

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Capistrano Union High School	30-66464-3035987	May 13, 2026	June 10, 2026

Purpose and Description

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

Schoolwide Program

Targeted Support and Improvement

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

This School Plan is aligned with the District’s Local Control and Accountability Plan through collaboration with District staff in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the District; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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.

As part of Capistrano Unified School District's school planning process, each site engages in a written Comprehensive Needs Assessment (CNA) using district-developed tools, including the Dashboard Slide Deck and Needs Analysis Charts. These resources are used with key educational partners—Site Leadership, School Site Council (SSC), and ELAC—to review all California School Dashboard indicators, examine student group performance, and identify trends. Feedback gathered through this process informs the narrative summaries for each indicator and guides the development of site goals, actions, and measurable outcomes in the SPSA.

Based on the California School Dashboard, we still have work to do with all subgroups in the areas of English Language Arts (ELA) and Mathematics. We had significant growth in the area of English Learner Progress, but there is still a need to address achievement gaps in academic areas for EL students and in suspension rates. We need to continue addressing attendance needs as we face a constant challenge to ensure students are attending school daily. We met our site goal of 88% attendance for the year but are still below the district goal. Our primary subgroup of focus will be our LTEL students who show some of the most significant needs based on dashboard data.

Based on the California Dashboard in Suspension Rate our school is at a 9.6% suspension rate, in the YELLOW level and decrease of 3.2%. LTELs are in the RED, Hispanic in the ORANGE and Homeless and SED are in the YELLOW. Capistrano Union HS has been identified as TSI for the English Learner subgroup. We need to examine suspension trends and continue implementing PBIS Tier II supports and opportunities to all students, including, but not limited to Drug and Alcohol counselling (California Youth Services partnership), and counselling, and Five Star incentives which will reward positive behaviors across campus. We will increase opportunities for students to work with futurology and/or Saddleback College mentors and offer new options for Other Means of Correction for some vaping offenses. Our Identified needs include the following:

- Provide student expectations for all students and implement consistently in all classrooms
- Provide schoolwide behavior expectations to new students and parents at quarterly Orientations
- Meet with individual students and families to discuss strategies to support improved decision making and behavior goals
- Target prevention programs including health and wellness counselling and drug and alcohol counseling with California Youth Services
- Individual and group counselling for behavior concerns
- Weekly all staff "Just Kids" meeting to address students needing additional support and meeting with families to discuss concerns and planning
- Provide Intervention opportunities
- Provide PBIS incentives for students that have remained off a Behavior Contract and/or shown improvements quarterly
- Other Means of Correction options for students for nicotine vaping

Based on the California School Dashboard in Graduation Rate, Union High School is at a level YELLOW with a graduation rate of 91.8%, declining 6.7% from the previous year. There is a concern that the graduation rate has decreased and we will need to examine the data and root causes. We need to promote collaborative support of students and ensure we provide support to all students. Our Identified needs include the following:

- Continue to provide support to students on an individual needs basis (by name, by need)
- Communicate with families on student progress, both positive and negative
- Engage with families to celebrate individual graduation success at quarterly and end of the year graduation ceremonies
- Explore and implement additional alternative education options for student credit acquisition (work-based credits, independent studies)

Based on localized district attendance data, our previous site goal was 88%. We met this goal throughout the year and our new goal will be 90.5% for 2026-2027. There is room for improvement in terms of the Chronic absenteeism. We should focus on how we can support students getting to school on a regular basis by engaging with families. We need to continue working on creating a welcoming environment that promotes "We are ALL Union" and create a culture where different groups feel like they belong and want to be at school. We have to find a mentor teacher or staff member to connect with each student. We need to reach out to the specific students and families who are chronically absent on what is stopping them from attending school. We need to address the internal systems of partial credits so that students

are motivated to attend classes regularly and also create a "flex" program within the school for students with more severe attendance issues. We have identified the following as areas of needs to support this area:

BCL and school staff reach out to our families to discuss attendance on a student to student basis

Engage parents in attending focused parent meetings and provide communication in a variety of mediums (usage of our marquee, social media, messenger, talking points, and individual phone calls) to communicate with families in their primary language.

Counseling team conduct intake meeting with each new student to develop baseline data and set goals and needed supports on an individual basis

Teacher contact with families after 3 student absences

Guidance team meet with students and communicate with families when attendance has become a concern (following 5 absences)

Provide Intervention opportunities for students to receive additional support and address absences

Conferences with administration and support staff with families to discuss strategies to improve student attendance

Determine the addressable reasons why students are not attending school (Just Kids meetings)

Monitor students attendance by target zones (% based) and implement incentives and supports based on each level (points, parent contact, awards, counseling, etc)

Celebrate schoolwide attendance percentages and award perfect attendance (graduation ceremonies, 5-star students incentives, quarterly breakfast celebration)

Adjust policies and procedures for partial credits and additional credit recovery to encourage in-person attendance

Based on the California School Dashboard in English Language Arts students scored at 74.8 points below standard which was a decrease of 20.4 points from the previous year. The subgroups to focus on include Hispanic students, 75.6 points below standard with a decline of 17.7 points from the previous year; LTEL (long term English Learners) group with 112.9 points below standard and a decline of 13.2 points, maintaining their score from the previous year; and Homeless with 76.1 points below standard, a decline of 13.1 points from the previous year. ; English Learners with 96.9 points below standard, . We need to see a greater level of implementation of integrated ELD (as students learning English still need more support). We need a greater level of implementation of Integrated ELD as scaffolds are needed for students within our subgroups. Our efforts to provide intervention for students who are struggling in literacy are working as it relates to schoolwide grades and progress towards graduation, however the State Testing continues to show gaps in academic performance. Therefore, we may need to ensure that we offer required and appropriate support classes and continue to expose our students to rigor and SBA-styled questions in every course. We need a continued focus on high leverage strategies for teaching reading and writing to students who may need additional support, so that we are eventually removing the scaffolds. We need continued supports for intervention including, but not limited to time for collaboration and additional personnel. Our identified needs include:

Provide professional development focused on Great First Instruction strategies and release time as needed for collaboration

Provide after school intervention when needed

Provide professional development focused on Evidence Based Grading

Provide mentoring and progress monitoring for EL students on academic goals

Addition of Paraprofessional to provide academic support to students

Implementation of project based learning curriculum and activities

Based on the California School Dashboard in Mathematics students scored 195.6 points below standard which was a 36.8 decrease from the previous year. The subgroups to focus on include Hispanic students, 201.3 points below standard and a 57.8 points decline from the previous year; our Socioeconomically Disadvantaged student group with 199 points below standard and a decline of 35.9 points from the previous year, our English Learner group which scored 208.5 points below standard and an decline of 62.4 points from the previous year; our Homeless student group which scored 197.7 points below standard, a decline of 35.1 points from the previous year; and our LTEL student group which scored 206.5 points below standard, a decline of 56.5 points from the previous year. We still have room for growth with all student groups in Mathematics. We need a greater level of support within our math classes, and ensure students in need are placed in the Math Lab/Support class. Our efforts to provide intervention for students who are struggling in mathematics are working as it relates to schoolwide grades and progress towards graduation, however the State Testing shows different data, therefore, we need to ensure that we continue to expose our students to rigor and SBA-styled questions in every course. We need a continued focus on high leverage strategies for teaching math concepts to students who may need additional support, so that we are eventually removing the scaffolds. We need continued supports for intervention, including, but not limited to time for collaboration and additional personnel. Our identified needs include:

Provide professional development focused on Great First Instruction strategies and release time as needed for collaboration

Provide after school intervention when needed

Provide professional development focused on Evidence Based Grading

Provide access to new CTE pathways such as Construction on site

Provide time for instructional planning and data analysis for teachers

Based on the California School Dashboard in English Learner Progress Indicator students are categorized in the BLUE level with 68.8% of students making progress in at least one ELPI (English Learner Progress Indicator) Level. Progress Indicator also showed we have 3.1% that maintained an ELPI Level 4, and 21.9% students that maintained ELPI Levels 1, 2L, 3L, or 3H and a 9.4% decrease in one ELPI Level. This is a significant improvement from the previous year. We should examine the best practices that are working for the students who progressed at least one ELPI and also find out what students who have decreased one LPI level have in common to identify if this has to do with our practices or factors outside of school, and how we will address those findings moving forward. Our identified needs include:

Provide professional development focused on Great First Instruction strategies and release time as needed for collaboration

Provide after school intervention when needed

Provide professional development focused on Evidence Based Grading

Provide professional development for specific strategies for instruction for LTELs

Additional support elective class for EL students (ELD/ALD)

Based on the California School Dashboard in College and Career Readiness, our overall group is RED with our Hispanic and SED subgroups in the RED group. We need to continue providing opportunities for exposure to college and career opportunities, including but not limited to visitations to local colleges and technical schools. We need to continue working on our partnership with CCA to increase access to CCA for enrolled students and post graduation. Our identified needs include:

Provide professional development and release time as needed for collaboration

Provide after school tutorials when needed

Focus on individual goal setting with students

Provide dedicated time for staff member to plan college/career readiness activities and field trips

Based on the California School Dashboard in Science, our overall score is YELLOW at 40.4 Science points. This is an increase of 11.4 points from the previous year.

Based on the Panorama CUSD Cares Spring Survey: 84% of students reported feeling a climate of support for academic learning and fairness in discipline and rules. 67% reported a sense of belonging at school which is an area we will work to address. We need to:

Continue to offer regular school activities that are engaging and student centered

Engage students in the classroom through SEL activities and Great First Instruction (collaborative classes)

Provide additional SEL support in and out of classrooms

Based on site-level counseling and wellness center data collected:

In collaboration with school leadership, the School Site Council (SSC) reviews student data from the CA Dashboard and other school-based assessments to evaluate the effectiveness of the instructional program and support data-informed decision-making.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of Capistrano Unified School District's school planning process, each site engages with Educational Partners—Site Leadership, School Site Council (SSC), and ELAC—to support data informed decision-making and evaluate the instructional program using district-developed tools, including the California School Dashboard indicators and Needs Analysis Charts.

School Site Council

SSC 1 Date: 10/8/2025

SSC 2 Date: 12/10/2025

SSC 3 Date: 4/1/2026

SSC 4 Date: 5/13/2026

SSC 5 Date:

SSC Evaluation Date: 5/13/2026

ELAC

ELAC 1 Date: 9/9/2025

ELAC 2 Date: 11/18/2025

ELAC 3 Date: 3/10/2026

ELAC 4 Date: 5/5/2026

ELAC Input Date: 3/10/2026

Instructional Leadership Team

ILT 1 Date: 2/3/2026

ILT 2 Date: 3/3/2026

ILT 3 Date: 3/31/2026

ILT 4 Date: 4/14/2026

ILT 5 Date: 5/12/2026

ILT 6 Date:

ILT 7 Date:

ILT 8 Date:

ILT Input Date: 4/14/2026

Parent/PTA

Date: 9/9/2025

Date: 4/13/2026

Date:

Date:

Date:

Date:

Date:

Date:

Date:

Annual Title I Date: 9/9/2026

Other:
Other:
Other:
Other:
Other:

Resource Inequities (ATSI/CSI Only)

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

Based on the Resource Inequities Survey, here are the findings for each element:

- Instructional Time: No Inequities Identified
- Early Intervention: No Inequities Identified
- Teacher Quality: No Inequities Identified
- School Leadership: No Inequities Identified
- Family Involvement and Engagement: No Inequities Identified
- School Funding: No Inequities Identified
- Facilities: No Inequities Identified
- Rigorous Content/Courses: No Inequities Identified

Data Resources

[DataQuest](#)

[California School Dashboard](#)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: Empower students and educational partners to be skilled communicators, engaged citizens, and inspired leaders to promote and support student success.

Goal 1

Capistrano Union High School will empower students and educational partners to be skilled communicators, engaged citizens, and inspired leaders to promote and support student success at school and in post-graduation.

Identified Need

Site Leadership, SSC, and ELAC work together to review Dashboard data, look at student group performance, and identify trends. The feedback from this process helps shape the SPSA goals, actions, and outcomes.

Based on the California Dashboard in Suspension Rate our school is at a 9.6% suspension rate, in the YELLOW level and decrease of 3.2%. LTELs are in the RED, Hispanic in the ORANGE and Homeless and SED are in the YELLOW. Capistrano Union has been identified as TSI for the English Learners subgroup. We need to examine suspension trends and continue implementing PBIS Tier II supports and opportunities to all students, including, but not limited to Drug and Alcohol counselling (California Youth Services partnership), and counselling, and Five Star incentives which will reward positive behaviors across campus. We will increase opportunities for students to work with futurology and/or Saddleback College mentors and offer new options for Other Means of Correction for some vaping offenses. Our Identified needs include the following:

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Other Means of Correction options for students for nicotine vaping

Based on the California School Dashboard in Graduation Rate, Union High School is at a level YELLOW with a graduation rate of 91.8%, declining 6.7% from the previous year. There is a concern that the graduation rate has decreased and we will need to examine the data and root causes. We need to promote collaborative support of students and ensure we provide support to all students. Our Identified needs include the following:

Continue to provide support to students on an individual needs basis (by name, by need)
Communicate with families on student progress, both positive and negative

Engage with families to celebrate individual graduation success at quarterly and end of the year graduation ceremonies
Explore and implement additional alternative education options for student credit acquisition (work-based credits, independent studies)

Based on localized district attendance data, our previous site goal was 88%. We met this goal throughout the year and our new goal will be 90.5% for 2026-2027. There is room for improvement in terms of Chronic absenteeism. We should focus on how we can support students getting to school on a regular basis by engaging with families. We need to continue working on creating a welcoming environment that promotes "We are ALL Union" and create a culture where different groups feel like they belong and want to be at school. We have to find a mentor teacher or staff member to connect with each student. We need to reach out to the specific students and families who are chronically absent on what is stopping them from attending school. We need to address the internal systems of partial credits so that students are motivated to attend classes regularly and also create a "flex" program within the school for students with more severe attendance issues. We have identified the following as areas of needs to support this area:

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Teacher contact with families after 3 student absences
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Determine the addressable reasons why students are not attending school (Just Kids meetings)
Monitor students attendance by target zones (% based) and implement incentives and supports based on each level (points, parent contact, awards, counseling, etc)
Celebrate schoolwide attendance percentages and award perfect attendance (graduation ceremonies, 5-star students incentives, quarterly breakfast celebration)
Adjust policies and procedures for partial credits and additional credit recovery to encourage in-person attendance

Based on the Panorama CUSD Cares Spring Survey: 84% of students reported feeling a climate of support for academic learning and fairness in discipline and rules. 67% reported a sense of belonging at school which is an area we will work to address. Based on site-level counseling and wellness center data collected: Counselors have had over 1100 student connections to date with an additional 500 + family contacts. This shows a high need for counselor availability to continue to support our students.

We need to:

Continue to offer regular school activities that are engaging and student centered
Engage students in the classroom through SEL activities and Great First Instruction (collaborative classes)

Provide training for teachers on student motivation focused on Sense of Belonging and Connectedness
 Ensure all students has access to counseling services as needed
 Implement an focused, intentional counseling program that targets all tiers of support

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
California Dashboard Indicator: Chronic Absenteeism	Based on localized district attendance data, our site goal is at 88%	From August-February we remained above the site goal; and decreased below the site goal from February to the current. 2025-2026: Maintain or Increase overall attendance site goal for the full year	2026-2027 CA Dashboard:
California Dashboard Indicator: Suspension Rate	2025-2026 CA Dashboard: All Students - YELLOW- 9.6% (Declined 3.2%) English Learners - RED - 14% (Increased 0.4%) LTEL - RED- 15.4% (Increased 1.7%) Hispanic - ORANGE- 10.9% (Declined 2.2%) Homeless - YELLOW- 7.5% (Declined 12.8%) Socio-Economically - YELLOW- 8.3% (Declined 5.6%) White - GREEN- 4.8% (Declined 4.5%)	2026-2027 CA Dashboard: All Students - YELLOW - 9.6% suspended at least one day (Decrease by at least 3 points) English Learners - YELLOW - 11.0% suspended at least one day (Decrease by at least 3 points) LTEL - YELLOW - 12.4% suspended at least one day (Decrease by at least 3 points) Hispanic - YELLOW - 7.9% suspended at least one day (Decrease by at least 3 points) Homeless - YELLOW - 4.5% suspended at least one day (Decrease by at least 3 points)	2026-2027 CA Dashboard:

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
		Socio-Economically - YELLOW - 5.3% suspended at least one day (Decrease by at least 3 points) White - GREEN - 1.8% suspended at least one day (Decrease by at least 3 points)	
California Dashboard Indicator: Graduation Rate	2025-2026 CA Dashboard: YELLOW-91.8% Graduation Rate (6.7% Decline)	2026-2027 CA Dashboard: GREEN - 94.8% Graduation Rate (Increase by at least 3 points)	2026-2027 CA Dashboard:
Parent Meetings or Workshops	2025-2026: Held at least 4 Parent Meetings or Workshops including but not limited to New Student/Family Orientations, Senior Information Nights (FAFSA)	2026-2027 CA Dashboard: Maintain or Increase # of Parent Meetings or Workshops	2026-2027:
School Site Council Meetings	2025-2026: Held 4 school site council meetings	2026-2027: Maintain or Increase # of School Site Council Meetings	2026-2027:
English Learner Advisory Committee Meetings	2025-2026: Held 4 ELAC meetings	2026-2027: Maintain or Increase # of ELAC Meetings	2026-2027:
Panorama Survey Results:	2025-2026: Climate of support of Academics 84% Knowledge/Fairness of Discipline 82% Safety 84% Grading 70% Sense of Belonging 67%	2026-2027: Climate of Support for Academics - 87% (Increase by at least 3 points) Knowledge/Fairness of Discipline - 85% (Increase by at least 3 points) Safety - 87% (Increase by at least 3 points) Grading - 73% (Increase by at least 3 points)	2026-2027: Climate of support of Academics Knowledge/Fairness of Discipline Safety Grading Sense of Belonging

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
		Sense of Belonging - 70% (Increase by at least 3 points)	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Description:

1. MTSS Attendance Specific Programs for the purpose of increasing student attendance and graduation.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Outreach and parent meetings (Rogers, Feller, & Houchins (2017). A randomized experiment using absenteeism information to nudge attendance)	Increase parental awareness about attendance	Aligned to the Parent and Family Engagement Policy by increasing meaningful family participation, strengthening home-school partnerships, and building parent capacity to support student learning.	1000	LCFF Equity Multiplier
Student engagement recognition program and activities for attendance interventions, health and wellness, PBIS (EdResearch for Action (2023). Reducing Student Absenteeism; Attendance Works. Attendance	Incentivize student attendance and increase sense of belonging	CNA shows an 88% attendance goal, with attendance dropping below goal later in the year, chronic absenteeism remaining a concern, and graduation rate declining to 91.8%, so this	5000	LCFF Equity multiplier

Recognition and Incentives)		strategy targets attendance monitoring, family outreach, credit recovery, and graduation support.		
Additional hours for teachers to provide required additional class time for students completing on-line credit recovery and intervention (Rickles, J., Clements, M., Lin, S., & Heppen, J. (2023). A Multisite Randomized Study of an Online Learning Approach to High School Credit Recovery: Effects on Student Experiences and Proximal Outcomes. PDF ; California Department of Education (2025). Guide to Independent Study – Credit Recovery.)	Provide credit recovery to increase graduation rates	The CNA identified a graduation rate of 91.8% (Yellow), a 6.7 percentage point decline, and the need for expanded credit recovery, alternative education options, and on-time graduation supports.	4000	LCFF Equity Multiplier
Additional hours for preschool aide to support Union's "baby room" daycare (Seitz, V., Apfel, N. H., & Rosenbaum, L. K. (1991). School-based child care for children of teen parents: Evaluation of an urban program designed to keep young mothers in school. Evaluation and Program Planning)	Support teen parents, increase attendance, remove barrier to graduation	CNA shows an 88% attendance goal, with attendance dropping below goal later in the year, chronic absenteeism remaining a concern, and graduation rate declining to 91.8%, so this strategy targets attendance monitoring, family outreach, credit recovery, and graduation support.	8000	LCFF Equity multiplier

Use of 5 star digital app (or similar) for student incentives and digital ID and training for teachers (conferences, trainings, collaboration)	Encourage attendance, support PBIS initiatives, support students, increase engagement.	The CNA identified a 9.6% suspension rate, attendance concerns, and Panorama Sense of Belonging at 67%. PBIS incentives support improved engagement, behavior, and attendance..	3000	LCFF Equity Multiplier
Identification and intervention of Chronically Absent Students	To identify and provide timely intervention and support for chronically absent students in order to improve attendance, increase engagement in learning, and support academic success.	The CNA established attendance as a priority with a new goal of 90.5% and identified chronic absenteeism as an area requiring early identification, progress monitoring, and family intervention.		
Provide for and support community groups for parent outreach	To support parent outreach and strengthen partnerships between the school, families, and community groups in order to increase family engagement, student attendance, and student success.	Aligned to the Parent and Family Engagement Policy by increasing meaningful family participation, strengthening home-school partnerships, and building parent capacity to support student learning.		

Consistent communication with families through a strategic approach	To maintain consistent and strategic communication with families in order to strengthen family engagement, improve attendance and student engagement, and support student academic success.	Aligned to the Parent and Family Engagement Policy by increasing meaningful family participation, strengthening home-school partnerships, and building parent capacity to support student learning.		
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Description:

2. School Climate/Social Emotional Behavioral (SEB) Specific Programs

In order to address the Comprehensive Support and Improvement area of suspension, Union High School will provide health and wellness facilities (Zen Den, Fitness Facility, Wellness Center) to address culture and a sense of belonging to school. We will also address student needs with additional counselling to address social emotional concerns.

Capistrano Union High School will implement targeted support systems to mitigate the low performance of English Learners in the area of Suspension, as identified through the Ca Dashboard.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Health and Wellness Coach to help will provide individual and group sessions to address stressors and indicators of student struggle. (California Department of Health Care Access and Information, 2023. California Introduces New Wellness Coach Program Aimed at Building a More Diverse Behavioral	support overall mental health and physical fitness of students.	The CNA identified needs in school climate, student well-being, and supports that promote physical and mental health and affect students' readiness to learn and academic success.	45000	LCFF Equity multiplier

Health Workforce to Help Children and Youth; California Department of Education, 2018. A Guide to Increase Mental Health Services for Students (Project Cal-Well))				
Addition of a bi-lingual school counselor position (Seto, A. & Forth, N., 2020. What Is Known About Bilingual Counseling? A Systematic Review of the Literature; Journal National Association of School Psychologists, 2015. The Provision of School Psychological Services to Bilingual Students)	support the social emotional/behavior needs of the students.	The CNA identified needs in social-emotional supports, behavior, student engagement, and school climate that affect students' readiness to learn and academic success.	135000	LCFF Equity multiplier
California Youth Services Counselling to provide strategies to address substance abuse and usage concerns and other individual needs. (Clark, H. K., Ringwalt, C. L., Shamblen, S. R., & Hanley, S. M., 2011. Project SUCCESS' Effects on Substance Use-Related Attitudes and Behaviors: A Randomized Controlled Trial in Alternative High Schools; California Department of Education, 2025. Student Assistance Programs – Alcohol, Tobacco & Other Drug Prevention) (\$15000)	Provide supplemental individual and small-group counseling/intervention for students identified through attendance, behavior, academic, and student-support data as needing additional assistance related to substance use, behavioral concerns, or barriers to learning. Services will include assessment, counseling, intervention planning, family coordination, and	The CNA identified suspension as a priority area, with an overall suspension rate of 9.6% and English Learners (14%) and LTELs (15.4%) identified in the Red performance level. Panorama results also showed Sense of Belonging at 67%, supporting the need for expanded counseling, wellness services, and behavioral interventions.	15000	Title I

	progress monitoring.			
Additional hours for site Bilingual Community Liaison (6 hours/1 day per week) (Candler, S. & Serban, M., 2021. Case Study: Cajon Valley Union School District; Mapp, K. L. & Kuttner, P. J., 2013. Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships.) (\$10500)	Provide supplemental bilingual family-engagement services, including outreach to families of English Learners and other identified student groups, interpretation/translation connected to academic and parent-engagement activities, parent education, two-way communication regarding student learning, and support for family participation in school decision-making.	The CNA identified needs in family engagement, student support services, attendance, and school connectedness that affect students' readiness to learn and academic success.	10500	Title I
Individualized plan including progress monitoring upon school entry	support students with a personalized approach to education and build connection with site counselor	The CNA identified needs in student engagement, school connectedness, social-emotional support, and individualized interventions that affect students' readiness to learn and academic success.		

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Description:

3. Parent Engagement and Involvement

In order address the Comprehensive Support and Improvement area of suspension, English Language Arts and Mathematics, Union High School will provide parent engagement opportunities to engage involvement across campus and within their individual student's school experience.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Additional assignment hours for staff to support parents with enrollment, registration and informational meetings, senior nights, FAFSA	Support parents to remove barriers to enrollment and graduation for students	The CNA identified needs in parent engagement, enrollment support, and barriers that affect students' graduation and academic success.	2000	LCFF Equity Multiplier
Provide childcare and light refreshments for parent engagement activities including but not limited to School Site Council and other parent activity events (Baker, T. L., Wise, J., Kelley, G., & Skiba, R., 2016. Identifying Barriers: Creating Solutions to Improve Family Engagement (School Community Journal); California Department of Education, 2014. Family Engagement Framework: A Tool for California School Districts) (\$1000)	Encourage parent engagement and remove barriers for parents and students	Aligned to the school's Parent and Family Engagement Policy by supporting increased family participation, reducing barriers to engagement, and strengthening home-school communication in support of student success.	1000	Title I Parent Involvement
Additional hours for Bilingual Community Liaison (Candler, S. & Serban, M., 2021. Case Study: Cajon Valley Union School District; Mapp, K. L. & Kuttner, P. J., 2013. Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships.)	Provide support as needed for special events and projects, home visits, and communication with families	CNA identified needs relating to improved family engagement, communication with families of English learners, and parent participation in school decision-making and	8000	LCFF Equity Multiplier

support for learning.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Description:

4. Cultural Proficiency and Sense of Belonging

In order to address make progress on the cultural proficiency continuum and increase students' sense of belonging at school, Union High School will provide culturally diverse and relevant activities that engage and motivate students to attend school and engage in the learning process.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Provide a diversified text in the library circulation and classroom libraries (First Book Research & Insights (2023). The Impact of a Diverse Classroom Library; California Department of Education (2025). Resources for Diverse Book Collections & Culturally Relevant Texts.)	Engage reluctant readers and create a culturally responsive learning environment	The CNA identified needs in student engagement, literacy, cultural responsiveness, and school connectedness that affect academic achievement and students' sense of belonging.	1000	LCFF Equity Multiplier
Offer increased STEAM based projects focused on cultural proficiency embedded in content (Dell'Erba, M. & Weyer, M., 2024. Key Lessons from Effective K-12 STEAM Education Organizations; Macias, H. C., 2021. Culturally Sensitive Teaching in STEM: Serving the Needs of Historically Marginalized Students)	Engage students in hands-on learning and activities that are relevant to their backgrounds and prior experiences	The CNA identified needs in student engagement, culturally responsive instruction, and opportunities for meaningful learning experiences that support academic achievement and students' sense of belonging.	6000	LCFF Equity multiplier
Supplemental Materials, student	Create a positive, incentive-based	The CNA identified needs	3000	LCFF Equity Multiplier

incentives, relevant materials (Jain, R. & Tan, B. J. (2023). The Effects of Classroom Incentives: Experimental Evidence from Kenya; EdReports (2022). State of the Instructional Materials Market: Use of Aligned Materials in 2022	school culture to increase student sense of belonging	in student engagement, school climate, sense of belonging, and interventions that support positive behavior and academic success.		
Students activities based on cultural awareness (Baltes, B., Hernandez, D., & Collins, C., 2015. Increasing Cultural Awareness through a Cultural Awareness Program; California Department of Education, 2025. Antibias Education Grant Program)	Educate and inform students on diverse cultures and increase student perspective-taking skills	The CNA identified needs in cultural awareness, student engagement, school connectedness, and opportunities that promote inclusion and belonging.	2000	LCFF Equity Multiplier

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: Cultivate a continuous learning mindset so that all students become innovative problem solvers, critical thinkers and demonstrate mastery of grade-level content and graduate prepared to succeed in college, career, and beyond.

Goal 2

Capistrano Union High School will cultivate a continuous learning mindset so all students become innovative problem solvers, demonstrate mastery of grade-level content, and graduate prepared to succeed in college, career, and beyond.

Identified Need

Site Leadership, SSC, and ELAC work together to review Dashboard data, look at student group performance, and identify trends. The feedback from this process helps shape the SPSA goals, actions, and outcomes.

Based on the California School Dashboard in English Language Arts students scored at 74.8 points below standard which was a decrease of 20.4 points from the previous year. The subgroups to focus on include Hispanic students, 75.6 points below standard with a decline of 17.7 points from the previous year; LTEL (long term English Learners) group with 112.9 points below standard and a decline of 13.2 points, maintaining their score from the previous year; and Homeless with 76.1 points below standard, a decline of 13.1 points from the previous year. ; English Learners with 96.9 points below standard, . We need to see a greater level of implementation of integrated ELD (as students learning English still need more support). We need a greater level of implementation of Integrated ELD as scaffolds are needed for students within our subgroups. Our efforts to provide intervention for students who are struggling in literacy are working as it relates to schoolwide grades and progress towards graduation, however the State Testing continues to show gaps in academic performance. Therefore, we may need to ensure that we offer required and appropriate support classes and continue to expose our students to rigor and SBA-styled questions in every course. We need a continued focus on high leverage strategies for teaching reading and writing to students who may need additional support, so that we are eventually removing the scaffolds. We need continued supports for intervention including, but not limited to time for collaboration and additional personnel. Our identified needs include:

- Provide professional development focused on Great First Instruction strategies and release time as needed for collaboration
- Provide after school intervention when needed
- Provide professional development focused on Evidence Based Grading
- Provide mentoring and progress monitoring for EL students on academic goals

Based on the California School Dashboard in Mathematics students scored 195.6 points below standard which was a 36.8 decrease from the previous year. The subgroups to focus on include Hispanic students, 201.3 points below standard and a 57.8 points decline from the previous year; our Socioeconomically Disadvantaged student group with 199 points below standard and a decline of 35.9 points from the previous year, our English Learner group which scored 208.5 points below standard and an decline of 62.4 points from the previous year; our Homeless student group which

scored 197.7 points below standard, a decline of 35.1 points from the previous year; and our LTEL student group which scored 206.5 points below standard, a decline of 56.5 points from the previous year. We still have room for growth with all student groups in Mathematics. We need a greater level of support within our math classes, and ensure students in need are placed in the Math Lab/Support class. Our efforts to provide intervention for students who are struggling in mathematics are working as it relates to schoolwide grades and progress towards graduation, however the State Testing shows different data, therefore, we need to ensure that we continue to expose our students to rigor and SBA-styled questions in every course. We need a continued focus on high leverage strategies for teaching math concepts to students who may need additional support, so that we are eventually removing the scaffolds. We need continued supports for intervention, including, but not limited to time for collaboration and additional personnel. Our identified needs include:

Provide professional development focused on Great First Instruction strategies and release time as needed for collaboration

Provide after school intervention when needed

Provide professional development focused on Evidence Based Grading

Provide access to new CTE pathways such as Construction on site

Based on the California School Dashboard in English Learner Progress Indicator students are categorized in the BLUE level with 68.8% of students making progress in at least one ELPI (English Learner Progress Indicator) Level. Progress Indicator also showed we have 3.1% that maintained an ELPI Level 4, and 21.9% students that maintained ELPI Levels 1, 2L, 3L, or 3H and a 9.4% decrease in one ELPI Level. This is a significant improvement from the previous year. We should examine the best practices that are working for the students who progressed at least one ELPI and also find out what students who have decreased one LPI level have in common to identify if this has to do with our practices or factors outside of school, and how we will address those findings moving forward. Our identified needs include:

Provide professional development focused on Great First Instruction strategies and release time as needed for collaboration

Provide after school intervention when needed

Provide professional development focused on Standards Based Grading

Provide professional development for specific strategies for instruction for LTELs

Additional support elective class for EL students (ELD/ALD)

Based on the California School Dashboard in College and Career Readiness, our overall group is RED with our Hispanic and SED subgroups in the RED group. We need to continue providing opportunities for exposure to college and career opportunities, including but not limited to visitations to local colleges and technical schools. We need to continue working on our partnership with CCA to increase access to CCA for enrolled students and post graduation. Our identified needs include:

Provide professional development and release time as needed for collaboration

Provide after school tutorials when needed

Focus on individual goal setting with students

Provide dedicated time for staff member to plan college/career readiness activities and field trips

Based on the California School Dashboard in Science, our overall score is YELLOW at 40.4 Science points. This is an increase of 11.4 points from the previous year. While we saw an increase, we will continue to address this area by:

Exposing students to SBA-style questions in the science classroom
 Providing training for Science teacher on district priority standards and GFI
 Ensuring literacy skills are integrated into all science lessons
 Restructuring testing format for best practices

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
California Dashboard Academic Indicator: English Language Arts	2025-2026 CA Dashboard: All: 74.8 points below standard Declined 20.4 Points African American- Fewer than 11 students Asian-Fewer than 11 students Two or More Races- Fewer than 11 students SWD- Fewer than 11 students White-Fewer than 11 students) English Learners-96.9 points below standard (Maintained -0.1) Hispanic-75.6 points below standard (Declined 17.7 Points) Homeless-76.1 points below standard (Declined 13.1 Points) Long Term ELs-112.9 points below standard (Declined 13.2 Points)	2026-2027 CA Dashboard: All Students - 71.8 points below standard (Increase by at least 3 points) English Learners - 93.9 points below standard (Increase by at least 3 points) Hispanic - 72.6 points below standard (Increase by at least 3 points) Homeless - 73.1 points below standard (Increase by at least 3 points) Long Term ELs - 109.9 points below standard (Increase by at least 3 points)	2026-2027 CA Dashboard:
California Dashboard Academic Indicator: Math	2025-2026 CA Dashboard: All: 195.6 points below standard (Declined 36.8 points) African American- Fewer than 11 students Asian-Fewer than 11 students	2026-2027 CA Dashboard: All Students - 192.6 points below standard (Increase by at least 3 points) Hispanic - 198.3 points below standard (Increase by at least 3 points)	2026-2027 CA Dashboard:

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	Two or More Races- Fewer than 11 students SWD- Fewer than 11 students White-Fewer than 11 students -Hispanic: 201.3 points below standard (Declined 57.8 points) -Socioeconomically Disadvantaged: 199 points below standard (Declined 35.9 points) -English Learners: 208.5 points below standard (Declined 62.4 points) -Homeless: 197.7 points below standard (Declined 35.1 points) -LTEL: 206.5 points below standard (Declined 56.5 points)	Socioeconomically Disadvantaged - 196.0 points below standard (Increase by at least 3 points) English Learners - 205.5 points below standard (Increase by at least 3 points) Homeless - 194.7 points below standard (Increase by at least 3 points) LTEL - 203.5 points below standard (Increase by at least 3 points)	
California Dashboard Academic Indicator: English Learner Progress Indicator	2025-2026 CA Dashboard: All: (BLUE) 68.8% making progress towards English language proficiency (Increased 41.3%) ELs who decreased at least one ELPI: 9.4% ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H: 21.9% ELs who maintained ELPI Level 4: 3.1% ELs who progressed at least one ELPI Level: 65.6% LTEL (long term English Learners) group with 99.7 points below standard and an	2026-2027 CA Dashboard: All Students (BLUE) - 71.8% making progress toward English language proficiency (Increase by at least 3 points) ELs who decreased at least one ELPI level: 6.4% ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H: 21.9% ELs who maintained ELPI Level 4: 3.1% ELs who progressed at least one ELPI Level: 68.6%	2026-2027 CA Dashboard:

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	increase of 77.7 points.		
California Dashboard College/Career Indicator	2025-2026 CA Dashboard: All students (RED) 4.9% prepared for College/Career readiness 6.6% approaching preparedness 88.5% not prepared Hispanic students: 2.8% prepared Socioeconomically Disadvantaged students: 4.1% prepared	2026-2027 CA Dashboard: All Students (YELLOW) - 7.9% prepared for College/Career readiness (Increase by at least 3 points) 6.6% approaching preparedness 85.5% not prepared Hispanic students (YELLOW) - 5.8% prepared (Increase by at least 3 points) Socioeconomically Disadvantaged students (YELLOW) - 7.1% prepared (Increase by at least 3 points)	2026-2027 CA Dashboard:
California Dashboard Science Indicator	2025-2026 CA Dashboard: All students (YELLOW)- 40.4 Science Points (Increased 11.4 points)	2026-2027 CA Dashboard:	2026-2027 CA Dashboard:

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Description:

1. Professional Development/Professional Learning Community

In order to address the Comprehensive Support and Improvement area of English Language Arts and Mathematics, Union High School will provide additional coaching and training for staff to address academic needs and discrepancies between school grades and state test scores.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
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Purchase instructional supplies to support Great First Instruction and EL strategies from professional learning in all classrooms (EdReports, 2022. State of the Instructional Materials Market: Use of Aligned Materials in 2022; California Department of Education, 2024. Quality Schooling Framework – Instruction)	Create effective learning environment for students focused on best practices	The CNA identified needs in instructional quality, student engagement, and implementation of effective instructional practices that support academic achievement.	3000	LCFF Equity multiplier
Attend conferences, bring in trainers, pay hours to in-house teachers focused on instruction: including but not limited to RTI, CCEA, CABE, EL support, BTC, GFI, PLC to improve and support Professional Development. (Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute; California Department of Education (2025). Quality Professional Learning Standards (QPLS).)	Provide on-going training and learning opportunities to ensure teachers are highly-qualified and providing effective instruction	The CNA identified needs in instructional quality, implementation of effective instructional practices, and professional learning to support student achievement.	7000	LCFF Equity multiplier
Provide subs for teacher release time for professional development, class visits, conferences, planning hours. (Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher	Provide on-going training and learning opportunities to ensure teachers are highly-qualified and providing effective instruction	The CNA identified ELA performance at 74.8 points below standard and Mathematics at 195.6 points below standard, with significant	3000	Title I

Professional Development. Learning Policy Institute; California Department of Education (2025). Quality Professional Learning Standards (QPLS).) (\$3000)		subgroup performance gaps. Professional learning supports implementation of Great First Instruction, Integrated ELD, and evidence-based instructional practices to improve student achievement.		
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Description:

2. Instructional Leadership Development

In order to address the Comprehensive Support and Improvement area of English Language Arts and Mathematics, Union High School will provide opportunities for leadership growth and development to build systems of continual learning with the staff.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Use of release time for professional development and conferences working on the PLC process (prioritizing standards, unwrapping standards, creating common formative assessments, analyzing assessment data, planning instructional next steps) (Cordingley, Higgins, Coe, & Greany, 2015. Developing Great Teaching: Lessons from the International Reviews into Effective	Provide time for data analysis and instructional planning to allow for intentional lesson design targeted support for student learning	The CNA identified needs in data-driven instruction, instructional planning, and targeted academic support to improve student achievement.	2000	LCFF Equity Multiplier

Professional Development; Lomos, Hofman, & Bosker, 2011. Professional Communities and Student Achievement – A Meta-Analysis)				
Provide professional development in professional learning communities and effective instruction including but not limited to OCDE, District provided training, and/or Conferences. Increase teachers and classroom support staff collaboration in analyzing data and providing necessary intervention to students. (Vescio, Ross, & Adams, 2008. A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning; California Department of Education, 2024. Quality Professional Learning Standards: Collaborative Professional Learning)	Provide on-going learning for staff to address areas of needed improvement and increase student achievement	The CNA identified needs in instructional quality, professional learning, and implementation of effective instructional practices to improve student achievement.	8000	LCFF Equity multiplier
Lead instructional walks with teachers on the Union High campus (teacher to teacher) and at CUSD comprehensive high school sites (Therriault, S. B., Walston, J., Li, Y., & Pan, J. (2020). Relationships Between Schoolwide Instructional	Provide opportunities for staff to learn from colleagues and collaborate on best practices	The CNA identified needs in instructional quality, professional learning, and implementation of effective instructional practices to improve student achievement.	2000	LCFF Equity Multiplier

Observation Scores and Student Academic Achievement and Growth in Low-Performing Schools (REL 2020-026). Institute of Education Sciences; Valenzuela, J. (2024). Using Instructional Rounds to Improve Learning Outcomes. Edutopia.

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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Description:

3. English Language Arts and English Learner Specific Programs/Initiatives

In order to address the Comprehensive Support and Improvement area of English Language Arts, Union High School will provide needed classroom materials including student supplies and opportunities for teacher professional development in best practices to improve learning outcomes for students.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Purchase program materials or online program for remediation in reading/ELA (Grant, A. A., Cook, M. A., & Ross, S. M. (2023). The Impacts of i-Ready Personalized Instruction on Student Reading Achievement Among Striving Learners. Johns Hopkins University Center for Research and Reform in Education.) (\$4000)	Provide intervention and skill remediation for increased access to grade level texts and standards	The CNA identified needs in literacy achievement, access to grade-level standards, and targeted academic interventions to support student success in English Language Arts. The Comprehensive Needs Assessment (CNA) identified significant achievement gaps in English Language Arts based on the	4000	Title I

		California Dashboard. Overall student performance was 74.8 points below standard, with Hispanic students at 75.6 points below standard, English Learners at 96.9 points below standard, Homeless students at 76.1 points below standard, and Long-Term English Learners (LTELs) at 112.9 points below standard.		
Purchase program materials for Project-based learning and cross-curricular activities.	Support re-alignment of curriculum to be more responsive to students' needs and interests and ensure flexibility in master schedule to ensure course access and on time graduation	The CNA identified needs in literacy achievement, access to grade-level standards, and targeted academic interventions to support student success in English Language Arts.	5500	LCFF Equity Multiplier
Instructional walks with teachers on the Union High campus (teacher to teacher) and at CUSD comprehensive high school sites to ensure students are provided with grade-level aligned lesson and tasks. Provide subs as needed.	Provide opportunities for teachers to visit and collaborate with colleagues on best practices	The CNA identified needs in instructional quality, professional collaboration, and implementation of effective instructional practices to	2000	LCFF Equity Multiplier

		improve student achievement.		
Supplemental Instructional Materials for ELA and other subjects addressing literacy standards (EdReports (2022). State of the Instructional Materials Market: Use of Aligned Materials in 2022; California Department of Education (2025). Mathematics Instructional Materials Adoption Schedule)	Materials will support targeted, evidence-based interventions aligned to SPSA goals and designed to improve student achievement.	The CNA identified needs in access to effective instruction to improve, student engagement, and academic supports that improve learning outcomes and student achievement in reading proficiency.	2000	LCFF Equity Multiplier
Purchase intervention supplies for students (Maxwell-Jolly, J., 2024. Instructional Materials Adoptions: State and Local Governing Board Processes, Roles, and Responsibilities; EdReports, 2022. State of the Instructional Materials Market: Use of Aligned Materials in 2022) (\$1000)	Materials will support targeted, evidence-based interventions aligned to SPSA goals and designed to improve student achievement.	The CNA identified needs in equitable access to instructional supports, student engagement, and barriers that affect participation in learning and academic achievement in reading proficiency. The Comprehensive Needs Assessment (CNA) identified significant achievement gaps in English Language Arts based on the California Dashboard. Overall student performance was 74.8 points below standard,	1000	Title I

		with Hispanic students at 75.6 points below standard, English Learners at 96.9 points below standard, Homeless students at 76.1 points below standard, and Long-Term English Learners (LTELs) at 112.9 points below standard.		
ELA support from Ed Specialist (co-teach when needed)	Ensure IEP accommodations and services are provided in least restrictive environment to improve learning	The CNA identified needs in individualized supports, access to instruction, and inclusive learning environments that affect student learning and academic success.		

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student

Description:

4. Mathematics/Science Specific Programs/Initiatives

In order to address the Comprehensive Support and Improvement area of Math and Science, Union High School will provide needed classroom materials including student supplies and opportunities for teacher professional development in best practices to improve learning outcomes for students.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Educational Apps to support and supplement curriculum (Copeland, J., An, Y.,	Provide tools for instruction that address varied	The Comprehensive Needs Assessment	2000	Title I

& Schonberg, E. (2024). The Impact of IXL on Math and ELA Learning in California; Roschelle, J., Feng, M., Murphy, R., & Mason, C. (2016). Online Mathematics Homework Increases Student Achievement.) (\$2000)	learning styles and best practices	(CNA) identified significant achievement gaps in Mathematics and continued opportunities for improvement in Science based on the California Dashboard. Mathematics performance was 195.6 points below standard overall, with Hispanic students at 201.3 points below standard, Socioeconomically Disadvantaged students at 199.0 points below standard, English Learners at 208.5 points below standard, Homeless students at 197.7 points below standard, and Long-Term English Learners (LTELs) at 206.5 points below standard. While Science performance improved to 40.4 points (Yellow), the CNA identified the need to continue strengthening rigorous		
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		instruction, literacy integration in science, standards-aligned instructional practices, intervention, and professional collaboration to improve student achievement. This activity directly addresses those identified academic needs.		
Supplemental Instructional Materials for Math and Science classes (EdReports (2022). State of the Instructional Materials Market: Use of Aligned Materials in 2022; California Department of Education (2025). Mathematics Instructional Materials Adoption Schedule)	Provided needed materials for teachers to implement curricular units with best practices for student learning and increase learning in math and science	The CNA identified needs in mathematics and science achievement, implementation of effective instructional practices, and access to rigorous, engaging instruction that supports student learning.	2000	LCFF Equity Multiplier
Purchase program materials for Project-based learning and cross-curricular activities including additional supplies for biology labs (plants, soil, etc.). (\$2500)	Support re-alignment of curriculum to be more responsive to students' needs and interests and ensure flexibility in master schedule to ensure course access and on time graduation	The Comprehensive Needs Assessment (CNA) identified significant achievement gaps in Mathematics and continued opportunities for improvement in Science based on the California Dashboard.	2500	Title I

Mathematics performance was 195.6 points below standard overall, with Hispanic students at 201.3 points below standard, Socioeconomically Disadvantaged students at 199.0 points below standard, English Learners at 208.5 points below standard, Homeless students at 197.7 points below standard, and Long-Term English Learners (LTELs) at 206.5 points below standard. While Science performance improved to 40.4 points (Yellow), the CNA identified the need to continue strengthening rigorous instruction, literacy integration in science, standards-aligned instructional practices, intervention, and professional collaboration to

		improve student achievement. This activity directly addresses those identified academic needs.		
Supplemental Scientific research through Explore Learning program including, but not limited to Gizmos (ExploreLearning (2025). The Research Behind Gizmos; ExploreLearning (2024). Gizmos Research Summary.) (\$2000)	Provide tools for instruction that address varied learning styles and best practices and enhance lab science exploration	The Comprehensive Needs Assessment (CNA) identified significant achievement gaps in Mathematics and continued opportunities for improvement in Science based on the California Dashboard. Mathematics performance was 195.6 points below standard overall, with Hispanic students at 201.3 points below standard, Socioeconomically Disadvantaged students at 199.0 points below standard, English Learners at 208.5 points below standard, Homeless students at 197.7 points below standard, and Long-Term English Learners	2000	Title I

		(LTEs) at 206.5 points below standard. While Science performance improved to 40.4 points (Yellow), the CNA identified the need to continue strengthening rigorous instruction, literacy integration in science, standards-aligned instructional practices, intervention, and professional collaboration to improve student achievement. This activity directly addresses those identified academic needs.		
Instructional walks with teachers on the Union High campus (teacher to teacher) and at CUSD comprehensive high school sites	Provide opportunities for teachers to visit and collaborate with colleagues on best practices	The CNA identified needs in instructional quality, effective teaching practices, and professional collaboration that support student achievement.		
Math support from Ed Specialist (co-teach) to support our Students with Disabilities to access Math modify curriculum	Ensure IEP accommodations and services are provided in least restrictive environment to improve learning	The CNA identified needs in individualized academic support, access to instruction, and effective		

		interventions that support student achievement in mathematics.		
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Strategy/Activity 5
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 ELD students

Description:

5. ELD Specific Programs

In order address the Comprehensive Support and Improvement area of English Learner Progress, Union High School will provide needed classroom materials including student supplies, opportunities for teacher professional development in best practices to improve learning outcomes for students, and additional support for EL students.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Purchase Intervention/curricular materials for ELD/ALD support classes for LTELs (Novicoff, S., Reardon, S. F., & Johnson, R. C., 2024. California’s English Learners and Their Long-Term Learning Outcomes. Learning Policy Institute; California Department of Education, 2024. English Language Development Standards) (\$1000)	Provide tools for instruction that address varied learning styles and best practices for LTEL students	The Comprehensive Needs Assessment (CNA) identified English Learner achievement as a priority based on the California Dashboard. English Learners scored 96.9 points below standard in English Language Arts, Long-Term English Learners scored 112.9 points below standard, and the English Learner Progress Indicator (ELPI) showed 68.8% of English Learners made progress toward English proficiency while	1000	Title I

		9.4% decreased at least one ELPI level. The CNA identified the need to strengthen integrated and designated ELD instruction, targeted interventions for Long-Term English Learners, professional learning, and ongoing progress monitoring to improve language acquisition and academic achievement.		
Targeted professional development focused on effective strategies for LTEL students (Walqui, A. (2023). Developing Educator Expertise to Work With English Learners (U.S. Department of Education OELA webinar); Novicoff, S., Reardon, S. F., & Johnson, R. C. (2024). California's English Learners and Their Long-Term Learning Outcomes (Learning Policy Institute brief).)	Provide on-going learning for staff to address areas of needed improvement for EL students and increase student achievement	The CNA identified needs in EL/LTEL achievement, effective instructional strategies, and professional learning that support student achievement.	2000	LCFF Equity multiplier
Purchase supplemental supplies and materials that promote effective strategies for instruction of integrated and designated ELD	Provide tools for instruction that address varied learning styles and best practices for EL students	The CNA identified needs in English Learner achievement, implementation of integrated and designated	1000	LCFF Equity Multiplier

(Calibugan, I. C. & Maghuyop, A. Z., 2024. Development of Manipulatives in Teaching English Oral Language; Colorín Colorado, 2024. Realia and Manipulatives)		ELD strategies, and effective instructional supports that improve access to rigorous instruction and academic success.		
Staff training for Designated ELD and integrated ELD instructional strategies/curriculum	Provided specific training for teachers to address learning gaps for EL students	The CNA identified needs in English Learner achievement, implementation of effective integrated and designated ELD practices, and professional learning to address academic gaps for EL students.	1000	LCFF Equity Multiplier
All English Learners will be provided daily Designated English Language Development and Integrated English Language Development in all content areas.	Build EL support in master schedule and/or ensure teachers are including integrated ELD in subject areas	The CNA identified needs in English Learner achievement, implementation of effective integrated and designated ELD practices, and professional learning to address academic gaps for EL students.		
Addition of counselor to serve as EL Facilitator and ELPAC coordinator	Provide additional support to serve the needs to EL students and families	The CNA identified needs in English Learner achievement, implementation of effective integrated and designated ELD practices, and		

		professional learning to address academic gaps for EL students.		
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ALL students

Description:

6. MTSS Academic Specific Programs

In order to address the Comprehensive Support and Improvement area of Academic Achievement, Union High School will provide support for teachers for professional development and collaboration as well as progress monitoring for students' grades.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Additional hours for teachers for preparation and facilitation of independent study and academic tutoring for students (California Department of Education, 2025. Independent Study – Educational Options; California School Boards Association, 2022. AB 181 Makes Significant Changes to Independent Study; Hashim, A. K., Davison, M., Postell, S., & Isaacs, J. (2024). High-Dosage Tutoring for Academically At-Risk Students. NWEA Research Brief.)	Increase opportunities for students to earn credits toward graduation and connect to learning in alternative setting	The CNA identified needs in credit completion, graduation rates, attendance, and access to learning supports that affect on-time graduation and academic success.	6000	LCFF Equity multiplier
Addition of paraprofessional (3hrs) (\$14000)	Support student intervention (tutorial time) and project-based learning in classrooms including core and electives	The Comprehensive Needs Assessment (CNA) identified significant academic achievement	14000	Title I

		gaps, with students performing 74.8 points below standard in English Language Arts and 195.6 points below standard in Mathematics. The CNA further identified the need for additional intervention, progress monitoring, and instructional support personnel to provide targeted assistance for students requiring academic intervention. This activity expands classroom support during tutorial and project-based learning to increase access to targeted intervention and improve student achievement.		
Additional hours to support Preschool Site Facilitator and Union Infant/Toddler program (California Department of Education (2015). Preschool Program Guidelines; Office of Head Start (2025).	Ensure teen parents have full access to educational program	The CNA identified needs in attendance, graduation rates, individualized student support, and barriers that affect student engagement		

Infant/Toddler Teaching Practices)		and academic success.		
Monitor the progress of all students and proactively intervene on multiple data points (Faria et al., 2024. Early Warning Intervention and Monitoring System District Implementation Guide; WestEd, 2024. Multi-Tiered System of Supports: Data-Driven Decision Making)	Provide support and intervention for students who are chronically absent and/or at-risk of failure	The CNA identified needs in chronic absenteeism, academic monitoring, and targeted interventions for students at risk of failure that affect attendance, credit completion, and academic success.		

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Description:

7. Educational Field Trips

To address needed areas of progress on Dashboard Academic Indicators in College and Career Readiness and Academic Achievement as well as site-specific data indicators showing students' needs, we will provide opportunities for students to prepare for post-secondary life.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Visit museums and local colleges (Greene, J. P., Kisida, B., & Bowen, D. H. (2014). The Educational Value of Field Trips; Swanson, E., Kopotic, K., Zamarro, G., Mills, J. N., Greene, J. P., & Ritter, G. W. (2021). An Evaluation of the Educational Impact of College Campus Visits: A Randomized Experiment.) (\$5000)	Provide supplemental visits to local colleges, technical schools, and museums directly connected to college/career readiness, academic coursework, and identified student needs. Students will complete pre-visit preparation and post-visit reflection/learning activities tied to	The CNA identified the College and Career Indicator in the Red performance level, with only 4.9% of students prepared, 2.8% of Hispanic students prepared, and 4.1% of socioeconomically disadvantaged	5000	Title I

academic content
and postsecondary
planning.

students
prepared.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Description:

8. Educational Technology and Environment

To address needed areas of progress on Dashboard Academic Indicators in College and Career Readiness and Academic Achievement, we will provide educational technology tools and flexible seating for students and provide skill-based training for post-secondary life.

Activity:	Intended Purpose	Alignment to CNA	Budgeted	Source
Purchase new or additional Chromebooks or other computers/technology including tablets, iPads, and support products, etc. as needed for repair/replacement or addition to support student access and learning (Zheng, B., Warschauer, M., Lin, C.-H., & Chang, C. (2016). Learning in One-to-One Laptop Environments: A Meta-Analysis and Research Synthesis; California Department of Education (2024). Digital Learning Integration & Standards Guidance.)	Ensure access to a full, rigorous academic program and access to all district technology and resources	The CNA identified needs in access to instruction, student engagement, and academic supports that improve student achievement and participation in rigorous coursework.	6000	LCFF Equity Multiplier
Purchase additional technology and software for yearbook class and to support student activities including but not limited to digital cameras, computers,	Purchase supplemental digital media tools used within standards-aligned literacy and media-arts instruction to strengthen writing,	The CNA identified significant academic performance gaps in ELA and Mathematics and the need for	3000	Title I

tablets, lettering machines (Thompson, S. (2018). News You Can Use: Student Journalism Instruction and Effects on Literacy Skills. Iowa Reading Research Center; California Department of Education (2025). California Arts Standards – Media Arts (photography and imaging as core strands). (\$3000)	research, communication, digital literacy, and publication skills for students identified through the CNA as needing additional literacy support.	increased student access to technology, rigorous instruction, and learning environments that support engagement and achievement.		
Purchase flexible classroom furniture	Addresses the kinesthetic learning style of students and allows for maximum flexibility and accommodations for struggling students	The CNA identified needs in access to effective instruction, student engagement, and supports that help struggling students participate successfully in learning.	30000	LCFF Equity Multiplier

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$64000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$366,500.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$63,000.00
Title I Parent Involvement	\$1,000.00

Subtotal of additional federal funds included for this school: \$64,000.00

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 (\$)
LCFF Equity Multiplier	\$302,500.00

Subtotal of state or local funds included for this school: \$302,500.00

Total of federal, state, and/or local funds for this school: \$366,500.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF Equity Multiplier	302,500.00
Title I	63,000.00
Title I Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	249,500.00
Goal 2	117,000.00

2026-2027 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
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Kim Jenkins	Principal
Heather Reynard	Classroom Teacher
Michelle Pena Arce	Other School Staff
Damari Aguilar	Secondary Student
Melinda Egan	Parent or Community Member
Darwin Aguilar	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: Instructional Leadership Team?

Leadership Team?

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/2026.

Attested:



Principal, Kimberly Jenkins on 5/13/2026



SSC Chairperson, Darwin Vega on 5/13/2026

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

Signature	Committee or Advisory Group Name
Clear 	☐ State Compensatory Education Advisory Committee
Clear 	☒ English Learner Advisory Committee
Clear 	☐ Special Education Advisory Committee
Clear 	☐ Gifted and Talented Education Program Advisory Committee
Clear 	☐ District/School Liaison Team for schools in Program Improvement
Clear 	☐ Compensatory Education Advisory Committee
Clear 	☐ Departmental Advisory Committee
Clear 	☐ Other: Instructional Leadership Team? Leadership Team?

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

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

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Attested:

Clear 	Principal, Kimberly Jenkins on 5/13/2026
Clear 	SSC Chairperson, Darwin Vega on 5/13/2026