0.40%	0.30%	2	4	3
African American	0.57%	1.10%	1.60%	6	11	16
Asian	2.11%	2.19%	1.60%	22	22	16
Filipino	1.72%	1.49%	1.40%	18	15	14
Hispanic/Latino	26.99%	27.49%	30.23%	282	276	302
Pacific Islander	0.57%	0.20%	0.20%	6	2	2
White	55.02%	54.68%	53.95%	575	549	539
Two or More Races	6.89%	6.57%	5.71%	72	66	57
Not Reported	5.93%	5.88%	5.01%	62	59	50
Total Enrollment				1045	1004	999

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	263	234	248
Grade 10	256	256	231
Grade 11	254	256	257
Grade 12	272	258	263
Total Enrollment	1,045	1,004	999

Conclusions based on this data:

1. Currently, enrollment has continued to consistently decline since 2021.
2. We are currently at 975 students in April 2025
3. We have a small increase in Hispanic/Latino population - all other subcategories have stayed similar

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	17	13	11	1.6%	1.3%	1.1%
Fluent English Proficient (FEP)	166	159	165	15.9%	15.8%	16.5%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	248	247	255	238	240	233	238	240	233	96.0	97.2	91.4
All Grades	248	247	255	238	240	233	238	240	233	96.0	97.2	91.4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2673.	2645.	2676.	51.26	40.42	51.07	34.03	33.75	30.90	8.40	13.33	12.02	6.30	12.50	6.01
All Grades	N/A	N/A	N/A	51.26	40.42	51.07	34.03	33.75	30.90	8.40	13.33	12.02	6.30	12.50	6.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	52.10	40.42	48.07	43.28	49.58	47.64	4.62	10.00	4.29
All Grades	52.10	40.42	48.07	43.28	49.58	47.64	4.62	10.00	4.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	50.42	42.92	48.50	40.76	43.33	42.92	8.82	13.75	8.58
All Grades	50.42	42.92	48.50	40.76	43.33	42.92	8.82	13.75	8.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	30.67	21.67	29.61	63.03	73.75	65.24	6.30	4.58	5.15
All Grades	30.67	21.67	29.61	63.03	73.75	65.24	6.30	4.58	5.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	42.86	37.08	46.78	52.10	54.17	46.35	5.04	8.75	6.87
All Grades	42.86	37.08	46.78	52.10	54.17	46.35	5.04	8.75	6.87

Conclusions based on this data:

1. There was an overall increase in growth from 23-24 to 24-25 with 11% increase in students at or exceeding standard
2. There is a increase crease in the percentage of students meeting at or exceeding standard in all sub areas
3. Percentage of students testing has decreased since 22-23

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	248	247	255	230	239	229	230	239	229	92.7	96.8	89.8
All Grades	248	247	255	230	239	229	230	239	229	92.7	96.8	89.8

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2634.	2611.	2638.	23.91	25.10	29.69	28.26	20.08	24.89	26.09	27.20	19.21	21.74	27.62	26.20
All Grades	N/A	N/A	N/A	23.91	25.10	29.69	28.26	20.08	24.89	26.09	27.20	19.21	21.74	27.62	26.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	34.35	27.62	38.43	43.04	46.44	37.12	22.61	25.94	24.45
All Grades	34.35	27.62	38.43	43.04	46.44	37.12	22.61	25.94	24.45

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	24.78	22.59	32.75	63.91	60.67	45.41	11.30	16.74	21.83
All Grades	24.78	22.59	32.75	63.91	60.67	45.41	11.30	16.74	21.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.61	18.83	23.58	67.83	61.09	60.26	9.57	20.08	16.16
All Grades	22.61	18.83	23.58	67.83	61.09	60.26	9.57	20.08	16.16

Conclusions based on this data:

1. CHS saw an increase in overall growth from 23-24 by 10% with students that met or exceeded overall
2. CHS saw a slight decrease in students not meeting and exceeding standard in all subareas
3. Number of students testing decreased from 23-24 to 24-25

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	5	*	4
10	*	*	*	*	*	*	*	*	*	4	4	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										13	7	11

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.85	*	36.36	23.08	*	27.27	15.38	*	36.36	7.69	*	0.00	13	*	11

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.92	*	36.36	7.69	*	45.45	15.38	*	18.18	0.00	*	0.00	13	*	11

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	*	9.09	15.38	*	45.45	53.85	*	36.36	7.69	*	9.09	13	*	11

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	23.08	*	9.09	76.92	*	90.91	0.00	*	0.00	13	*	11	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	84.62	*	81.82	0.00	*	18.18	15.38	*	0.00	13	*	11	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	30.77	*	27.27	61.54	*	63.64	7.69	*	9.09	13	*	11	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	0.00	92.31	*	90.91	7.69	*	9.09	13	*	11

Conclusions based on this data:

1. All EL students tested met level 2,3,or 4 in 24-25
2. Majority of students tested met Well Developed or Somewhat/Moderately in all subareas
3. The number of students tested was higher in 24-25 than any other year.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
999	14.7%	1.1%	0.0%
Total Number of Students enrolled in Coronado High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	1.1%
Foster Youth	0	0.0%
Homeless	1	0.1%
Socioeconomically Disadvantaged	147	14.7%
Students with Disabilities	121	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	1.6%
American Indian	3	0.3%
Asian	16	1.6%
Filipino	14	1.4%
Hispanic	302	30.2%
Two or More Races	57	5.7%
Pacific Islander	2	0.2%
White	539	54%

Conclusions based on this data:

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

2. Slight increase in percentage of students with disabilities

3. Overall enrollment continues to decrease over time

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Green

Mathematics



Green

English Learner Progress



No Performance Color

College/Career



Blue

Conclusions based on this data:

1. CHS continues to maintain a very high graduation rate
2. CHS saw a significant decrease in suspension rate, moving out of the orange
3. Both ELA and Mathematics levels increased one level .

School and Student Performance Data

Academic Performance English Language Arts

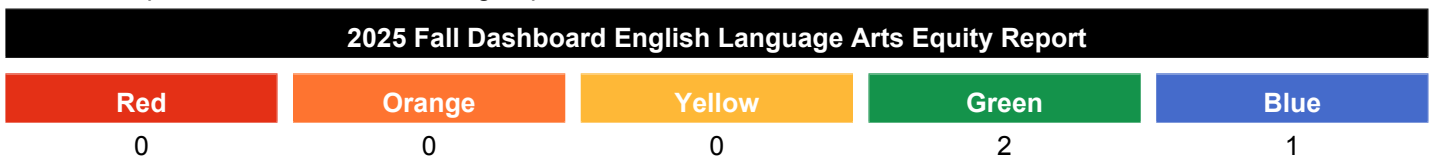
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>82.9 points above standard</p> <p>Increased 20.5 points</p> <p>232 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>43.4 points below standard</p> <p>Declined 37.4 points</p> <p>12 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>44.1 points above standard</p> <p>Increased 7.8 points</p> <p>41 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>20.7 points below standard</p> <p>Increased 53.1 points</p> <p>25 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>61.2 points above standard</p> <p>Increased 12.6 points</p> <p>71 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>103.3 points above standard</p> <p>Increased 34.8 points</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>86.3 points above standard</p> <p>Increased 21.9 points</p> <p>121 Students</p>

Conclusions based on this data:

1. Both Hispanic and White populations increased
2. Socioeconomically disadvantaged Students increased by 7.8 points
3. All students showed an increase by 20.5 points

School and Student Performance Data

Academic Performance Mathematics

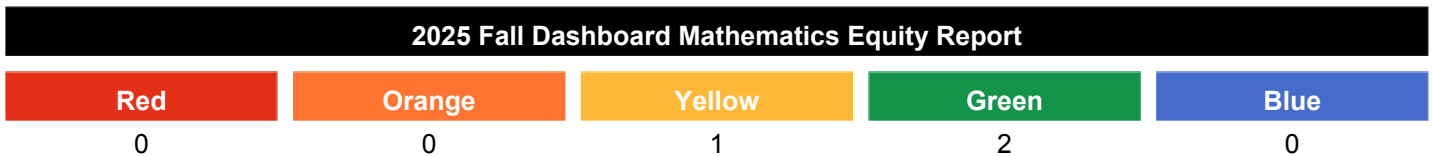
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.3 points below standard</p> <p>Increased 12.4 points</p> <p>233 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>76.7 points below standard</p> <p>Increased 13.6 points</p> <p>12 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>59 points below standard</p> <p>Declined 21.4 points</p> <p>41 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>96.2 points below standard</p> <p>Increased 79.5 points</p> <p>25 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>17.1 points below standard</p> <p>Increased 28.8 points</p> <p>70 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>6.4 points below standard</p> <p>Declined 47.7 points</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>1 points below standard</p> <p>Increased 9.6 points</p> <p>122 Students</p>

Conclusions based on this data:

1. CHS saw an increase in overall student math scores as well as most sub populations
2. Although there was a significant overall increase for students with disabilities, they continue to score below standard.
3. Socioeconomically disadvantaged students declined by 21.4 points

School and Student Performance Data

Academic Performance Science

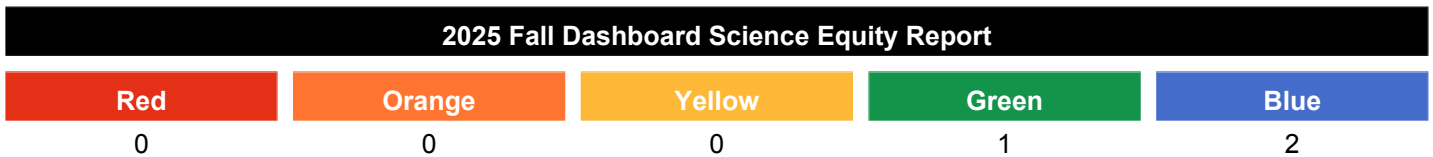
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>66.5 science points</p> <p>Increased 4.8 points</p> <p>239 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>45.8 science points</p> <p>Increased 3 points</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>60 science points</p> <p>Maintained -0.7 points</p> <p>43 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>48.9 science points</p> <p>Increased 11 points</p> <p>27 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p> <p> Blue</p> <p>61.1 science points</p> <p>Increased 5.8 points</p> <p>74 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>74.9 science points</p> <p>Increased 9.8 points</p> <p>15 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> Blue</p> <p>65.9 science points</p> <p>Increased 2.1 points</p> <p>128 Students</p>

Conclusions based on this data:

1. Dashboard data indicates blue and an increase in overall performance
2. All subgroups increased in performance

School and Student Performance Data

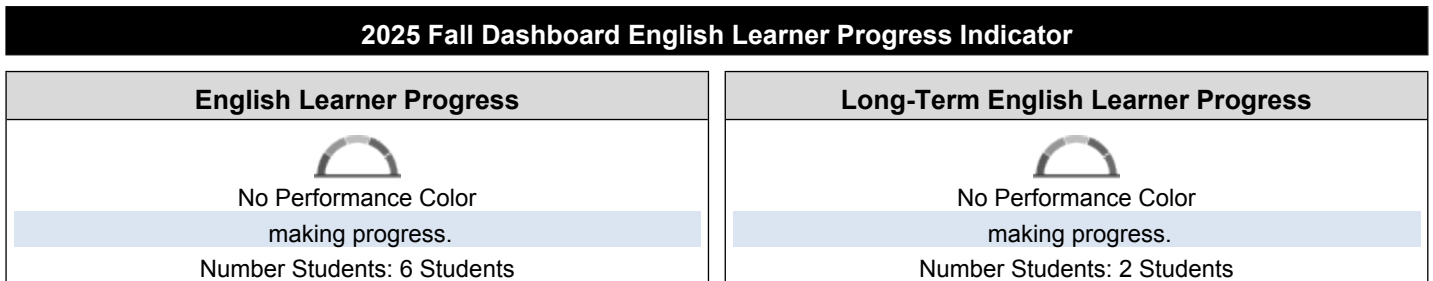
Academic Performance English Learner Progress

The 2025 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.

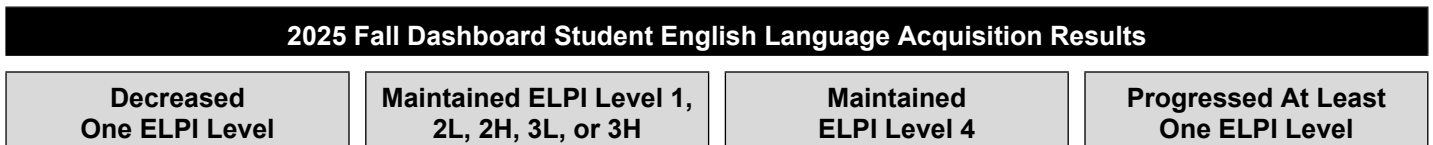
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

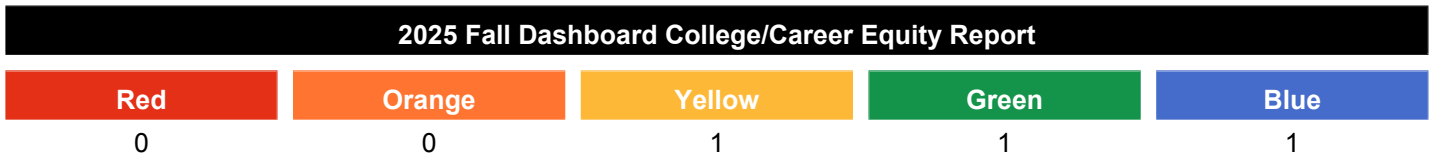
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>Prepared 81.1%</p> <p>Maintained 1.6%</p> <p>259 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>Prepared 67.3%</p> <p>Declined 3.8%</p> <p>52 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Prepared 30.8%</p> <p>Declined 6.7%</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>Prepared 77.6%</p> <p>Declined 3.2%</p> <p>76 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Prepared 92.9%</p> <p>Increased 13.9%</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>Prepared 82%</p> <p>Increased 2.3%</p> <p>150 Students</p>

Conclusions based on this data:

1. Number of socioeconomically disadvantaged and Hispanic students prepared declined slightly
2. Percentage of students meeting prepared increased 11% since 2023 and remains at maintaining level
3. Number of socioeconomically disadvantaged and Hispanic students prepared declined slightly

School and Student Performance Data

Academic Engagement Graduation Rate

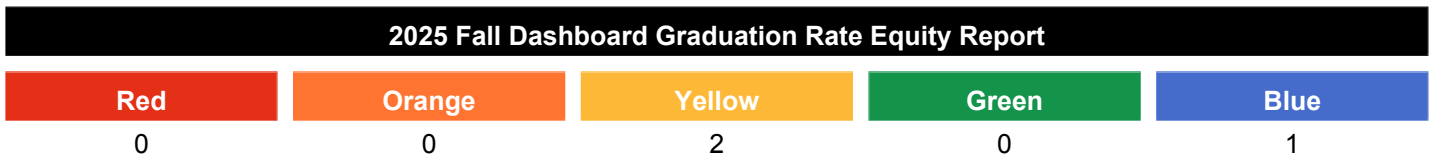
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>97.3% graduated</p> <p>Maintained -0.4%</p> <p>259 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>94.2% graduated</p> <p>Declined 5.8%</p> <p>52 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>84.6% graduated</p> <p>Declined 7.1%</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>94.7% graduated</p> <p>Declined 1.2%</p> <p>76 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>98% graduated</p> <p>Maintained -0.5%</p> <p>150 Students</p>

Conclusions based on this data:

1. CHS maintains a very high graduation rate.
2. CHS saw a slight decrease in the number of subgroups who graduated
3. CHS continues to provide support and resources for students with disabilities and those struggling with meeting graduation requirements

School and Student Performance Data

Conditions & Climate Suspension Rate

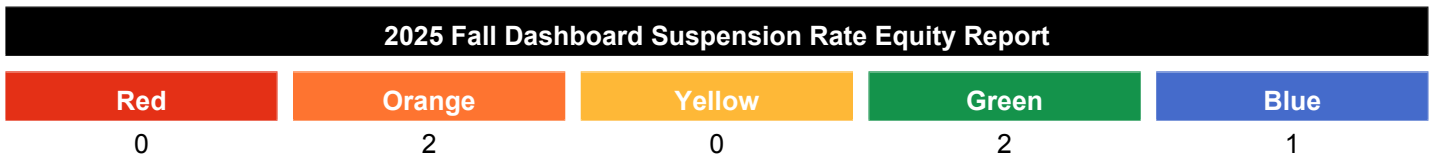
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>1.7% suspended at least one day</p> <p>Declined 1.8%</p> <p>1021 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>4.2% suspended at least one day</p> <p>Increased 0.5%</p> <p>167 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>4.8% suspended at least one day</p> <p>Declined 2.7%</p> <p>125 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>11.8% suspended at least one day</p> <p>Declined 6.4%</p> <p>17 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 1.2%</p> <p>308 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>108 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>1.1% suspended at least one day</p> <p>Declined 3%</p> <p>552 Students</p>

Conclusions based on this data:

1. CHS saw an overall decrease in suspensions.
2. There was a decrease in suspensions with students with disabilities and Hispanic sub groups
3. There was a very slight increase in suspensions with socioeconomically disadvantaged

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.

Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

College and Career Readiness

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
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<p>Increased UC-AG percentages</p> <p>Number of students enrolled in second-and third-year courses within a program (CTE, NJROTC, Band, Art)</p> <p>Number of students taking career pathway courses</p> <p>Number of students accessing Dual Enrollment and early college credits.</p> <p>Number of students earning the Seal of Biliteracy</p> <p>Number of students earning the Seal of Civic Engagement</p> <p>All departments to use Educlimber to analyze student achievement data.</p> <p>WASC goals</p>	<p>CHS showed an increase in college and career readiness in graduates meeting UC A-G requirements 2025 = 81% 2024 =77.5% 2023 =70.5% 2022 =71% 2021 =65%</p> <p>College and career readiness for students with disabilities 2025 = 31 % 2024 = 41% 2023 = 25%</p> <p>CTE / career pathway completers 2025 = 180 2024 =143 2023 =156 2022 = 35 2021 = 67</p> <p>Dual Enrollment course offerings from Southwestern College (SWC) began in 2020/2021 2020/2021: 52 students enrolled Additional courses were added in 21/22 and 22/23 and 23/24 2021/2022: 84 students enrolled 2022/2023: 135 students enrolled 2023/2024: 145 students enrolled 2024/2025: 210 students enrolled</p> <p>Internship and work experience opportunities are available for several CTE pathways as well as through the internship course Internship/Work Experience student enrollment: 2020-2021: 4 2021-2022: 22 2022-2023: 54 2023-2024: 39 2025-26: xxx students</p> <p>Graduating students received the seal of biliteracy, 2019-20: 36 students 2020-2021: 49 students 2021-22: 47 students 2022-23, 52 students 2023-24: 70 students 2024-25: 78 students 2025-26: 105 students</p> <p>2022 No students received the Seal of Civic Engagement 2023 7 Seniors and 8 Juniors, 1 sophomore completed projects 2024 8 Seniors 2025 20 seniors</p>	<p>CHS students will maintain the dashboard "blue" status and continue to increase the College and Career performance percentage At least 76% of 2025 graduates will meet UC-AG requirements</p> <p>Increase number of students with disabilities meeting UC A-G requirements</p> <p>Increased number of career pathway completers</p> <p>Increased number of students taking dual enrollment courses</p> <p>Continued increased Internship and work experience opportunities through community partnerships</p> <p>Increased number of students earning Seal of Biliteracy by 2%</p> <p>5% of seniors will earn the Seal of Civic Engagement in 2026</p> <p>All teachers and counselors will use Illuminate database to track student growth</p> <p>Continued increase of AP testing and testing performance increase</p>
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	<p>Use of Educlimber to track data and inform instruction/needs</p> <p>2019/20 942 AP tests were taken by 413 students 87% scored a 3, 4, or 5 and 21% scored a 5</p> <p>2020/21 802 AP tests were taken by 388 students 62% scored a 3, 4, or 5 and 12% scored a 5</p> <p>2021/22 603 AP tests were taken by 285 students 80% scored a 3, 4, or 5 and 20% scored a 5</p> <p>2022/23 641 AP tests were taken by 316 students 80% scored a 3, 4, or 5 and 22% scored a 5</p> <p>2023/24 707 AP tests were taken by 345 students 86% scored a 3, 4, or 5 and 21% scored a 5</p> <p>2024/25 809 AP tests were taken by 368 students 85% scored a 3, 4, or 5 and 20% scored a 5</p>	
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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	<p>1.1 CHS will increase the percentage of students who are college and career ready by 2% each year from 2024-2027, as measured by the California Dashboard Data.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Counselors will support students in planning a personalized four-year plan that meets college and career readiness including training and usage of Xello. ---Increase student familiarity on how to use Xello through guided sessions during Homeroom -Continue to expand college and career readiness curriculum to the Freshman Islander Experience class so students have full exposure in grade 9 -Continue use of D/F policy requiring course remediation and steps for students that do not stay on A-G track -Increase the course offerings at CHS that are A-G approved by lowering the number of current non A-G approved courses through UCOP submission and approval. -Transcript analysis: All outside transcripts with one or more courses from another institution, including transfer students, and community college courses, 	All	General Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>will be analyzed and placed on the CHS transcript to track UC A-G completion.</p> <ul style="list-style-type: none"> -Continue to provide college and career readiness events for students and parents, two grade level assemblies for the students, a college and career day that will include a college and career fair will occur in January. Additionally, four college and career nights will be offered to students and parents. -Increase student use of college and career readiness platforms by having a scope and sequence for each grade level. ---Revisiting long-range plans annually with counselors during course selections to ensure sequencing for college and career readiness pathways -Implement systems to ensure all reporting is accurate to CalPads to properly reflect on the School Dashboard data for A-G reporting. -Update CHS graduation requirements to match A-G requirements -Career readiness counseling sessions to monitor progress on 4-year student plans ---Create more opportunities for students to access visiting college informational sessions -Admin counsels and tracks individual students who have encountered behavioral issues monitoring their academic progress and encouraging them to pursue a college path when relevant. -Create a Committee to look into the creation of a Senior Portfolio and/or Senior Seminar course highlighting student work throughout their academic career at CHS 		
1.2	<p>1.2 Continue to increase number of students completing career pathways and increase pathway opportunities</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Increase Arts/CTE Pathway completion by 10% -Recruit students to STEM pathways: <ul style="list-style-type: none"> ---participate in Future Islander Night ---recruit student ambassadors to speak with potential students ---celebrate completion of concentration and capstone course ---work with CTE coordinator and counselor to recruit students to program from special populations -STEM Pathways -Offer a Capstone project preview week for students from the various Pathway Capstone courses to showcase their projects for the staff and student body to view -Prerequisites added to course descriptions so staff/counselors and students know and complete the pathway and list when certain classes only 	All	CTEIG, CTE grant funds, general funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>meet TERM 2 only to help with course and pathway selections.</p> <p>Utilizing homeroom and lunch meetings to increase student awareness of CTE Pathway sequencing and value of being a CTE completer</p> <p>--Adhere to CTE and Arts course sequence document and post on the website.</p> <p>-Create an infographic map poster of prerequisites/pathways</p> <p>-Create color blocked CTE pathway class audits that map out classes needed to complete the pathway as well as the classes that suffice for that particular area</p> <p>-Increase freshmen access to pathway courses by promoting CTE and elective pathways/ offerings on broadcast and Freshman Islander Experience class</p> <p>-Arts/Electives</p> <p>-Increase work based learning opportunities</p> <p>---Use the High School Career Development Continuum to plan work based learning for each course.</p> <p>---Collaborate with CTE coordinator and counselor to ensure work based learning opportunities are available to all students</p> <p>-Professional development in project based learning</p> <p>-Educate families about pathways through family nights, 1:1 outreach, and participation in ELAC/DELAC</p> <p>-Build the college and career education components of pathway courses</p> <p>Invest in partnering with professional organizations that support special populations (e.g. The Society of Hispanic Professional Engineers).</p> <p>-Recruit special population students into pathways</p>		
1.3	<p>1.3 Increase students earning early college credit for special population</p> <p>Action Steps:</p> <p>-Continue current dual enrollment courses: Intro to Business, American Sign Language 1, American Sign Language 2 and Applied Calculus III, Principles of Money Management, Concepts of Criminal Law.</p> <p>-Provide students with clear information about course requirements and college course credits, including concurrent enrollment and articulated credit, at grade level assemblies, on the broadcast and individual student meetings.</p> <p>-Recruit students in special populations to participate in dual enrollment courses using career platform data</p> <p>-Implement supports for students new to dual enrollment</p> <p>-Maintain a system of support for students enrolled in articulated courses to complete the process to earn transferable college credit</p>	All	SWC Dual Enrollment Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> -Educate parents, students and staff about dual enrollment/articulation/concurrent enrollment opportunities and support -Create an informational packet or pamphlet on the difference between dual enrollment/articulation/concurrent enrollment and which classes meet those definitions for parents, students, and staff 		
<p>1.4</p>	<p>1.4 Continue to increase career awareness and experiences</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Enhance the existing college and career readiness scope and sequence for all grade levels to ensure it is comprehensive and fully integrated -Continue implementation of Xello for all students. Engage parents in the process and incorporate features for college application tracking and course selection to streamline the student experience ---Create an informational video or infographic on the use of the various features on Xello for parents to increase understanding and engagement -Counselors implement weekly college and career lessons for 9th graders in the Freshman Islander Experience class -Increase advertisement for requesting guest speakers to come to the Freshman Islander Experience class to provide real-life advice on career achievements -Educate students and families on all areas of college and career readiness by adding a college night, A-G on all presentations, PTO presentations and expand the college and career fair -Develop and implement senior signing day to celebrate all students and their post-secondary plans -Continue to add internship opportunities in all CHS career pathways and continue to allow and encourage all CHS students, especially period 4 off roll) to enroll in an Internship course to receive education, guidance and credits for a paid or unpaid internship. -Community outreach and partnerships throughout the city. -Continue to grow Career Day activities on campus including a career fair and workshops the students can attend. -Continue college and career day/ alumni panel on term 2 turn over day -Add guest speaker workshops during lunch in the spring. -Seek support through grant with CSF that offers funding for school trips -Increase focus on career/vocational interests – car mechanic, electrician, plumber, etc. -Provide off-campus career field trips and/or bring in outside/career speakers, 	<p>All</p>	<p>CTE grant funds, general funds</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>--Explore Grant opportunities to help fund off-campus field trip opportunities Engage local businesses and industry professionals to cultivate a network of potential guest speakers for upcoming events. -Have ASB/NHS work with the counseling office to create a Lunch Series for peer-mentorship on the college application process and potentially incentivizing student attendance</p>		
1.5	<p>1.5 The World Languages department will continue to increase the percentage of students earning a Seal of Biliteracy by 2% each year, from 2024 to 2027 for a total of 6% growth. 2021-22: 47 students, 2022-23, 52 students 2023-24 70 students 2024-2025 - 76 students 2025-2026: 106 students</p> <p>Action Steps -Increase number of students taking world language classes on campus -Increase student retention rates -Continue administration of STAMP testing for placement -Vertically align instructional practices with focus on communication tasks -Collaborative curriculum-mapping and curriculum-building to support alignment of Spanish 1, 2, and 3 -Identify students who are native speakers of other languages -Department collaboration and data analysis and assessment -Continue support of WL ToSA -Provide more communication and understanding about the Seal of Biliteracy through continued wall of SEAL in 400 building, promoting in the Newsletter and homeroom, adding to WL website, and the Biliteracy Awards and Cultural Fair -Consider ASL data impact on Seal of Biliteracy attainment- consider making ASL available only to students who have already taken Spanish/French and/or earned their Seal</p>	All	DoDEA grant funds, General funds
1.6	<p>1.6 Increase the number of students earning the State Seal of Civic Engagement by 3%</p> <p>Action Steps: -Provide consistent and clear communication and information about details and process for students to earn the Seal and encourage participation -Implement a mock student election in fall 2026 -Bring in local civic committee members to act as mentors</p>	All	General funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> -Build understanding of the Seal into new ethnic studies class and Freshman Islander Experience class -History teachers and FIE classes to explain the Seal and encourage students to join the club and/or start a project 		
1.7	<p>1.7 Implement use of STAR progress monitoring assessment and analyze data to increase scores for students not meeting proficiency level</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Assess all students twice a year -Fall and Spring to track growth -The English department team will choose the lowest-scoring standard strands and implement strategic instructional strategies. ---Team will come up with a system of implementation where scores are aligned with a gradebook assessment consistent across the department -----Up to 5% of the total grade -English department will review and make any revisions to the department-wide rubric for academic writing 	All	General funds, DoDEA grant funds,
1.8	<p>1.8 Reduce the number of students who fall into the “Not Met and Nearly Met” category on CAST by 2 percentage points annually.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Each science department curriculum team (biology/physics/chemistry) will give a cumulative assessment for each grading period. -Examine 2025/2026 CAST test results for areas of focus for instruction -Examine 2025/2026 Topic Specific Cast Data to guide our focus for instruction including 8th grade data. -Collaboration with the counseling department to assure that students are enrolled with proper placement for success in their science courses. They have demonstrated mastery in the appropriate prerequisite course. -Continued use of Savvas NGSS aligned curriculum -Continue department/department curriculum team PL for planning and assessments 	All	General funds
1.9	<p>1.9 Students with IEP’s will increase their current status on CAASPP math assessment</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Continue to provide co-taught math classes, Foundations of IM1 and yearlong IM2 course 	Students with disabilities	general funds and SPED funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> -Education specialists and math teachers will track growth and data to better meet individualized needs. -Focus on test taking strategies for math assessments -Emphasize the importance of putting best effort forward on standardized tests. -Counseling department and special education will collaborate to ensure students most likely to regress will have sequential scheduling -Continue to annually increase status level on CA Dashboard for students with disabilities. -Data is based on 11th grade students with disabilities taking the Smarter Balanced Assessment 		
<p>1.10</p>	<p>1.10 Increase percentage of students with disabilities earning proficiency on CAASPP by 2%</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Use/analyze summative data to target student areas of need ---Use of MDTP data ---Implement use of STAR progress monitoring assessment in IM1, IM2, IM3 classes ---Implement use interim CAASPP assessments in IM1, IM2, IM3 classes -Collaborate with education specialists regarding students with disabilities not reaching proficiency -Update math sequence flow chart 	All	General funds
<p>1.11</p>	<p>1.11 CHS will maximize achievement and College and Career Readiness for special populations by 10% from 2024-2027 (WASC)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Increase the number of students with disabilities who meet A-G requirements by 4% every year from 2025-2027 for a total of 12% by 2027 ---Development of individualized A-G plan for students with IEPs: ---Create individualized education plans (IEPs) that outline steps and accommodations necessary to meet A-G requirements ---Review plans annually ---Continue to develop peer tutoring program through National Honor Society ---Provide training and professional development opportunities for education specialists to support students with IEPs in meeting A-G requirements ---Create special education family workshops and community events focused on college and career pathways and postsecondary options ---Explore a 3rd year math option to include financial literacy to increase A-G completion Create systems and targeted supports for EL student achievement ---Create and implement a system to monitor English Learner (EL) progress in academic 	All	General funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>subjects, English proficiency, and college and career readiness indicators</p> <ul style="list-style-type: none"> ---Increase enrollment of EL and reclassified EL students in Advanced Placement (AP), dual enrollment, and career pathway programs with tailored supports (e.g., mentoring, language scaffolding, internships) ---Professional development on strategies to support EL students in content areas ---Create bilingual family workshops and community events focused on college and career pathways -Targeted academic counseling support to create student plans and strategies to reach their goals, including career exploration, high school and college planning utilizing the college and career platform ---Streamline processes among the counselors, ELD coordinator, and education specialists to ensure students are properly placed in correct courses ---Ensure proactive communication and family collaboration ---MTSS - Tiers of support for specific populations ---Tutoring for students to target specific students - Utilize the military resources to help support students - fleet and family services ---Incentivize students for tutoring ---Provide specific parent and student events for specific targeted options - College admissions, scholarships, financial aid 		
1.12	<p>1.12 CHS/District will provide professional development in the areas of:</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -College/Career Readiness and CA Dashboard Data -Continued focus on WASC goals and starting self study -Continued data assessment analysis ex: CAASPP data, CommonLit data, STAR, MDTP and additional assessments to inform instruction and support student growth -Provide more staff training on Educlimber -Explore and expand equitable grading practices through MTSS -MTSS tiered framework revamp to provide structure for meeting student's needs in the areas of academics, behavior and school culture -Shared best practices in departments and PLC -Monthly meetings: staff, department, grade level articulation and professional learning -Provide surveys to determine needs 		CUSD, General funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.13		All	

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.

CHS saw a 4% increase in students meeting A-G requirements for all students 981%). CHS targeted students requiring math intervention with an additional learning opportunities (IM2 yearlong, success skills) to fill learning gaps so those students will be college and career ready. The 4x4 schedule provides immediate opportunities to remediate.

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

no

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

Continued focus on college and career readiness for special populations such as students with disabilities, socioeconomically disadvantaged and English learners

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.

Communication

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Continue communication systems between and among all shareholders.

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

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

Annual Measurable Outcomes

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
Weekly newsletters and messaging to students and families	Total of 38 Weekly newsletters - Islander News and TheTiki Information provided via: Canvas, Catapult messages, homeroom, broadcast	Send weekly Islander News (family) and Tiki (staff) newsletters via Catapult containing pertinent, important information to fully engage in the educational system of CHS. Increased community and student awareness of CHS programs, resources, and activities
Wednesday staff meetings, newsletters, and weekly emails, Canvas messaging	Wednesday meetings, The Tiki, Canvas, broadcast, homeroom information	Efficient system, for teachers to use and that communicate student achievement (grading) information to community partners (parents). Canvas communicate with Synergy
Student awareness and follow through on information communicated via our communication tools/methods as well as attendance at information activities.	Broadcast during homeroom and class Canvas pages increased student knowledge of CHS happenings	Continued improvement efficacy of communication delivered to students via student grade level pages on Canvas and announcements/videos during homeroom
Student/family/community knowledge of college and career readiness and	Xello 2025-26. Additional CCR opportunities were provided	Provide multiple parent/guardian and student opportunities and events to learn about CCR and CCI

college and career indicators, and 4 year planning		Increased awareness of importance of 4 year planning and usage of Xello by all CHS students
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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	<p>2.1 Shareholder participation, communication, and engagement will continue to be a priority to support all CHS students:</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Weekly principals' Islander News (through Smore) to parents and students via weekly Sunday at 5pm email messages via Catapult and posted to website and Facebook -ASB students communicate daily announcements via Canvas and Instagram -Continue student weekly broadcast news during Wednesday homeroom -Islander Insider develops news packages posted to online website and post to grade level Canvas pages Updated website, grade level Canvas pages, ASB Canvas page, and social media page. When needed - local news outlets (Coronado Times, Eagle Journal) -Provide more engaging and CCR focused activities on Wednesday broadcast - monthly admin and/or counseling -Student and parent/guardian/family presentations, activities, events and performances -Principal provides academic and program updates at monthly PTO meetings -Daily announcements/weekly homeroom -Required parent participation at SSC -Classroom resources will be found on Canvas -Parent information events -Continued use of Catapult for emergency communication -Increase communication and incentivize participation rates of CAASPP in grade 11 	All	District and Site Funds
2.2	<p>2.2 Communication between CHS administration and staff will include:</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Weekly Tiki Newsletter via Smore -Wednesday professional learning meetings with agendas and notes(staff, department, PL) -CHS Islander Leadership Team -Wednesday meeting agendas and minutes feedback -Shared academic data via meetings and Educlimber -School Site Council -Principal "Things to Know" emails 	All	District Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> -Daily announcements/weekly homeroom -Staff feedback regarding school related topics via surveys -Maintain a shared Google folder with all needed information -Goal/evaluation/conversations with staff -PLC Meetings - shared best practices and professional learning activities -All teachers/staff/classrooms have received and been trained to use Motorola “walkie-talkie” radios for communication during emergency situations. 		
<p>2.3</p>	<p>2.3 Provide consistent and equitable communication to from staff to students</p> <p>Action Steps: Use of Canvas</p> <ul style="list-style-type: none"> --Classroom resources will be found on Canvas ---Teachers consistently update assignments, resources and grades <p>ASB and Grade level advisors maintain a grade level specific Canvas page so all students have equitable access to all school information as well as grade specific activities</p> <ul style="list-style-type: none"> -Access to grade level advisers -Daily announcements and/or Implement a 16 minute weekly homeroom to deliver information and provide time for students to interact with Xello and other resources as well as receive consistent and uniform information -----Admin, counselors, students will provide resources and information regarding the many events, activities, CCR information as well as messaging on topics: Islander Pride, mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty via announcements or videos -----Homeroom time for students to utilize and interact with Xello to benefit student growth and preparedness for life and college and career. ----Explore installing a permanent informational structure in the quad or various campus locations to increase weekly and daily campus announcements -Access to grade level advisers <p>Counseling Resources:</p> <ul style="list-style-type: none"> --Increase counseling information resources and access to students with more 1:1 meetings --Increase communication from counseling to families to better inform them of counseling and college and career readiness events --Check in meetings re: grades, transcript review, course offerings, future plans, college --Coordinate peer to peer meeting opportunities (juniors and seniors) with help guidance for college, career, post graduation 	<p>All students</p>	<p>District and Site Funds</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> --Create grade level posters in collaboration with students to outline steps for student preparedness plan for CCR and hang in the 400 building -- Continue to grow student membership with Principal Islander Advisory Team -Email students Islander Newsletter and post on ASB Instagram -Post more visuals around campus- in optimal area - physical posters or fliers to promote scholarships, Seals, events, college visits, activities, etc. to increase student engagement -Provide seminar day with information on A-G Requirements, career pathways , CoSA, Dual Enrollment, careers, etc. -Ensure ASB and grade level Canvas pages are up to date with accurate information. 		
2.4	<p>2.4 Provide student and parent/guardian education and resources to support student success</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Increase the number of educational family nights throughout the year (4) that directly relate to college and career readiness, the college and career indicators, graduation requirements, programs and opportunities, the importance of 4 year planning, understanding transcripts ----Continue Future Islander Night for all new families to learn about CHS and 4-year course planning ---Track parent attendance at all informative events -Increase student and parent awareness of available Internship opportunities -Provide training videos on how to navigate Canvas and encourage an increase in use. -Explore the creation of a Student Social Media Intern who works in congruence with the CHS Principal to promote student and parent academic and support resources -Continued communication re importance of taking CAASPP in grade 11 -Increase counseling presentations to students ex. use of Xello, college apps -Build a bridge between middle and high school students School Plan for Student Achievement ----Collaborate with CMS 8th grade 3 times during the school year - have juniors and seniors meet with 8th graders to explain the importance of 4 year planning, education and exposure in middle school ----Continue (in February) Future Islander Night which includes parent/family registration presentation ----CoSA Showcase Night presentation Regularly updated website ---Continue partnership events with Safe Harbor and share resources for parents Principal and staff leaders provide academic and program updates at monthly PTO meetings 	All students	District and Site Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Social/Emotional supports via counseling and resources ---Increase student awareness of Social/Emotional resources both on and off campus ---Explore utilizing semi-annual counseling surveys and AI to identify students in need of further supports or align with internship opportunities Back to School Night (2) -Provide a training to parents on how to use Xello to support their students -Develop a senior checklist to give to parents to help keep their students on track -Incorporate bi-annual parent nights to discuss the implementation of teen Mental Health First --Aid Certification training to all 9th graders as part of the Freshman Islander Class</p> <p>Regularly communicate the importance of: *** consistent Canvas grade checks ***Encourage parent participation in PTO ***CHS core values and Islander Pride</p>		

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.

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

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

All current 9th and 10 grades students are familiar with our college platform Xello and can easily navigate it

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.

No major changes

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.

Support

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Maintain safe and supportive schools where students and staff thrive.

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.

Continue to decrease D/F list for Hispanic students and students with disabilities subgroups.
Increase intervention tiered supports.

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
Reduction of D/F List by 5% Course remediation numbers	Reduction of D/F List: Foundations IM1, year long IM2, Study Skills, Success Skills Follow D/F protocol EduClimber data	Focused placement of students in courses that align with data. Maintain Foundations Math1 and yearlong IM2 to decrease D/F in math Use of EduClimber data to support placement and intervention. Maintain Study Skills, Success Skills to support a strong foundation of skills for future success. D/F Quarterly monitoring and documentation of supports by counselors Implement new uniform grading scheme Streamlined MTSS interventions
CHKS data, grade level climate survey, grade level interest surveys	2024 CHKS data, 60% student participation on climate survey	Implement a universal screener at start of school year Grow and strengthen student activities and club/organizations opportunities. Increase visibility of Islander PRIDE Develop PBIS matrix
Decrease in tardy rate Increase in P2 attendance rate Tardy sweep data	Decrease in tardy rate Increase in P2 attendance rate	Increase attendance communications Decrease in tardy rate Increase in P2 attendance rate

MTSS - Tier 1, Tier 2, and Tier 3 supports, respectively Data tracking via EduClimber PLC and grade level meetings	Current MTSS document Current student tracking via EduClimber SST data	Continued discussion, shared practices and implementation and staff education of tiered interventions and protocols Vertical alignment Additional training for teachers on use of EduClimber Consistent use of protocols. to increase student support and success and decrease D/F list
CHS safety plan and safety drills annually.	Current safety plan and safety drills schedule.	Updated CHS safety plan and annual safety drills and training .
Maintain decreased suspension rate	Decrease in number of suspensions in 23/24	Maintain green status

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	<p>3.1 Decrease the number of students on the D/F list</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Reconvene an MTSS committee to represent all departments for the purpose of exploring and recommending tier 2 instructional strategies - upcoming WASC focus -Continue focused placement of students in courses that align with data. ---Continue to provide academic interventions by placement of students in IM 1 Foundations and yearlong IM2 ---Success Skills to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents) -SpEd access to year long study skills classes at each grade level -Continue to evaluate opportunity for SpEd access to year long study skills classes at each grade level and/or greater variety in continuum of special education services -Continued policy of D/F required remediation. ---Mandated - Counselors Track/meet with students earning D/F quarterly (progress report, as possible): set goals and/or discuss course remediation, credit recovery, success skills - Courseware, and/or summer school opportunities -Teachers document communication of students earning D/F to parents in Educlimber -Inform parents of goal plan and encourage parental engagement ---Create bilingual supports systems with the objective to increase engagement and informing goal plans -Continue to inform coaches of grades and attendance 	All	General Funds, TIIG Funds, DoDEA Funds, SPED Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> -Partner with NHS students and rethink structure for NHS to provide student support -Weekly team meetings (MED) that address student academic, attendance, behavior, social/emotional concerns -Revise and implement additional MTSS tiers of support for students needing intervention ---SST meetings, access to tutoring (NHS tutoring) access to support resources -Collect student concerns list from departments and monitor consistent tracking -Track remediation numbers -Continue to follow D/F protocol by flagging/tracking students and interventions using Educlimber -Implement the new uniform school wide grading policy -Use quarterly student data to identify student in need of academic tiered supports ---Add student markers in EduClimber to flag those in need of tiered supports ---Increase grade level articulation with teachers/departements for students with academic concerns at the end of each quarter academic concerns at the end of each quarter -Have a common standard for basic credit -Active communication with case carriers when students with IEPs are needing support in the general education environment. -100% of general education teachers will share student data with case managers when students are receiving a D or an F -To increase A-G completion, increase access to ASL courses. This is a more accessible option for students with language based disabilities. -100% of general education teachers will provide accommodations outlined in IEPs with fidelity -Course resource and Canvas alignment 		
3.2	<p>3.2 Increase student engagement, well-being, connectedness, and ownership of shared CHS core values</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Administer a universal screener at intake and quarterly to identify students at risk for social-emotional and behavioral concerns. -Conduct surveys to assess student connectedness, well-being, and perception of CHS core values; use data to identify areas for improvement -Expand student focus groups to elevate student voice and ensure inclusive participation from all populations, including new, at-risk, and sub populations students. -Strengthen opportunities for connection through clubs, athletics, spirit activities, and campus-wide events. 	All	General Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> -Increase the number and variety of social-emotional learning groups and supports available to students. -Provide ongoing professional development for staff focused on recognizing signs of student disengagement, building positive peer-to-peer connections, and fostering a supportive learning environment. -Utilize homeroom to highlight student resources and promote Islander PRIDE core values. -Continue implementation and visibility of Islander PRIDE behavior expectations across campus and in classrooms, including signage and regular promotion via Islander Insider. -Grow and strengthen inclusive leadership opportunities such as the Islander Advisory Team and clubs like Student 2 Student and Bring Change 2 Mind. -Implement teen Mental Health First Aid Certification training to all 9th graders as part of the Freshman Islander Class 		
3.3	<p>3.3 Increase attendance rates and parent communications about importance of attendance.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Analyze and modify current attendance tracking systems -Consistent school wide communications regarding attendance policy provide specific messaging about loss of instruction, being proactive about reporting absences -Identify students who are chronically absent and/or at-risk -Continue tiered attendance intervention in collaboration with counselors, teachers parents/guardians -Increase communication to athletes, parents, and coaches about attendance requirements in accordance with CIF rules and regulations -Implement a pre-SART process and develop a tiered system to track data through weekly tracking of chronic tardies and absences -Maintain regular communication with students and families regarding individual attendance -and educate families on its importance and impacts -Provide attendance information in Spanish -Survey parents regarding cause/trends -Recognize students monthly for 100% attendance -Update attendance letters and/or alerts sent home at attendance thresholds -Implement tardy sweeps to increase timeliness and look into tracking system -Admin meets individually with chronically absent/tardy students to encourage attendance and support their academic/emotional development. 		CUSD and General Funds , including attendance makeup days

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.4	<p>3.4 MTSS supports for students</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Revise and implement MTSS tiered supports -Continue use of EduClimber to track SST and student information/data -Conduct trainings for staff on tiered supports and EduClimber ---Research and identify effective tier 2 strategies ---Increase communication with staff, as necessary, for students requiring Tier 2 or 3 supports and the steps needed <p>Focus on TIER1 intervention in the classroom</p> <ul style="list-style-type: none"> -Further develop vertical alignment within departments, schoolwide, and with the middle school <ul style="list-style-type: none"> • Implement STAR assessment as progress monitor -Professional development via PLCs and department meetings to focus on Tier 1 interventions: <ul style="list-style-type: none"> ---Shared best practices ---Grading practices and policies ---Common assessments ---Analyze assessment data (benchmark, common summative, common formative, CAASPP, CAST, interim) to refine instruction and create Tier 1 and Tier 2 interventions. <p>Develop TIER2 academic intervention options for the classroom</p> <ul style="list-style-type: none"> -Use academic data and benchmark assessments (Educlimber) to identify and monitor Tier 2 student skill gaps <ul style="list-style-type: none"> -Identify essential standards for core content classes needed for “basic” credit toward graduation -Provide professional development via PLCs and department meetings to focus on Tier 2 interventions through best practices and teacher inquiry/research. -Meet in grade level team/common classes to identify students and align instructional practices 	All	General Funds,, DoDEA Funds, SPED Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.5	<p>3.5 Continue to update CHS safety plan and hold appropriate safety drills annually</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Vet plan with School Site Council -Implement practice drills in conjunction with community safety authorities to determine needs and increase the number of lockdown drills -Implement feedback and outcome from previous years. -Determine need for additional supports and report on annual improvements -Assess student knowledge of emergency practices to ensure understanding and facilitate discussions around why students do the lockdown drills ---Gather student input via a survey or student team -Collaborate with CUSD and County resources to improve procedures and systems -Hold annual staff emergency procedures training and run, hide, fight trainings and mini training safety updates at staff meetings -Continue to implement out of class protocols ex. halls, bathroom passes, check out system -Distributed Motorola “walkie-talkie” radios to all teachers/staff/classrooms, trained faculty/staff, and implemented an “emergency broadcast system” channel that will be utilized during emergency situations. 	All	CUSD, General Funds
3.6	<p>3.6 Maintain number of student suspension via data driven approach</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Collect and analyze data on referrals and reasons for suspensions -Create and implement behavior matrix to directly support student behavior on campus ---Determine Tier 1, 2 and 3 supports -Build PBIS to target behaviors clearly define behavior expectations ---Beginning of the year culture assembly and consistent reminders communicated on broadcast and via weekly newsletters regarding behavior expectations -Increase communications to emphasize behavior expectations (assemblies, broadcast, newsletters) -Develop school wide recognition program -Ensure consistency in responses to misbehavior -Utilize and update the CUSD Discipline Action Guide -Continued meeting with student and parent for reintegration post suspension and develop goals for positive behavior 	All	General funds, CUSD

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Admin proactively meets with students who are displaying behavioral concerns to support them by clarifying expectations, listening to their concerns, and developing a healthy communication between student and admin.		
3.8		All	
3.9		All	

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.

D and F list continues to have small decreases. Continuation of D/F policy, remediation, intervention classes and tiered supports will support increase achievement (lower D/F list).
All safety drills were successfully held.

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

n/a

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

n/a

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.

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
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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
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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.

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
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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
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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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	\$191,198.00	191,198.00

Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

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

Name of Members	Role
Arrielle Luna	Classroom Teacher
Kelly Sailers	Classroom Teacher
Dianne Bechtel	Other School Staff
Erika Lowery	Parent or Community Member
Janice Bryant	Parent or Community Member
Jada Cade	Parent or Community Member
Calvin Park	Secondary Student
Sebastian Tamariz	Secondary Student
Elena Braga	Secondary Student
Joseph Rudowicz	Secondary Student
Karin Mellina	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 19, 2023.

Attested:

Principal, Karin Mellina on April 19, 2023

Instructions

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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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