School Year: **2024-25**

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
Central Union High School	13-63115-1333004	May 28, 2024	June 25, 2024

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
School Description

WE ARE S-P-A-R-T-A!
Socially Conscious
Problem Solvers
Achievers in Academics, Arts, and Extracurricular activities
Responsible
Technologically Literate
Analytical Thinkers

Central Union High School is located in the Imperial Valley city of El Centro, a community of 44,184 residents. The United States Census Bureau information indicates that 21.1% of the city residents live below the poverty level as compared to a state-wide level of 12.2%. In March 2024, the Bureau of Labor Statistics reported El Centro's unemployment rate as 16.1%, the highest in the country. The Latino population represents more than 88.2% of the residents in the county and 76.2% of the families speak a language other than English at home. Central Union High School represents an increasing variety of ethnic groups with an enrollment of 1,957 students in grades nine through twelve. Over 25.8% of the students are identified as English Learners (ELs) and 12.4% are students identified with a disability. Almost 78% of our students are eligible for free or reduced lunches and their families are considered low-income. The campus reflects the cultural and socioeconomic makeup of the community.

Purpose of the School Plan for Student Achievement:

California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the School Plan for Student Achievement (SPSA). The SPSA details evidenced-based educational goals and strategies designed to maximize available resources and increase student achievement.

Updated annually to reflect current school data and to coordinate educational services at the school, the SPSA is aligned with Central Union High School District's Local Control Accountability Plan (LCAP). Teams work collaboratively to analyze state and local data to develop goals with specific strategies and measurable outcomes that provide supplemental resources and services to support students identified as failing, or most at risk of failing, to meet the state's challenging academic standards. All community partners are invited to participate through the School Site Council, student Advisory presentations, parent workshops, and staff meetings. During the third quarter of the school year, the most current data is entered into the SPSA, and goals and strategies are revised, eliminated, or added to provide data-driven support that will increase student achievement in the upcoming year. After the updated SPSA is reviewed and approved by the School Site Council, it is presented to the public at a scheduled board meeting. When reviews are completed and questions are addressed, the Central Union School Board will have final approval before publishing the plan.

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

The School Plan for Student Achievement (SPSA) is an action plan to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. The School Plan for Student Achievement is updated to reflect current school data. The plan's approval process is multi-step and involves representatives from all community partners. Initially, a team reviews and discusses the current school data, and then the data is presented to the staff and community. After the data review, a team updates the SPSA to reflect the new data. From there, community members review the plan and provide input on the actions.

Central Union High School underwent WASC re-accreditation in March of 2024. Four focus areas were identified based on data and stakeholder input concerning federal, state, and local priorities.

These areas of growth include:

1) Mathematics Curriculum and Instruction: Revisit and enhance the math curriculum to better meet the diverse needs of students. Implement targeted adjustments in instructional approaches during classroom time to ensure a more effective and supportive learning environment.

2) Literacy across all content areas: Implement additional data-driven instructional strategies and timely interventions to support literacy in all content areas. These efforts aim to contribute to the reclassification of Long-term English Learners and promote academic progress for all students.

3) Standards Alignment: Conduct a thorough evaluation of Common Core and NGSS Standards, assessing their cross-curricular alignment. Address academic discrepancies, redundancies, and misalignments to enhance the overall scope and sequence of study. Implement evidence-based instructional practices to ensure students acquire essential skills for both college and career paths.

4) Parent/Community Engagement: Foster an academic environment that nurtures the social, emotional, and academic growth and success of every student through improved access to challenging courses with a specific focus on students with disabilities, foster/homeless students, and socioeconomically disadvantaged students. Provide personalized support, and maintain ongoing collaboration with teachers, families, and community partners to remove barriers, supply essential resources, and promote a culture of inclusion.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed within the existing strategies:

- -Teachers should continue professional development on teacher clarity. There should focus on student engagement to increase student success in the classroom.

- -The math and science department collaborate to discuss common assessments, analyze data, and review pacing. Other departments would benefit from following a PLC Cycle because it will enhance teaching practices and improve student success.

- -Curriculum is widely available across departments; however, access to comprehensive aligned curriculum is needed for EL and students with disabilities. Allowing access to curriculum for all students would benefit the two targeted populations.

- -The staff has access to data from their own grades and Aeries. A specific protocol for data analysis will allow teachers to inform instruction.

- -Teachers are working on teacher clarity with learning targets, success criteria, and student engagement. A strategic system for student feedback incorporated into instructional practices will include students in the learning practice giving them ownership of their learning.

Since this report was developed, the California Dashboard has provided more data to allow the school and stakeholders to reassess and better align with the priorities reflected in our SPSA. Our updated SPSA includes strategies to meet the needs of students identified as failing or at most risk of failing to meet the state standards and ensure that all graduates are college and career-ready.

CUHS continually analyzes data during site and district collaborative meetings, School Site Council

meetings, faculty and staff meetings, department and leadership meetings, parent meetings and workshops, and student feedback sessions. This allows us to ensure that we are aligned with the Local Control and Accountability Plan and continually focus on meeting the needs of all student groups and closing achievement gaps.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The data from the 2023/2024 surveys from teachers, parents, students, and educational partners at all site levels identified highlights and areas of need for additional support. The vast majority of parents and students feel that students have access to after-school tutoring and remediation opportunities, technology to enhance and enrich classroom experiences, and access to rigorous courses to prepare students for post-secondary success. Areas for growth include limited opportunities for support within the school day, the content and instructional practices in math classes, and the need for more engaging and relevant instruction.

Surveys include:
LCAP Parent and Community Survey
CA Healthy Kids Survey
Title I Education Partners Input for Parents/Guardians
Migrant Education Program

As a result, our site will continue to support teachers through comprehensive professional development. Teacher clarity, student learning, and in-class assessments and feedback will be emphasized. The site will also continue to implement staff development activities that ensure ELL and Special Education students have access to rigorous courses, especially CTE pathways. Community engagement, LCAP activities, and SPSA activities will continue to be enhanced through our Parent and Community Engagement efforts. Furthermore, supplemental materials will enhance English Language Development, mathematics, and science. Tier 1 instruction to provide all students with high-quality, initial classroom instruction, a guaranteed and viable curriculum powered by research-backed strategies, and instructional diversity using technology will be prioritized in the 2024/2025 school year.

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

During the 2023-2024 school year, instructional support coaches and department chairs conducted coaching observations focused on providing feedback regarding effective teaching strategies with a focus on clear communication. Administration teams conducted both coaching and evaluative classroom visits and provided feedback on all six standards identified in the California Standards for the Teaching Profession. CUHS permanent (tenured) staff members were given two formal observations, one announced and one unannounced. First-year probationary teachers were observed three times during the first semester and two times during the second semester. All other probationary teachers were observed two to three times each semester. Regardless of employment status, the administration had the right to add observations beyond the specified number if needed.

Building relationships and relevance and focusing on the desired outcome (success criteria) to make content accessible to all learners were the pillars of classroom practices in 2023-2024. Learning targets, skill development, and success criteria were checkpoints for coaching observations, and

both veteran and novice teachers were given opportunities to observe colleagues in the classroom to encourage self-reflection and increase instructional awareness. Additionally, the methods in which technology was used to engage students in the relevant curriculum were observed and supported through increased access to instructional programs such as Kami, EdPuzzle, PearDeck, Quizizz, and Google Workspace. Administration and instructional coaches were invited into the classrooms to observe students as they worked through projects and assignments with teachers. During these non-evaluative observations, teachers utilized traditional and technology-based tools to facilitate independent and collaborative activities.

Professional Learning at Central Union High School focused on student-centered pillars of Teacher Clarity (What am I learning? Why am I learning this? How will I know when I've learned it?) and incorporating diverse instructional strategies to increase student learning and well-being. Observations revealed teacher-led instruction, student collaboration, and creative projects across all content areas, but student agency was lacking. Gradual release of instruction, timely feedback, and response to data are growth areas.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Central Union High School uses CAASPP, ELPAC, California Science Test (CAST), and course assessments embedded within the curriculum to modify instruction and improve student achievement.

In addition, Central Union High School offers rich and varied courses and pathways. Our focus is to ensure all students are college and career-ready, thus, continuing to increase our graduation rate.

Through monthly collaborative meetings, teachers, and leadership teams work hand-in-hand to share and implement best practices, strategies, and common assessment results. In addition, release time for content area collaboration to evaluate outcomes and review the curriculum was ongoing, and many professional development workshops for increasing the achievement of at-risk students were provided.

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

Throughout the school year, the preceding year's CAASPP data is utilized evaluate the effectiveness of school-wide instruction.

Monthly department, content team, and district collaborative meetings are held in order to analyze formal and informal assessments, which provide significant insight into students' progress, curriculum effectiveness, and teaching strategies. Curriculum-based assessment guide content team discussions and allow progress monitoring of English Learners. Instructional decisions and modifications are made as we consider data from formative assessments, including classroom assessments, district common assessments, and data through DNA reports.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All CUHS teachers are fully credentialed and appropriately assigned and share the belief that all students can and will learn. Staff members demonstrate high expectations for all students, and district and site-level administrators establish, support, and strengthen collaborative teams that work toward common student achievement goals.

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

Fully credentialed teachers were assigned to all CUHS classrooms during the 2023-2024 school year. Recognizing that the educational landscape is everchanging, ongoing professional development aligned with the California Common Core State Standards in ELA, Math, ELD, NGSS, and Technology strengthens teachers' instructional wheelhouse to improve student outcomes and close the achievement gap for disadvantaged students.

Staff is encouraged to self-reflect to identify their professional needs, and funding is set aside to encourage and support ongoing professional development. Even though more than fifty off-campus professional development workshops and conferences were attended by staff, faculty, and administrators over the school year, ongoing campus-wide professional development and learning is a priority for Central Union High School. Diverse topics for three full days of professional learning for all teachers before the first day of classes in August included: Integrated Strategies for ELL, Google Classroom, Technology for Differentiation, Supporting Students with IEPs and 504s, and many others.

In January, a district professional development day included training ELLevation, a resource that integrates English learner (EL) data and instructional planning, enabling teams to make data-driven decisions that foster student success, and Education Modified (EdMod), a platform that organizes student learning needs from IEPs, 504 plans, ELL plans and more in one easy-to-access place. With EdMod, special and general educators can access this important data to effectively differentiate instruction and implement progress monitoring for special population students. An introductory AI workshop was also held to build awareness and comfort with the tools students have at their fingertips.

Thirteen early-release Wednesdays provide dedicated time for professional development and content collaboration. Days rotate between site content team collaboration and district department and content collaboration. During these meetings, data is used to improve teaching strategies and assess the curriculum for gaps and/or revisions. Additionally, site faculty meetings are held one Thursday per month (September through May) after school. During this time, focus on strategies for increasing student achievement, working with learners impacted by trauma, and meeting the local, state, and national requirements for "at promise" populations (ELD, ESS, Foster/Homeless, etc.) are presented, analyzed, and practiced.

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

Staff development has been aligned to content standards and assessed student performance, as well as individual professional needs through the following means: Next Generation Science Standards (NGSS), National Council of Teachers of Mathematics (NCTM), Beginning Teacher Support and Assessment (BTSA), support for new teachers, and Advancement Via Individual Determination (AVID). Student outcomes (e.g., CAASPP, CAST, ELPAC, AP, quarterly grades, etc.) are analyzed, and professional development is planned to help teachers grow in the knowledge and skills necessary to increase student achievement and close learning gaps for disadvantaged youth. With coaching support and dedicated time for collaboration, teachers can address skills gaps and provide instruction that addresses the diverse needs of all learners.

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

The Instructional Support Team (IST) provides targeted support to beginning teachers and ongoing coaching and support for all staff that facilitates the implementation of site-adopted strategies. Content expert department chairs and administrators are also available throughout the year to review classroom practices and offer guidance on effective instructional strategies. Classroom observations, both formal and informal, occur regularly to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques. Instructional Coaches offer training, coaching, and feedback in all subject areas while also providing professional learning presentations and workshops. Classroom observations, feedback, and classroom coaching are also being provided to teachers.

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

District and site based content collaboration is scheduled throughout the school year. Teachers plan and reflect on lessons in order to strengthen instruction. Teachers collaborate and plan for instructional alignment between school sites, such as formative/summative assessments, curriculum, and syllabi.

Teaching and Learning

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

The CUHD School Board has established curriculum priorities and guidelines for the district. These priorities are based on student needs as determined by demographics, data related to student achievement within the district, and the recommendations of staff, parents/guardians, and community members. Additionally, CUHSD provides a continuing program of in-service education to keep certificated staff and the administration updated about curriculum issues, instructional strategies and available instructional materials All textbooks used at Central Union High School in the core curriculum are aligned to any applicable academic content standards adopted by the State Board of Education (SBE) pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8.   Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education and are accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels (Education Code 60045). The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

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

All schools in the Central Union High School District adhere to or exceed the recommended instructional minutes for all credit-bearing courses.

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

CUHS master schedule flexibility allows designee to schedule class periods giving consideration to course requirements and curricular demands, availability of school facilities, the age and attention span of students, and legal requirements. Class periods and offerings may be adjusted when appropriate and desirable to support student learning and provide appropriate levels and times of intervention courses.

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

All students are provided with standards-aligned textbooks or instructional materials (may be a digital format) in core subjects for use in the classroom and for access at home. Additionally, standards-based supplementary materials are provided to meet the various learning ability levels of students in a given age group or grade level, to meet the diverse educational needs of students with a language disability in a given age group or grade level, and to meet the diverse educational needs of students reflective of a condition of cultural pluralism.

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

All schools in the Central Union High School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses.

Opportunity and Equal Educational Access

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

All students, including English Learners and students with disabilities, are grouped heterogeneously in general settings and grouped homogeneously by language levels during English Language Development (ELD) or in accordance with IEP mandates. ELD classes, SAIL, ALAS, TIPS, Math Support, and Advisory classes are embedded in the master schedule to support underperforming students. Additionally, daily tutoring, in-class peer tutors and instructional assistants, after-school and Saturday tutoring, and online 24/7 individualized tutoring are provided.

The Central Union High School District (CUHSD), is committed to ensuring equal, fair, and meaningful access to education services. CUHSD does not discriminate in any education program or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, military or veteran status, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively. The Board of Trustees is committed to maintaining an educational environment that is free from harassment. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities.

Evidence-based educational practices to raise student achievement

Staff have been trained in research based student engagement and instructional educational practices to raise student achievement. Some of these strategies include AVID, Depth and Complexity Icons, RACE and SDAIE strategies.   Aligning lessons, objectives, and learning outcomes for organized and intentional teaching using Teacher Clarity has been the focus of professional development in 2023/2024. With an effect size of .84- opens in a new tab, it has the potential to double the speed of learning, according to the John Hattie's Visible Learning research.

Parental Engagement

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

We work closely with the EL Centro Police Department, Imperial County Behavioral Health Department, Imperial County Public Health Department, and Imperial County Office of Education. All entities contribute to students' achievement, whether through community service opportunities, mental health services, or civic engagement. All parents/guardians are invited to participate in school activities, councils, and workshops as peer representatives to build relationships, improve communication, and empower parents as partners in their student's education.

Advisory intervention classes, after-school and in-class tutoring, school psychologists, nutrition programs, and extracurricular activities ensure students' social, emotional, and learning needs are addressed. Spirit days focused on inclusion, community, and mental health provide avenues for opening dialogue and identifying student needs.

Parents/guardians have the following opportunities to share their voices and become advocates for their student's education:

- --Parent Workshops - IVROP and counselors host parent/guardian workshops at least once a month. Parents/guardians are invited to attend all virtual and in-person meetings by special invitation via mail, through the student bulletin, home telephone calls, and Parent Square communication both in English and Spanish.
- --Migrant Parent Meetings - Migrant parents/guardians participate in six meetings held throughout the school year to provide parents with the resources needed to support their students achieve the state's challenging academic achievement standards with high-quality curriculum and instruction. Resources available include after-school tutoring, online courses, summer school programs, health services, and the opportunity to participate in the Migrant Speech and Debate Team.
- --The English Learner Advisory Committee (ELAC) meetings - a group of parents/guardians that work with the District Supervisor of Instruction to ensure that the school has programs in place to provide English Learners with the necessary opportunities to gain language skills and graduate with the skills necessary for college and/or career opportunities.
- --School Site Council (SSC) - Each month, School Site Council (SSC) parents elected by their peers work with a group of teachers elected by their peers, students elected by their peers, administrators, and interested community members to develop and monitor the school's improvement plan. It is a legally required decision-making body for any school receiving federal funds.
- --LCAP Advisory Committee - Parents/guardians meet at least three times per year. During the meeting, parents/guardians receive information about the following: the LCAP 8 state priority areas as a metric to measure the quality of our educational programs: 8 state priorities: 1. Basic Services, 2. Academic Standards, 3. Parent Involvement, 4. Student Achievement, 5. Student Engagement, 6 School Climate, 7. Course access, and 8 other pupil outcomes such as College and career indicators; six LCAP goals; and allocations of funds for the school year. Based on this information and the needs assessment data, parents/guardians provide input/feedback for the next steps in meeting student needs.
- --WASC Focus Groups - Parents/guardians play an important role in the implementation of the WASC self-study and review. Parents/guardians participate in the monitoring process and evaluation of the school-wide action plan to support learner outcomes and critical learner needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, other school personnel, and students are involved in the planning, implementation, and evaluation of programs and processes. Central Union High School has jointly developed with and distributed to parents and students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement by building and developing a partnership to help children achieve the California Common Core State Standards. The compact includes pledges outlining the responsibilities of students, faculty, and parents. Relationships (respect, trust, positivity, and support), responsibility (attendance, participation, and time), and communication (self-advocacy, timely information, and open dialogue) are outlined.

The compact expectations require input from stakeholders which is gathered through the following school structures: LCAP Advisory Panel, School Site Council, English Learners Advisory Committee (ELAC), District English Learners Advisory Committee (DELAC), Interventionists (MTSS, Attendance Interventions, SSTs,), and parent workshops and surveys.

Funding

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

Central Union High School District reserves at least one percent of its allocation to carry out the following parent and family engagement opportunities: California Association for Bilingual Education Conference (CABE) School Site Council, ELAC, and Migrant committees are encouraged to attend and learn about activities which focus on evidence-based strategies for more effective parental involvement. Parents/Guardians peer representatives in these committees represent and are the voice in revising the parent and family engagement policy. Materials and resources necessary to help parents/guardians work with their children to improve their children's achievement. Monthly-Parent Workshops where parents/guardians are invited to attend all virtual meetings by special invitation in the mail, through the student bulletin, home telephone calls, and AERIES communication both in English and Spanish. In addition, Central Union High School employs many programs to provide services to our under-performing students. One of these is the Agile Minds math program to augment the regular program to help under-performing students to meet standards and to help accelerate students who are performing at grade level in math. We also purchase supplemental material which includes interventions, for ELA, ELD, and Math.

In 2023/2024, additional Instructional Aides were hired to work with special education teachers and provide more one-on-one support for learners. After-school ELD tutoring, after-school small group tutoring for students on IEPs, a MAPS course for migrant students, and supplemental programs within both ELD and special education classrooms are included in our categorical expenses.

Fiscal support (EPC)

Based on these demographics, the vast majority of CUHSD's LCAP expenditures are aimed at improving the educational experiences of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. The services are intended to be implemented on either a districtwide or schoolwide basis. As promoted by the federal Title I program design (described in the following paragraph) and corroborated by scholarly research, a "schoolwide" approach is a proven strategy for educational agencies such as CUHSD, where the majority of students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle. While districtwide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of unduplicated students. Strategic placement and outreach efforts help ensure that our neediest students access the available resources and support services.

As described on the California Department of Education website: A schoolwide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The schoolwide approach is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented SWP touches on all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest-achieving. The Central Union High School District provides each school site with a complete budget and provides each school with LCAP, Title I, Title II, Title III and Title IV funds support for academic and intervention needs.

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

California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. The School Plan for Student Achievement is updated to reflect current school data. The plan approval is a multi-step process that involves representatives from stakeholder groups. Initially, a team reviews and discusses the current school data, and then the data is presented to the staff and community. After the data review, a team updates the SPSA to reflect the new data. From there, community members review the plan and provide input on the actions.

Central Union High School utilizes a cycle of continuous improvement, an ongoing evaluation process that seeks feedback and adjusts strategies and practices according to student needs. The Site Council members include site administrators, certificated and classified staff, parents, students, and community members. Members participate in monthly meetings and are responsible for reviewing and evaluating the SPSA based on measurable outcomes that can be qualified to plan the subsequent year's budget and goals. The principal oversees the implementation of the SPSA and guides district policy and other requirements.

Parent, student, and teacher involvement is critical for academic success. Throughout the 2023-2024 school year, the following community meetings were held in which input from community members was incorporated into the planning process for this SPSA Annual Review and Update:

VIRTUAL School Site Council Meetings:
September 25, 2023: training to elected school site council members, including its role, a review/revision of by-laws, an SPSA and expenditures overview, and the election of officers.
October 23, 2023: vote on by-laws revisions, review data, programs, and support, review and make recommendations for SPSA Goal 1 requests
November 27, 2023: updates to SPSA based on prior meeting; present Advisory Intervention plan and review student survey data for LCAP/Title I, review and make recommendations for SPSA Goal 2

January 22, 2024: CTE presentation for college and career readiness, student support through ARC, WASC accreditation review, SPSA revisions based on WASC review
February 26, 2024: School Safety Plan review and recommendations, LCap parent meeting, LCAP vs. SPSA, upcoming WASC Accreditation visit
March 25, 2024: WASC Results: Glows and Grows, essential questions for all SPSA goals, academics updates
April 22, 2024: Migrant Services request for SPSA inclusion, revision of SPSA strategies to include WASC recommendations, parent engagement - incoming freshmen
May 22, 2024: approve the proposed 2023-2024 SPSA and budget.

District English Learner Advisory Committee and Site-Based English Learner Advisory Committee Meetings:
Parent Meetings are held at the site and as a district five times per year. The meeting dates and locations are as follows:

DELAC - July 27, 2023: Parent Training and Review of Con App and LCAP Funding, Parent Portal Training, DELAC Member Election, Parent Training for Summative ELPAC and Student Redesignation Criteria, Review Annual Calendar

ELAC - October 17, 2023: Coalition for a Tobacco-Free Imperial County Presentation to parents, Review of EL Program Goals and Redesignation Criteria, Parent Training on Data for English Learner Program and Annual Parent Notifications, Training for Additional Parent Resources. ELAC Parent Representative Election

ELAC - January 23, 2024: Parent Training for Graduation Requirements and A-G with Counselor, Parent Training and Review of LCFF Funding and Input, Parent Training for Summative ELPAC Testing and Score Notification, Review of Parent Portal and Redesignation Criteria. Celebration of Students with 3.0+ GPA

ELAC - March 19, 2024: Review of Summative ELPAC Testing and Updates to Parents, Parent Training for California State Seal of Biliteracy and Information for this Year, Review of Summer School Information and Dates, Parent Discussion and Input for LCAP Planning

DELAC - May 23, 2024: Review LCFF and LCAP Funding Information with Parents and Solicit Final Thoughts, Make changes to Redesignation Criteria for all EL and Dually Identified Students, Calendar for Upcoming School Year Meetings, and Conduct Parent Survey of Priorities for Services and Needs

VIRTUAL and Face-to-Face Title I and LCAP Community Engagement Meetings:
Title I Night - October 24, 2024: Shared resources available and provided parents rights under Title I Parent Engagement Policy. Home-School Compact and CUHSD Parent Involvement Policy - AVID, Counseling, and SDSU presented
LCAP Community Engagement meetings: December 5, 2023; February 27, 2024, May 23, 2024
November 15 (Survey), April 6 (Survey), April 10 (Survey)
LCAP Student Engagement meetings: February 8, 10, 15, and 16

Community Engagement Meetings:
August 3, 2023: (Virtual) New Parent & Students Virtual Orientations - The foundation for student success
August 30, 2023: (Face-to-Face) Back to School Night/Open House -Meet teachers and discover interventions embedded within our classrooms.
September 14, 2023: (Face-to-Face) Counseling - Graduation Requirements and A-G
September 24, 2023: (Virtual) Obstacles to Success Survey
October 18, 2023: (Face-to-Face) Doc Brown Character, Choices, & Consequences
October 26, 2023: (Face-to-Face) Community Forum on Fentanyl for Red Ribbon Week (Law Enforcement and Behavioral Health partnership)
November 7. 2023: (Face-to-Face) ARC Parent Night Youth Opportunities
November 9, 2024: (Face-to-Face) Navigating the Aeries Portal
November 27, 2023: (Face-to-Face) Community Planning Meeting for Outdoor Program Grant
November 30, 2023: (Virtual) Safe Streets Plan for City of El Centro Survey
January 18, 2024: (Virtual) Wake Cup Parent Meeting - The Road to College
March 5, 2024: 9Face-to-Face) Health and Wellness - Anxiety
March 13, 2024: (Face-to-Face) WASC Accreditation Public Report
March 19, 2024 (Face-to-Face) College Preparation, A-G, Scholarships
March 27, 2024 (Virtual) Wake Cup Parent Meeting - Healthy Choices
April 9, 2024 (Virtual) ARC Survey - Your Voice
April 10, 2024 (Face-to-Face) FRC Nutrition Workshop
April 11, 2024: (Virtual) Wake Cup Parent Meeting - Getting Involved
April 22, 2024 (Face-to-Face) Prom Dress Pop-Up
May 1, 2024 (Face-to-Face) FRC Youg and Meditation Class
May 1, 2024 (Face-to-Face) Jumpstart - Incoming Freshman Parent Night

In January, February, and March, Feeder School Visits were conducted by Administration, Counselors, and Program Coordinators During these face-to-face visits to feeder schools information regarding courses, pathways, mathematics placement, and summer school dates was provided to our incoming 9th graders. In addition, all feeder schools visited our campus to explore CTE pathways and begin discussing specific postsecondary goals.

Resource Inequities

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

CUHS went through WASC Reaccreditation this year. A team of outside peer professionals was on campus March 10-13, 2024. All stakeholders participated in gathering data and assessing programs, curriculum, and resource distribution. Data from the California School Dashboard; district assessments/benchmarks, AP testing, and conversations with the School Site Council (SSC), English Language Advisory Committee (ELAC), and other stakeholders revealed no resource inequities. However, our school community members identified four growth areas:

1. Revisit and enhance the math curriculum to better meet the diverse needs of students. Implement targeted adjustments in instructional approaches during classroom time to ensure a more effective and supportive learning environment.
2. Implement additional data-driven instructional strategies and timely interventions to support literacy in all content areas. These efforts aim to contribute to the reclassification of Long-term English Learners and promote academic progress for all students.
3. Conduct a thorough evaluation of Common Core and NGSS Standards, assessing their cross-curricular alignment. Address academic discrepancies, redundancies, and misalignments to enhance the overall scope and sequence of study. Implement
 evidence-based instructional practices to ensure students acquire essential skills for both college and career paths.
4. Foster an academic environment that nurtures the social, emotional, and academic growth and success of every student through improved access to challenging courses with a specific focus on students with disabilities, foster/homeless students, and
 socioeconomically disadvantaged students. Provide personalized support, and maintain ongoing collaboration with teachers, families, and community partners to remove barriers, supply essential resources, and promote a culture of inclusion.

The visiting committee identified the following concrete, specific growth areas that are embedded within those the school community identified:

- --Teachers should continue professional development on teacher clarity. They should focus on student engagement to increase student success in the classroom.
- --The math and science departments should collaborate to discuss common assessments, analyze data, and review pacing. Other departments would benefit from following a PLC Cycle because it will enhance teaching practices and improve student
success.
- --Access to a comprehensive, aligned curriculum is needed for EL and students with disabilities. Allowing access to curriculum for all students would benefit the two targeted populations.
- --The staff has access to data from their own grades and Aeries. A specific protocol for data analysis will allow teachers to inform instruction.
- --Teachers are working on teacher clarity with learning targets, success criteria, and student engagement. A strategic system for student feedback incorporated into instructional practices will include students in the learning practice giving them ownership of
their learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0.2%	0.15%	5	4	3
African American	0.73%	0.92%	0.97%	14	18	19
Asian	0.42%	0.46%	0.46%	8	9	9
Filipino	0.10%	0.15%	0.15%	2	3	3
Hispanic/Latino	96.11%	95.45%	95.96%	1852	1868	1876
Pacific Islander	0%	0%	%	0	0	
White	2.18%	2.35%	1.99%	42	46	39
Multiple/No Response	0.10%	0.31%	0.20%	2	6	4
			Total Enrollment	1927	1957	1955

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	623	578	544
Grade 10	510	526	473
Grade 11	449	435	485
Grade 12	345	418	453
Total Enrollment	1,927	1,957	1,955

Conclusions based on this data:

1. Student demographics and enrollment remains steady, which aligns with the demographics and population of the El Centro community.

2. Juniors who fell behind during the pandemic (at home learning) and were reclassified as juniors in 21-22 have recovered credits, but 15% of freshmen and sophomore students are not achieving credits required to remain in their cohort.

3. Based on these demographics, the vast majority of CUHS's expenditures are aimed at improving the educational experiences of low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. The services are intended to be implemented on a school-wide basis. As promoted by the federal Title I program design and corroborated by scholarly research, a "school-wide" approach is a proven strategy for educational agencies such as CUHS, where most students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	583	505	469	28.10%	30.3%	24.0%
Fluent English Proficient (FEP)	719	748	783	36.4%	37.3%	40.1%
Reclassified Fluent English Proficient (RFEP)	625	704		35.5%	32.4%	

Conclusions based on this data:

1. The percentage of ELL students has decreased.

2. The percentage of FEP and RFEP students increased in 2022-2023. This may be a indication that the impact of the "learning loss" in 2020-2021 is abating.

3. No significant changes in EL Enrollment are evident. The EL Program is based on the simultaneous model. ELs acquire English and learn grade-level academic content at the same time. The core courses reflect curricular lessons, materials, and teaching strategies that are designed for ELs and are appropriate to the ELs' English proficiency levels. Specially Designed Academic Instruction in English (SDAIE) and primary language instruction are also used to ensure that ELs are mastering grade-level core content state standards.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	400	440	413	291	419	404	291	419	404	72.8	95.2	97.8
All Grades	400	440	413	291	419	404	291	419	404	72.8	95.2	97.8

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2605.	2600.	2596.	25.43	26.73	26.24	38.14	31.03	32.18	18.90	24.58	22.28	17.53	17.66	19.31
All Grades	N/A	N/A	N/A	25.43	26.73	26.24	38.14	31.03	32.18	18.90	24.58	22.28	17.53	17.66	19.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.34	23.39	24.26	62.54	58.95	60.64	15.12	17.66	15.10
All Grades	22.34	23.39	24.26	62.54	58.95	60.64	15.12	17.66	15.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	29.76	30.86	28.47	50.87	50.96	49.26	19.38	18.18	22.28
All Grades	29.76	30.86	28.47	50.87	50.96	49.26	19.38	18.18	22.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.34	16.95	13.12	77.66	72.55	74.50	11.00	10.50	12.38
All Grades	11.34	16.95	13.12	77.66	72.55	74.50	11.00	10.50	12.38

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	32.99	23.39	23.51	59.11	64.68	62.87	7.90	11.93	13.61
All Grades	32.99	23.39	23.51	59.11	64.68	62.87	7.90	11.93	13.61

Conclusions based on this data:

1. Consistent results year to year indicate a need to analyze the curriculum to ensure literacy standards assessed on CAASPP are addressed across all content areas.

2. Increase in the number of students below standard in three of the four categories may indicate a need for a more student focused learning environment. Highly qualified teachers may need support in releasing the learning to students rather than relying on teacher led instruction.

3. More test preparation using the IABs and practice assessment available could help students with familiarity and test stamina.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	400	440	413	286	416	406	285	416	406	71.5	94.5	98.3
All Grades	400	440	413	286	416	406	285	416	406	71.5	94.5	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2549.	2534.	2531.	6.32	5.77	3.94	15.09	12.26	14.29	34.74	31.01	28.33	43.86	50.96	53.45
All Grades	N/A	N/A	N/A	6.32	5.77	3.94	15.09	12.26	14.29	34.74	31.01	28.33	43.86	50.96	53.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.12	7.45	6.40	53.68	46.63	44.09	37.19	45.91	49.51
All Grades	9.12	7.45	6.40	53.68	46.63	44.09	37.19	45.91	49.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.42	7.21	7.14	69.12	60.34	60.84	22.46	32.45	32.02
All Grades	8.42	7.21	7.14	69.12	60.34	60.84	22.46	32.45	32.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.07	6.73	5.67	69.47	67.31	65.76	22.46	25.96	28.57
All Grades	8.07	6.73	5.67	69.47	67.31	65.76	22.46	25.96	28.57

Conclusions based on this data:

1. Math data indicates a critical need for program analysis to determine the most appropriate interventions and supports within the classrooms.

2. Gaps in learning prior to entering high school are not being addressed. Algebra I fail rates are tremendous, so support during freshman year to close the initial gaps is needed.

3. The number of students at or near the standard indicates a need for adjustments to core (Tier I) instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1543.4	1555.4	1541.9	1525.9	1551.7	1536.0	1560.4	1558.5	1547.2	194	206	168
10	1563.1	1562.6	1578.5	1551.9	1562.6	1587.7	1573.8	1562.1	1568.6	118	138	140
11	1549.5	1568.7	1571.1	1531.2	1570.0	1568.9	1567.2	1566.9	1572.9	92	94	87
12	1575.2	1580.2	1566.2	1557.0	1578.5	1565.0	1592.8	1581.4	1566.8	53	66	84
All Grades	1557.8			1541.5			1573.5			457	504	479

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.37	20.87	12.50	41.75	37.86	41.67	28.35	26.70	27.38	17.53	14.56	18.45	194	206	168
10	28.81	28.99	33.57	29.66	30.43	28.57	27.12	21.74	26.43	14.41	18.84	11.43	118	138	140
11	21.74	19.15	26.44	28.26	38.30	31.03	26.09	27.66	29.89	23.91	14.89	12.64	92	94	87
12	24.53	22.73	21.43	39.62	46.97	39.29	24.53	18.18	29.76	11.32	12.12	9.52	53	66	84
All Grades	19.91	23.02	22.76	35.67	37.10	35.49	27.13	24.40	27.97	17.29	15.48	13.78	457	504	479

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	19.59	28.16	22.02	40.72	46.60	44.64	25.26	11.65	17.26	14.43	13.59	16.07	194	206	168
10	38.98	38.41	47.14	27.97	32.61	29.29	22.03	15.22	15.00	11.02	13.77	8.57	118	138	140
11	31.52	41.49	33.33	30.43	35.11	41.38	14.13	14.89	9.20	23.91	8.51	16.09	92	94	87
12	33.96	45.45	35.71	39.62	36.36	36.90	13.21	7.58	22.62	13.21	10.61	4.76	53	66	84
All Grades	28.67	35.71	33.82	35.23	39.29	38.20	20.79	12.70	16.08	15.32	12.30	11.90	457	504	479

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.79	10.68	6.55	71.65	75.73	72.02	18.56	13.59	21.43	194	206	168
10	10.17	9.42	20.71	73.73	70.29	70.71	16.10	20.29	8.57	118	138	140
11	4.35	6.38	4.60	65.22	72.34	72.41	30.43	21.28	22.99	92	94	87
12	5.66	10.61	3.57	77.36	71.21	75.00	16.98	18.18	21.43	53	66	84
All Grades	8.32	9.52	9.81	71.55	73.02	72.23	20.13	17.46	17.95	457	504	479

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	44.85	67.96	70.24	35.57	18.45	14.29	19.59	13.59	15.48	194	206	168
10	61.86	68.12	76.43	27.12	21.01	12.86	11.02	10.87	10.71	118	138	140
11	51.09	74.47	74.71	26.09	18.09	13.79	22.83	7.45	11.49	92	94	87
12	62.26	75.76	76.19	20.75	16.67	15.48	16.98	7.58	8.33	53	66	84
All Grades	52.52	70.24	73.90	29.76	18.85	13.99	17.72	10.91	12.11	457	504	479

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	20.62	20.87	13.10	49.48	46.12	52.98	29.90	33.01	33.93	194	206	168
10	28.81	28.26	27.14	44.92	35.51	45.71	26.27	36.23	27.14	118	138	140
11	10.87	11.70	13.79	53.26	50.00	48.28	35.87	38.30	37.93	92	94	87
12	22.64	21.21	10.71	52.83	43.94	50.00	24.53	34.85	39.29	53	66	84
All Grades	21.01	21.23	16.91	49.45	43.65	49.48	29.54	35.12	33.61	457	504	479

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.58	1.94	1.19	78.87	77.18	77.38	18.56	20.87	21.43	194	206	168
10	2.54	4.35	5.00	84.75	69.57	83.57	12.71	26.09	11.43	118	138	140
11	20.65	14.89	18.39	60.87	69.15	64.37	18.48	15.96	17.24	92	94	87
12	24.53	13.64	13.10	66.04	72.73	78.57	9.43	13.64	8.33	53	66	84
All Grades	8.75	6.55	7.52	75.27	73.02	77.04	15.97	20.44	15.45	457	504	479

Conclusions based on this data:

1. Speaking skills are areas of strength; therefore, students are able to converse in English but need support using academic language.

2. Reading (33.61% beginning) component of the ELAC is the highest area of concern. ELL support classes should be analyzed to ensure differentiation of instruction that meets the needs of all learners.

3. Writing data shows a large percentage of students on the cusp of well-developed. Instructional focus on ideas and explanations may benefit these learners.

School and Student Performance Data

Student Population

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

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

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

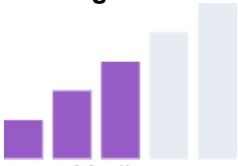| 2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1957	**77.9**	**25.8**	**0.4**
Total Number of Students enrolled in Central Union High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	505	25.8
Foster Youth	8	0.4
Homeless	81	4.1
Socioeconomically Disadvantaged	1524	77.9
Students with Disabilities	242	12.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	0.9
American Indian	4	0.2
Asian	9	0.5
Filipino	3	0.2
Hispanic	1868	95.5
Two or More Races	6	0.3
White	46	2.4

Conclusions based on this data:

1. 77.9 % of students are socioeconomically disadvantaged and 95.5% are Hispanic.   A focus on providing enriching, relevant, culturally reflective learning experiences is indicated.

2. The number of CUHS students identified as having a disability almost doubled from the 2021/2022 to 2022/2023 school year. This may be indicative of student not being identified in 2020/2021 during at home learning, which impacted the 2021/2022 data. This does mean more professional development in supporting students with disabilities was needed.

3. Based on these demographics, the vast majority of CUHS's expenditures are directed toward improving the educational experiences of students at risk of meeting academic standards (e.g., low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, Students with Disabilities, and Foster Youth) by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness.

School and Student Performance Data
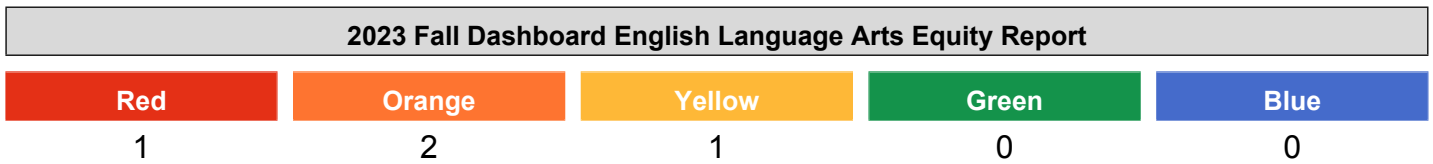
Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Orange		
College/Career Medium		

Conclusions based on this data:

1. Mathematics is a critical area, and additional data analysis and interventions are needed to increase academic achievement.

2. Reading, writing, speaking, and listening skills embedded in all content areas need more focus to increase academic achievement schoolwide.

3. Limited English learner progress indicates a need for more integrated ELD professional development across all content areas.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
15.5 points above standard	43.5 points below standard	
Decreased -4.7 points	Maintained -2 points	2 Students
398 Students	133 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
18.4 points below standard	Orange	Red
Increased +4.2 points	0.9 points below standard	116.3 points below standard
15 Students	Decreased -3.2 points	Decreased Significantly -23.6 points
	305 Students	51 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	1 Student	3 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	No Performance Color	Less than 11 Students
16.8 points above standard	1 Student	0 Students	10 Students
Maintained -2.1 points			
378 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
115.2 points below standard	11.8 points above standard	36.2 points above standard
Decreased -14.5 points	Decreased -8.7 points	Decreased -8 points
66 Students	70 Students	140 Students

Conclusions based on this data:

1. Student groups identified as most likely to be at risk of failing need more support in order to increase achievement levels.

2. The extreme decline in achievement of students with disabilities is concerning. Focus on increasing achievement through access to higher level courses and target professional development in differentiation and modifications is needed.

3. One-third of the students tested are categorized as English learners, and all three categories decreased. Focus on increasing achievement through access to higher level courses and target professional development in integrated English instruction and Tier I instruction.

School and Student Performance Data
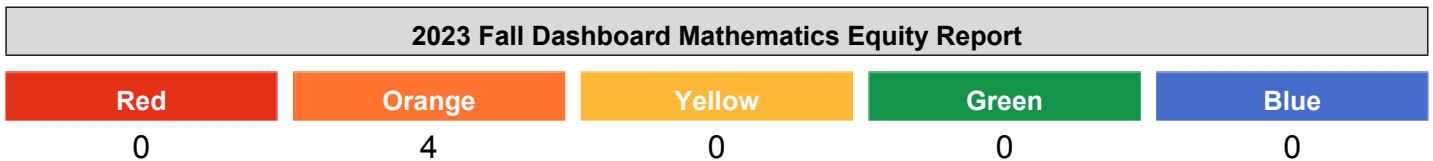
Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
92.1 points below standard	131.8 points below standard	
Maintained -0.1 points	Increased Significantly +17 points	2 Students
400 Students	133 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
124.1 points below standard	Orange	Orange
Increased +6.5 points	106.6 points below standard	193.8 points below standard
15 Students	Decreased -3.5 points	Increased +5.9 points
	306 Students	51 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 92.5 points below standard Maintained +1.4 points 380 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 10 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
171.8 points below standard	100.8 points below standard	80.2 points below standard
Increased Significantly +27.6 points	Decreased -3.4 points	Decreased -3 points
65 Students	70 Students	141 Students

Conclusions based on this data:

1. Even though there were several areas of increase, overall mathematics data indicates an need for embedded math interventions throughout all levels.

2. The increase in Current English Learners is the first increase in any ELL category since 2020.

3. A deeper analysis of test results to determine skill deficiencies is needed.

School and Student Performance Data

## Academic Performance
English Learner Progress

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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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
51.8% making progress towards English language proficiency
Number of EL Students: 434 Students
Performance Level: 3
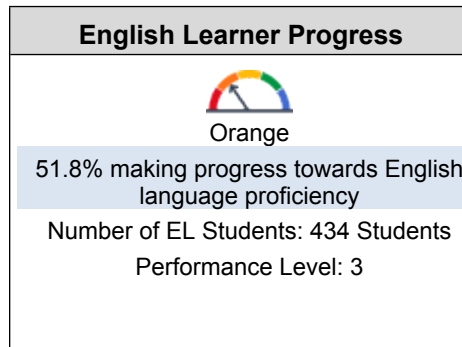
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
76	133	25	200

Conclusions based on this data:

1. The number of students maintaining below level 4 (showing no measurable improvement) may indicate challenges with standardized tests. Teaching test taking strategies, specifically prompt analysis, may be beneficial.

2. Reclassification for those maintaining at ELPI Level 4 needs to be considered. Consideration of overall academic proficiency in A-G classes and teacher feedback should be included in placement/reclassification determination.

3. More data analysis for the 76 students who decreased is needed to identify the problem. These students may be dual identified or perhaps LTELS who are not aware of the impact of the test results.

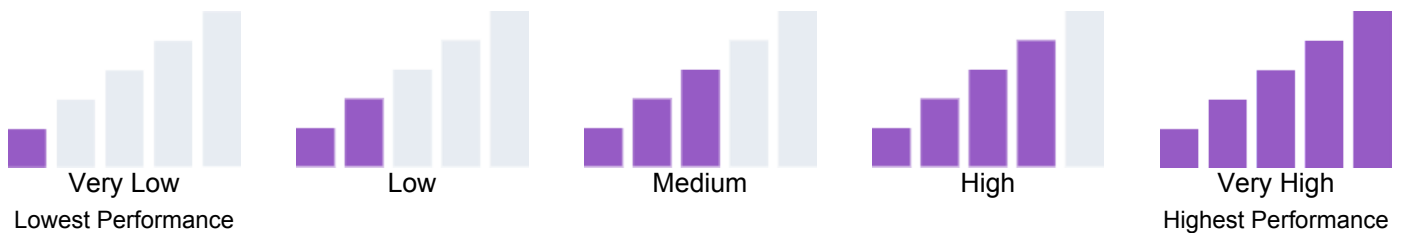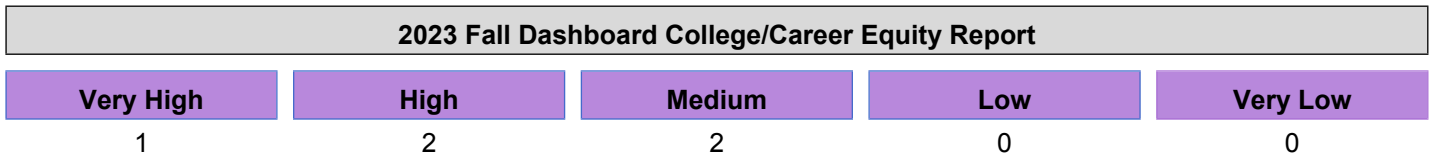# School and Student Performance Data

Academic Performance
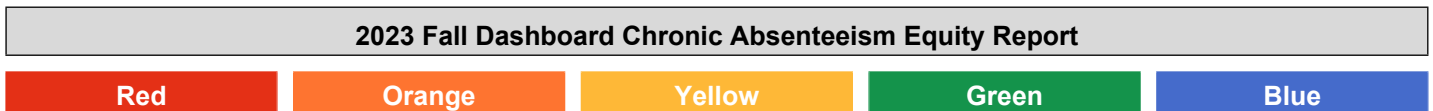## College/Career Report

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

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

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

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

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	2	2	0	0

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

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

All Students	English Learners	Foster Youth
40 Prepared	16.9 Prepared	Less than 11 Students
473 Students	160 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
31.4 Prepared	36.4 Prepared	4.2 Prepared
35 Students	393 Students	48 Students
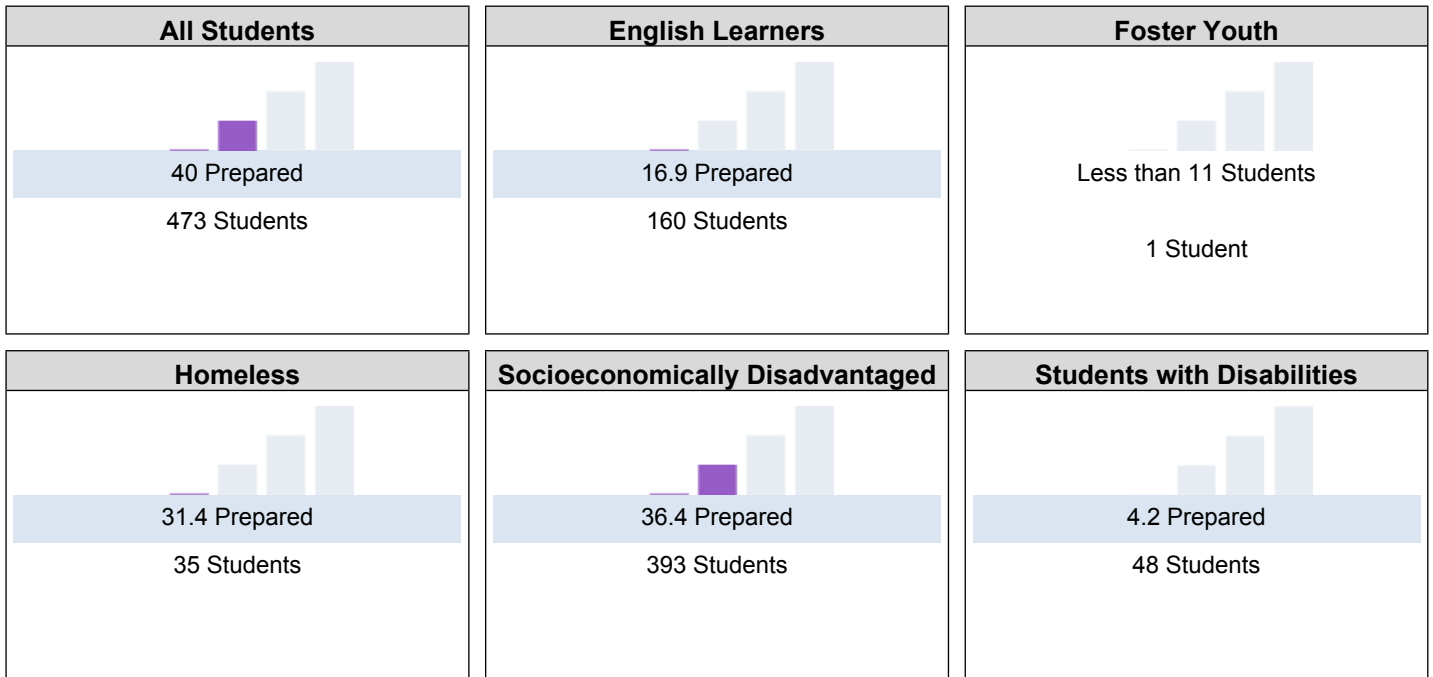
2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	0 Students	Less than 11 Students	Less than 11 Students
5 Students		2 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
38.8 Prepared	Less than 11 Students	0 Students	85.7 Prepared
449 Students	2 Students		14 Students
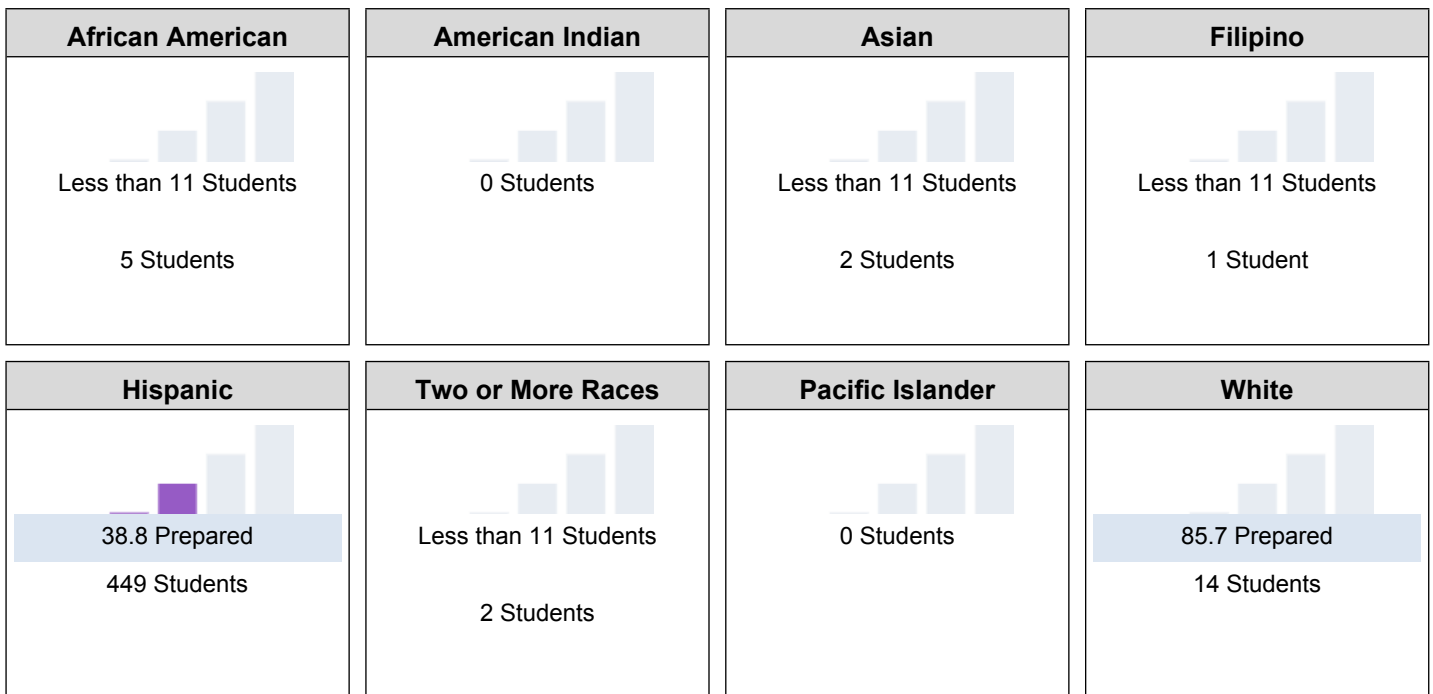
Conclusions based on this data:

1. An increased focus on ensuring equity and access to at risk populations (ELLs, Students with Disabilities, Homeless) is needed.

2. CAASPP scores and A-G eligibility must be increased.

3. Greater understanding of and access to College and Career opportunities (dual enrollment, CTE pathways, job programs) for students with disabiities is needed.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Conclusions based on this data:

1. Does not apply

School and Student Performance Data

Academic Engagement
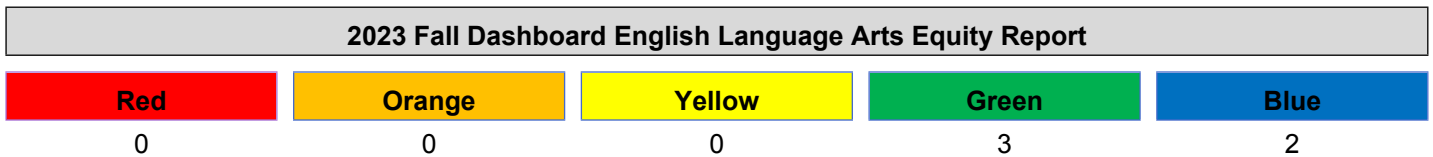## Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	2

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	Less than 11 Students
93.5% graduated	91.9% graduated	
Increased 2.6	Increased Significantly 6.2	1 Student
475 Students	161 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Green	Green
97.2% graduated	93.1% graduated	93.8% graduated
Increased 2.7	Increased 1.7	Increased Significantly 5.9
36 Students	394 Students	48 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 93.6% graduated Increased 2.4 451 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	92.9% graduated 14 Students

Conclusions based on this data:

1. The graduation rate for all student groups increased.

2. Increased graduation rates indicate emphasis on collaboration, common assessments, and diverse instructional strategies has impacted classroom performance.

3. Availability of credit recovery programs including Edgenuity, summer school, and Acellus are successful in supporting students who fell behind during freshman year and allowing them to graduate on time.

School and Student Performance Data

Conditions & Climate
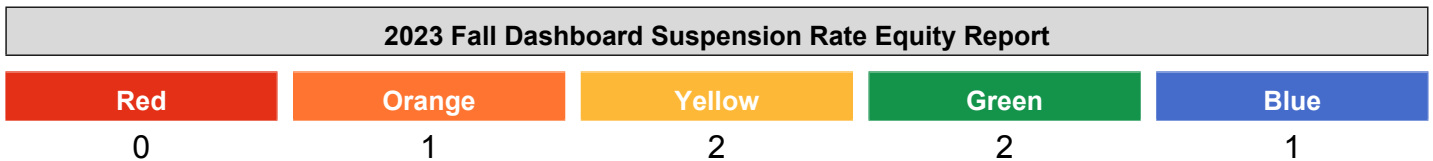## Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	2	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	14.3% suspended at least one day
2.2% suspended at least one day	5.2% suspended at least one day	Declined -2.4
Declined -0.3	Increased 1.3	14 Students
2093 Students	555 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Yellow	Green
2.2% suspended at least one day	2.7% suspended at least one day	2.2% suspended at least one day
Declined -1.3	Maintained -0.2	Declined -1.6
89 Students	1631 Students	275 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Declined -6.7 18 Students	Less than 11 Students 4 Students	Less than 11 Students 9 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 2.3% suspended at least one day Maintained -0.2 2000 Students	0% suspended at least one day 11 Students	No Performance Color 0 Students	Blue 0% suspended at least one day Declined -2.1 48 Students

Conclusions based on this data:

1. The number of foster youth suspended for one day is much higher than any other subgroup.

2. The number of students suspended decreased from 2.47% in 2022.

3. While the percentage of Hispanic students suspended is greater than the percentage of White students, the difference in the number of students in these groups makes that increase negligible.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: Academic Standards; 4: Student Achievement; 5: Student Engagement; 7 Course Access

LEA/LCAP Goal

LCAP Goal #1 - CUHSD will provide equitable access to a well-rounded, standards-aligned curriculum focused on California state standards and offer support services, programs, and materials to promote increased student achievement and college/career readiness.

Goal 1

SPSA GOAL #1 Ensure all students are college and career ready by establishing and implementing rigorous, standards-aligned curricula that require structured student communication, collaboration, critical thinking, and creativity to narrow the performance gap between student subgroups and increase student achievement and graduation rates.

Identified Need

Academic Engagement as measured by the California Department of Education Dashboard (State Graduation Rate - 86.2%):
The graduation rate increased by 2.6 % with 93.4% graduating and receiving a high school diploma.

Academic Performance as measured by the California Department of Education Dashboard English Language Arts (State ELA/CAASPP Score - 46.66%):
Student performance as measured by CAASPP increased slightly- 58.42% Met or Exceeded Standard

Academic Performance as measured by the California Department of Education Dashboard Mathematics (State Mathematics/CAASPP Score - 34.62%):
Student performance as measured by CAASPP increased slightly- 18.23% Met or Exceeded Standard

2022/2023 Mathematics - 519 "F"/Failed Sections:
172 - Algebra I and Math Support
144 - Geometry
124 - Algebra II
79 - Financial Algebra

2022/2023 English - 242 "F"/Failed Sections
84 - English 9
87 - English 10
58 - English 11
13 - English 12

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP – Mathematics ALL	2021/2022 - 17.9% Met or Exceeded 2022/2023 - 18.23% Met or Exceeded	DID NOT MEET: Goal for 2022/2023: Increase the number of students meeting or exceeding the standard by 15% - 32.9% will meet or exceed the standard. Goal for 2023/2023: Increase the number of students meeting or exceeding the standard by 10% - 28.23% will meet or exceed the standard.
CAASPP – Mathematics (English Learners enrolled 12 months or more)	2021/2022 - 1.10% met or exceeded w/ a mean scale score of 2448.0 2022/2023 - 3.75% met or exceeded w/ a mean scale score of 2469.2 Pass rate improved and overall scores were higher.	DID NOT MEET: Goal for 2022/2023:Increase the number of students meeting or exceeding the standard by 15% - 16.1% will meet or exceed the standard. Goal for 2023/2023: Increase the number of students meeting or exceeding the standard by 12% - 15.75% will meet or exceed the standard.
CAASPP – Mathematics (Socioeconomically Disadvantaged)	2021/2022 - 14.09 % met or exceeded w/ a mean scale score of 2521.7 2022/2023 - 12.99% met or exceeded w/ a mean scale score of 2517.0 Pass rate and overall scores decreased.	DID NOT MEET: Goal for 2022/2023:Increase the number of students meeting or exceeding the standard by 15% - 29.09% will meet or exceed the standard. Goal for 2023/2023: Increase the number of students meeting or exceeding the standard by 11% - 23.995% will meet or exceed the standard.
CAASPP – Mathematics (Students with Disabilities)	2021/2022 - 2.13% met or exceeded w/ a mean scale score of 2411.2 2022/2023 - 0.0% met or exceeded w/ a mean scale score of 2413.2	DID NOT MEET: Goal for 2022/2023:Increase the number of students meeting or exceeding the standard by 15% - 17.13% will meet or exceed the standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Pass rate decreased but the overall score was higher	Goal for 2023/2023: Increase the number of students meeting or exceeding the standard by 12% - 24.995% will meet or exceed the standard.
CAASPP – Mathematics (Homeless)	2021/2022 - 4.55% met or exceeded w/ a mean scale score of 2494.9 2022/2023 - 7.69% met or exceeded w/ a mean scale score of 2497.5 Pass rates and overall scores increased	DID NOT MEET: Goal for 2022/2023:Increase the number of students meeting or exceeding the standard by 15% - 19.55% will meet or exceed the standard. Goal for 2023/2023: Increase the number of students meeting or exceeding the standard by 12% - 19.69% will meet or exceed the standard.
CAASPP – English Language Arts ALL	2021/2022 - 57.82% met or exceeded 2022/2023 - 58.42% met or exceeded	DID NOT MEET: Goal for 2022/2023:Increase the number of students meeting or exceeding the standard by 5% - 62.82% will meet or exceed the standard. Goal for 2023/2024: Increase the number of students meeting or exceeding the standard by 5% - 63.42% will meet or exceed the standard.
CAASPP – English Language Arts (English Language Learners enrolled 12 months or more)	2021/2022 - 12.36% met or exceeded w/ a mean scale score of 2496.0 2022/2023 - 15.0% met or exceeded with a mean scale score of 2494.5 Pass rate improved but overall scores were lower.	DID NOT MEET: Goal for 2022/2023: Increase the number of students meeting or exceeding the standard by 5% - 17.96% will meet or exceed the standard. Goal for 2023/2024: Increase the number of students meeting or exceeding the standard by 6% - 21.0% will meet or exceed the standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP – English Language Arts (Socioeconomically Disadvantaged)	2021/2022 - 50.0% met or exceeded 2022/2023 - 52.12% met or exceeded	DID NOT MEET: Goal for 2022/2023: Increase the number of students meeting or exceeding the standard by 5% - 55.0% will meet or exceed the standard. Goal for 2023/2024: Increase the number of students meeting or exceeding the standard by 6% - 58.12% will meet or exceed the standard.
CAASPP – English Language Arts (Students with Disabilities)	2021/2022 - 14.29% met or exceeded 2022/2023 - 13.33% met or exceeded	DID NOT MEET: Goal for 2022/2023: Increase the number of students meeting or exceeding the standard by 5% - 19.29% will meet or exceed the standard. Goal for 2023/2024: Increase the number of students meeting or exceeding the standard by 6% - 18.33% will meet or exceed the standard.
Graduation - ALL Seniors and Reclassified Juniors	2021/2022 - 90.8% of students graduated and received a diploma 2022/2023 - 93.4% of students graduated and received a diploma	GOAL MET: Goal for 2022/2023: Increase the percentage of graduating student by 2% - 92.8% will receive a high school diploma Goal for 2023/2024 : Increase the percentage of graduating student by 2% - 95.4% will receive a high school diploma.

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

Strategy/Activity

Strategy 1.1: Implement rigorous, standards-aligned curricula that prepare all students for college and careers.

This strategy includes the equipment, materials, and supplies needed to:
a. Offer, promote, and support all course offerings necessary for graduation, college preparedness, and career readiness as approved by the CUHSD School Board.
b. Offer, promote, and support four levels of the AVID program to prepare students who are traditionally underrepresented in higher education (EL, low-income, first-generation graduates, etc.) for success in high school, college, and career.
1) Support costs of AVID membership including annual self-study. ($5000)
2) Provide ongoing AVID professional development, including AVID Summer Institute and coordinator training (LCAP2.2), and site-based training and collaboration (SPSA 2.2 Professional Workshops/Collaborations)
3) Provide in-class AVID Tutors for Tuesday/Thursday tutorials and Friday notebook checks. (Budgeted under 3.2 In-class Tutoring)
4) Promote AVID events including recruitment of incoming freshmen, contract signing, parent appreciation, and end-of-year celebrations (Budgeted under 4.5 - Involvement and Engagement).
5) Provide materials for the organizational component of AVID (binders, dividers, portfolios, etc.)
c. Offer, promote, and support Advanced Placement classes that provide a pathway to earn college credit.
1) Provide supplemental resources and materials to provide challenging applications and practice opportunities for students within the AP classroom (i.e., Pivot Interactives, Electronic Resources, Platforms, etc.) ($2000)
2) Provide financial support to offset the costs of AP fees for low-income students. (Budgeted under 4.3 Inclusive Services)
3) Provide test preparation materials and workshops (8 hours per AP Course with 2 additional hours per additional section of the same course) to increase student achievement on AP exams. ($9000+ $2100 Benefits Title IV)
4) Support test administration by identifying and funding qualified test proctors. (All Day Substitute Coverage: $3600)
d. Offer, promote, and support dual enrollment classes in accordance with the CCAP agreement with Imperial Valley College (IVC).
e. Provide foreign language offerings through the use of effective and innovative rigorous courses including virtual and supplemental instructional resources. (Vista Higher Learning [Primary Curriculum], Rockalingua, etc.)
f. Provide access to effective, innovative, and rigorous courses through the use of technology.
g. Ensure adopted instructional materials for all content areas are sufficient as determined by current enrollment.

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

Amount(s)	Source(s)
7000.00	Title I 5000

	AVID Dues and Membership, AP Instructional Platforms, Rockalingua
700.00	Title I 1000 AVID Self-Study Collaboration, Substitute Coverage
165.00	Title I 3000 Benefits
4000.00	Title I 4000 Materials and Supplies (AVID Classes, AP Classes)
9000.00	Title IV 1000 AP Tutorials and Test Practice
2100.00	Title IV 3000 Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk of Failing (Economically Disadvantaged, Students on IEPs, ELL, Foster Youth, Homeless, Freshmen)

Strategy/Activity

Strategy 1.2: Provide standards-aligned courses to promote achievement in at-risk subgroups.

This strategy includes the equipment, materials, and supplies needed to:
a. Offer, promote, and support additional math courses during the day to increase achievement in Algebra I and Geometry.
b. Offer, promote, and support designated ELD and academic language instruction classes (SAIL, ALAS).
c. Offer, promote, and support specialized coursework for students with IEPs and 504 plans including but not limited to:
1) Designated RSP and SDC classes (including but not limited to Acellus /Intnl Academy $6300, Snapwiz $125, Discovery $4000, Transition $2000)
2) TIPs classes to support mainstreamed students
d. Offer, promote, and support Success 101 course for all grade 9 students using the Get Focused, Stay Focused program to develop college and career readiness skills beginning in 9th grade. (Academic Innovations - LCAP $1000)
e. Offer, promote, and support summer courses necessary for EL students to meet A-G requirements.
f. Offer, promote, and support courses to provide embedded support for migrant students. (Cyber High - Title I Part C Migrant)
g. Offer, promote, and support elective classes that allow students to explore topics and develop new interests and abilities, including but not limited to:

1) Drama: Supplementary curriculum for on-campus minor performances including a subscription to Digital Theatre+ ($2000 - Prop 28).
2) Drama: 2023.2024 - Support one larger performance (no more frequently than every other year) in cooperation with SHS and the Jimmie Cannon Theater to ensure equity and promote career opportunities within the state (SB628 CA Creative Workforce Act of 2021); Beginning 2025.2026: partial funding may be provided in conjunction with external sources (clubs, grants, partnerships, etc.).
3) Fine Arts/Music - supplementary single-use music and student-use art supplies to enhance instruction and increase student engagement
h. Ensure equity and access by ensuring LRE and increasing access to elective and CTE courses for students on IEPs and students identified as EL.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000.00	Title I 4000 Instructional Materials and Supplies
45,590.00	Title I 5000 Support for Specialized Coursework

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At-Risk of Failing (Economically Disadvantaged, Students on IEPs, ELL, Foster Youth, Homeless, Freshmen)

Strategy/Activity

Strategy 1.3: Provide supplemental resources and services to increase the achievement of at-risk students.

This strategy includes the equipment, materials, and supplies needed to:
a. Enhance/Supplement the math curriculum with a focus on Algebra/Geometry through the implementation of the Agile Mind curriculum purchased June 30, 2022 ($70,778 Title I) Access to this resource (2022-23 to 2026-27)
b. Enhance mathematical resources through the use of Ramsey Educational Resources. (Lampo $500)
c. Renew NextUp access to the curriculum with adaptable and accessible lessons to support students' learning needs and transition goals as mandated in IEPs. (Transition Curriculum Inc. $2000)
d. Renew Don Johnson Reading and Writing for qualifying students to support the schoolwide writing initiative ($700).
e. Renew IXL - Reading Supplemental Access to support all students on IEPs and 504s in core content areas (support for dyslexic and non-reading students). (Due April 2025 $15,000)

f. Coordinate services with ICOE to support the provision of specialized instruction for the hearing impaired, visually impaired, and students with extreme needs.
g. Provide and support needed related services such as speech therapy and counseling.
h. In cooperation with Imperial County Behavioral Health, provide the adolescent Habilitative Learning Program (AHLP) for students with emotional/behavioral disturbances. (3327:Sped IDEA Mental Health)
i. Identify, promote, and support technological resources and applications that enhance learning, increase engagement, and bridge learning gaps among student subgroups.
j. Implement school-wide Reading Plus to develop and improve students' vocabulary, comprehension, endurance, memory, silent reading fluency, and increase their ability to systematically
master higher levels across all content areas and close the achievement gap on rigorous state assessments (Renewal December 2024 $35,000)
k. Renew Scholastic Scope-Researched Based reading and writing strategies to support English language learners, at-risk students, and students on IEPs (Title III $660 Title I $700).
l. Provide opportunities for students to prepare for CAASPP and ELPAC by providing in-class training on online test practice resources and scheduling before-school, after-school, and during Saturday practice workshops (2 hrs per section, January - March budget with Tutoring) .

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

Amount(s)	Source(s)
3600.00	Title I 1000 CAASPP and ELPAC Test Preparation
1080.00	Title I 3000 Benefits
53,400.00	Title I 5000 Licenses/Technology and Subscriptions
660.00	Title III 5000 Subscription

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 1.4: Provide experiences that engage students and promote a vision for college and career.

This strategy includes the equipment, materials, and supplies needed to:
a. Provide student planners/agendas for all incoming 9th graders and AVID, Migrant, Spartan Senate, ASB, Special Education, Link Crew, and AP students ($7000 SDI Innovations, Inc - schooldatebooks.com).
b. Provide and support opportunities for unduplicated students to visit community colleges and universities to enhance their understanding of campus life and postsecondary educational opportunities ($35,000).
c. Provide and support counselor-facilitated college and career events that increase awareness and understanding of postsecondary opportunities including but not limited to hosting biennial college and career fairs (2022/2023, 2024/2025, 2026/2027, etc.).
d. Provide and support multiple opportunities for at-risk students to meet as individuals, small groups, and whole groups with counselors who can provide resources and strategies to help students acquire the knowledge, skills, and attitudes needed for postsecondary planning.

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

Amount(s)	Source(s)
9000.00	Title I 4000 Materials and Supplies
40,000.00	Title I 5000 College and University Campus Visits
4000.00	Title I 1000 Substitutes
935.00	Title I 3000 Benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 1.5: Provide materials, supplies, and supplemental learning experiences that eliminate barriers and ensure equitable access to education.

This strategy includes:
a. Provide and maintain one-to-one electronic devices (including cleaning/sanitization supplies) for students to access digital content and foster critical thinking, creativity, collaboration, and communication while providing an extension to learning and classroom instruction.
b. Provide hands-on classroom resources, manipulatives, and supplies for student use in designated subject areas, including PE "loaner" uniforms to eliminate barriers to participation.

c. Maintain science lab, including supplies and cleaning resources, to provide the full range of experiences and practices for students.
d. Identify and provide supplemental learning experiences within the Imperial Valley community that increase student engagement and mastery of Common Core State Standards through hands-on, relevant content exposure. ($4500)
e. Purchase student consumables that promote critical thinking, collaboration, organization, and creativity including but not limited to composition books for guided notes, manipulatives, and student presentation pads/posters.
f. Provide materials and resources needed for participation in the Science Fair.
g. Purchase math consumables, manipulatives, and supplies that support focus standards and increase student achievement.
h. Purchase and implement supplemental and core materials to increase the academic and emotional development of learners with learning disabilities and diagnoses such as autism and dyslexia.
i. In cooperation with ICOE and the BorderLink project, facilitate the provision of Internet services for low-income students without in-home Internet access.

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

Amount(s)	Source(s)
15,000.00	Title I 4000 Materials and Supplies
5500.00	Title I 5000 Supplemental Experiences
1750.00	Title I 1000 Substitutes
525.00	Title I 3000 Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Actions and services for Goal 1 as stated in the 2022/2023 SPSA were largely implemented as planned. There were no actions/services that did not occur at all, although some were offered on a limited basis as a result of student interest and staffing, and additions were made upon the recommendation of the School Site Council. Overall, the strategies/activities were well-received by staff, parents, and students and positively impacted student performance.

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

There were no major differences between the intended implementation and the budgeted expenditures.

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.

Effective July 1, 2023, SPSA Goal 1 reflects the needs of the students and answers the questions: What do we need our students to learn or be able to do? What resources do STUDENTS need to be able to meet these expectations? There are no goal changes, but the annual outcome expectations have been slightly adjusted to address CLOSING the achievement gaps within unduplicated at-risk populations rather than continuing to have the same expectation percentages for all popluations.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 1: Services; 2: Academic Standards; 4: Student Achievement; 5: Student Engagement

LEA/LCAP Goal

LCAP Goal # 2 - CUHSD will prepare teachers to more effectively and efficiently implement state standards through the use of engaging instructional strategies that support all learners, especially English Learners, students with disabilities, foster youth, students who are economically challenged, and students who are homeless in order to promote the increased achievement of all students.

Goal 2

Utilize district in–service days, minimum Wednesdays, and substitute coverage to establish opportunities for collaboration and professional development that empower teachers to use all available resources and technology to incorporate a variety of systematic, school-wide instructional strategies, assessments, and wrap-around services that include differentiated, targeted support so all students communicate, collaborate, create, and think critically in order to meet the state standards.

Identified Need

To close the achievement gap and guarantee the equity of access to curriculum and instruction, teachers will be supported in the use of diverse, differentiated instructional strategies aligned to daily goals that allow students to master the Common Core State Standards. Unpacking the standards into learning intentions and success criteria, utilizing assessments, and analyzing and responding to student outcomes in a timely manner will be emphasized.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Semester Report Cards	In 2021/2022, a total of 1992 Fs were posted on student transcripts. In 2022/2023, a total of 1994 Fs were posted on student transcripts.	There will be a 15% decrease in the number of students failing to receive credit in one or more classes at the end of the 2023/2024 school year.
A - G Eligibility	In 2021/2022, 9.8% of students were A-G eligible upon graduation. In 2022/2023 32.9% of students were A-G eligible upon graduation.	Graduate A-G eligibility will increase by 10% as measured by the June 2024 cohort.
Teacher and Student Survey: Instruction	2023/2024 LCPA Survey: 1047 students responded to the prompt, "My school provides me with strong academic instruction." 95% Agreed or Strongly Agreed.	A focus on formative assessment and guided collaboration through PLC implementation will increase teacher efficacy by 10% as evidenced by the number of students mastering the standards as measured by the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		percentage of students having earned full credit for both semesters of their assigned math and ELA courses during the 2023/2024 year.
Student Survey: Technology as a Tool for Instruction	2023/2024 LCPA Survey: 1047 students responded to the prompt, "My teachers use technology that helps me learn." 96% Agreed or Strongly Agreed.	Technology utilization will continue with an increased focus on student agency, inquiry, and critical thinking.

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

Strategy/Activity

Strategy 2.1: Dedicate collaborative time and substitute coverage to allow teachers to increase diversity and application of effective instructional strategies.

This strategy includes the equipment, materials, and supplies needed to:
a. Provide professional development during the common site and district collaboratives that builds competence and confidence in identifying learning outcomes as expressed by the
Common Core State Standards:
1) Literacy across all content areas - RACE, 3.8, etc.
2) Next Generation Science Standards (NGSS) and Argumentation
3) New framework alignment for Social Studies and Science teachers
4) ELA Reading, Writing, Speaking, and Listening with a focus on reading with a purpose and marking the text/annotation strategies across all content and grade levels.
5) Mathematics and Mathematical Mindsets (Jo Boaler)
6) Cross-Content Common Core Standards (PE, Health, Arts, World Languages, etc.)
7) CAASPP blueprint, question types, DESMOS, etc. - Continue to align professional development with CAASPP blueprints. (CAASPP Conference $11,100, Substitutes $2625)
b. Provide professional development and supplemental materials and resources that increase teachers' ability to effectively analyze state standards in order to: (Teacher Clarity- $10,000)
1) Identify concepts and skills
2) Determine a learning progression
3) Communicate learning intentions, language expectations, and relevancy
4) Craft success criteria
5) Design assessments
6) Use real-time/immediate student outcomes to in-class formative assessments to bridge skill gaps and give students ownership of their learning.
c. Identify, provide, and support professional development opportunities for observing and learning instructional strategies that motivate and engage all learners through effective questioning

that releases responsibility for learning to the students and develops critical thinking, research, and collaboration.
d. Provide collaborative time, supplies, and materials to offer school-wide AVID workshops and showcases that highlight effective, research-based instructional strategies designed to increase student engagement and achievement in all content areas.
e. Provide and support participation in professional development workshops for the utilization of technology to support research-based, effective instructional strategies including backward scaffolding and clear communication of learning goals and success criteria (Teacher Clarity 2.1b).
f. Schedule and support designated and integrated ELD (ELLevation) training via Instructional Coaches and the MOU with ICOE for all teachers to increase the effectiveness in reaching at-risk subgroups.
g. Collaborate with the IT department to identify and provide updated and innovative teacher and classroom technology for instruction.
1) Utilize instructional software and applications to support, manage, and improve student learning (e.g., PearDeck, Padlet, Edpuzzle, Google Enterprise, Kami, Edulastic, Pivot Interactives, LAS Links, Edge-ELLevation, TurnItIn , and NewsELA).
2) Identify and provide new and emerging technological innovations that show strong promise for enhancing instruction and increasing student achievement.
h. Provide and support training in strategies and use of resources including Education Modified that increase the academic and social achievement of at-risk students on IEPs and 504s, and students designated as foster youth, homeless, or low-income.

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

Amount(s)	Source(s)
22,000.00	Title II 5000 Conferences/Travel
8000.00	Title II 1000 Payroll/Substitutes
1800.00	Title II 3000 Payroll
65,000.00	Title I 5000 Subscriptions/Services

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 2.2: Support professional workshops and site/district collaborations that build capacity to review, evaluate/assess, refine, and implement all curricula adopted by the CUHSD School Board.

This strategy includes the equipment, materials, and supplies needed to:
a. Maintain three instructional coaching positions with an emphasis on Math/Science, ELA/Social Studies, and Technology to support the implementation of research-based teaching and communication strategies to decrease the achievement gap with At-Risk student populations, English Language Learners, and Students with Exceptional Needs. ($120,000 (1000) + $28,000 (3000) Benefits Title I)
b. Provide up to 48 hours of compensated time for the instructional coaching team to collaborate and plan for in-services and staff development for the upcoming year. ($8500 + $2000)
c. Provide time for curriculum planning, and support additional training and release time when new texts are adopted.
d. Provide and support collaborative opportunities for instructors to review course (quarterly, semester) outcomes, reflect on the curriculum and instruction, and respond by revising the curriculum, adjusting instructional strategies, and setting specific achievement goals. (13 Early Release/Minimum Wednesdays dedicated to the PLC cycle includes two minimum days during the first week of school).
e.Provide compensated time (after school or on weekends) for collaborative teams (maximum of 4 teachers per content team at 6 hours each = 24 hours per semester) to allow teachers to work on curriculum guides, assessments, and instructional units in core and EL content areas. ($28,000 + 6500)
f. Provide opportunities for teachers to participate in reflective instructional rounds led by instructional coaches and/or administrators that focus on implementing diverse teaching strategies (substitutes and materials) (Title II $3000 Substitutes).
g. Provide and support professional development for teachers assigned to facilitate college-level advanced placement courses via enrollment in AP by the Sea and/or online conferences and district collaboratives with content-level colleagues (Title II $7000).
h. Provide time and structure for teachers to crosswalk their content through a review of frameworks, standards, and curriculum maps to ensure that all standards are being covered across the curriculum (repetitive focus standards are addressed and underrepresented or missing standards are incorporated). (PLC Dedicated Time + hours calculated in 2.2c)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
156,500.00	Title I 1000 Payroll/Substitutes
36,600.00	Title I 3000 Benefits
3000.00	Title II 1000

	Substitutes
700.00	Title II 3000 Benefits
7000.00	Title II 5000 Travel/Conference

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 2.3: Utilize assessments that include a variety of DOK levels and accurately evaluate student learning. This strategy includes the equipment, materials, and supplies needed to: a. Provide and support professional development for creating formative assessments that check for understanding of daily learning intentions and allow students to self-assess. b. Provide and support professional development for creating common (content area), standards-based formative assessments throughout an instructional unit utilizing time in the PLC site and district collaboratives. c. Provide and support professional development for creating standards-based SUMMATIVE assessments that establish mastery of content and skills. d. Utilize DNA/Illuminate assessment tool to support assessment administration and data collection. ($11,000)

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

Amount(s)	Source(s)
11,000.00	Title I 5000 Subscriptions/Services

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 2.4: Provide instructional resources that enhance instruction, promote differentiation, and help teachers respond to diverse learner needs and interests.

This strategy includes the equipment, materials, and supplies needed to:
a. Provide hands-on classroom resources and materials that support diverse instructional strategies that motivate students and provide rigorous learning experiences.
b. Provide instructional materials and equipment to enhance the quality of instruction in Career Technical Education Programs.
c. Provide instructional materials from Teachers-Pay-Teachers to encourage and support differentiated instruction (limited to $200 per department).
d. Purchase and implement supplemental and core materials to support the instruction of ELD and content-area bilingual courses.
e. Provide training that allows for full utilization of the technological resources provided through LCAP.

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

Amount(s)	Source(s)
2000.00	Title I 4000 Instructional Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Actions and services for Goal 2 as stated in the 2022/2023 SPSA were largely implemented as planned. Ongoing professional development and instructional coaching increased teacher capacity and impacted student performance. Focus on non-tenured teachers provided support and growth opportunities, and campus-wide ELD integrated professional development provided tools for differentiation that supported all learners. Additional time and training in creating assessments in Illuminate to promote equity and aid in data analysis is needed.

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

There were no major differences between the intended implementation and expenditures. Professional collaborations and training within the school day created a strain on substitute coverage and negatively impacted student learning. After hours and weekend collaboration will be more heavily scheduled in the upcoming year.

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.

Effective July 1, 2023, SPSA Goal 2 reflects the needs of the teachers and answers the questions: What strategies will teachers use to facilitate instruction, and how will learning be assessed?   What materials, resources, and professional development do teachers need in order to motivate and engage all learners and increase student achievement? Based on WASC and student feedback, targeted emphasis on Tier I instruction that incorporates all four language domains and promotes student-led inquiry and collaboration will be prioritized.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 1: Basic Services; 2: Academic Standards; 4: Student Achievement; 5: Student Engagement; 7: Course Access

LEA/LCAP Goal

CUHSD will facilitate improved academic support programs for English Learners and students with disabilities to assist them in meeting local and state targets.

Goal 3

Establish a safe and equitable learning environment that uses data to evaluate and monitor instructional effectiveness in order to engage and support all learners - whether advanced, failing, or most at risk of failing to meet challenging state academic standards - and create a vision for postsecondary success.

Identified Need

CAASPP scores have remained consistent for several years with school goals stated in broad terms (e.g. Increase literacy in all classrooms) rather than focusing on skills in need of improvement.. Scores for ELL and students with disabilities have declined and we are now eligible for differentiated assistance for both sub-groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Frequent Common Assessments - Core Content Areas	End of Quarter Common Assessments are entered on Illuminate.	By the end of the 2023/2024 school year, data will be collected and analyzed for two common assessments per quarter per content team. Evidence of analysis and response to data will be collected.
2022/2023 CAASPP Results	All Students - ELA: 58.42% met or exceeded. English Learners - ELA: 16.47% met or exceeded. Students with Disabilities - ELA 13.33% met or exceeded. Math: 18.23% met or exceeded. English Learners - Math: 3.53% met or exceeded. Students with Disabilities - 0.00% met or exceeded.	By the end of the 2023/2024 school year, the overall ELA CAASPP score will have increased by 5%, and the overall ELA CAASPP scores for students identified as ELL or having a reported disability will have increased by 6%. By the end of the 2023/2024 school year, the overall ELA Math score will have increased by 10%, and the overall ELA CAASPP scores for students identified as ELL or having a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		reported disability will have increased by 12%.

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

Strategy/Activity

Strategy 3.1: Provide support and assistance in maintaining student data systems, generating reports, and analyzing data.

This strategy includes the equipment, materials, and supplies needed to:
a. Provide and support professional development on the use EADMS / DNA / Illuminate
1) To build formative and summative assessments
2) To use resulting data to drive/inform guided and focused instruction
3) To assess intervention and enrichment needs
4) To create RRR assessments to drive guided and focused instruction for failing or at risk of failing students
b. Provide time for teacher teams to evaluate the validity and reliability of CCSS-aligned assessments, revise assessments as needed, generate performance reports, and support colleagues in using data to inform instruction.
c. Create and maintain a system for determining the effectiveness and the frequency of student interventions such as in- and out-of-class tutoring and counseling contact.
d. Maintain Program Improvement Resource Teacher (PIRT) for analyzing, disseminating, and monitoring school data for SARC, SPSA and WASC reports and for providing intervention resources that support data-driven and research-based programs and strategies. (Title I $55,709 + 13,000)
e. Allocate 40 summer hours for PIRT to support purchases and professional development scheduling before teachers return for the Fall semester to ensure materials, supplies, and processes are in place for the beginning of the semester. ($2400 + $561)
f. Provide and support data collection, analysis, and presentation training necessary to monitor and evaluate the effectiveness of instructional programs (Reading Plus, Advisory) and initiatives for use during collaborations (e.g., grade monitoring - weekly, specific assessments, standards, etc. - tutoring hours related to grades, attendance related to grades, etc.). (24 hours per semester - $1440 + $330)

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

Amount(s)	Source(s)
59,549.00	Title I 1000 Payroll/Substitutes
13,891.00	Title I 3000 Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy 3.2: Support students who are failing or most at risk of failing through increased one-to-one and small group instruction both in- and out-of-class.

This strategy includes the equipment, materials, and supplies needed to:
a. Provide in-class tutoring
1) Math tutors for Algebra I and Geometry sections with high numbers of at-risk learners for 35 weeks. ($65,190 + $24,230 Categorical)
2) AVID-trained college tutors - Tuesday/Thursday Tutorials and Friday notebook checks. a week for students. To increase capacity, AVID Seniors may offer cross-age tutoring for AVID freshmen and sophomores. ($35,000 plus $13,000 Categorical)
b. After-school tutoring
1) Certificated teachers provide Saturday tutoring for specific content areas on days that align with seventeen Attendance Recovery sessions. (eight hours per week per core content = 32 hours and four hours per week per A-G Eligible CTE, Fine Arts, Sped, PE, World Lang = 20 hours for a total of 884 hours) (Attendance Recovery)
2) Cross-age peer tutors provide after-school tutoring four days per week (no Friday tutoring) for 31 weeks (2 tutors x 4 hours per week = 248 hours) ($6200 + $2300)
3) Certificated teachers provide after-school group tutoring (3:30 - 4:30) in the Designated Study Spot (15 hours per week x 31 weeks = 465 hours) ($27,900 + $6525)
4) Provide snacks for students attending after-school tutoring sessions. ($3000)
5) Pilot an online Google Meet tutoring program (7:00 p.m. - 9.00 p.m.) Tuesday and Thursday utilizing college tutors to support students who have 9th period or who have after-school activities that prevent them from attending traditional after-school tutoring. ($6,200 +$2300 Title IV)
6) Provide tutoring once per week to support students enrolled in Cyber High. (36 hours per year) ($2160 + $500)
c.) Provide and support pull-out math and science enrichment during Advisory through identified math and science teachers who have collaboratively planned (up to two hours per week per teacher) lessons that target standards and skills yet to be mastered.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100,190.00	Local Categorical 1000 Payroll/Substitutes for Learning Loss Mitigation
37,230.00	Local Categorical 3000 Benefits
53,040.00	District Funded 1000 Attendance Recovery/Saturday Tutoring
12,405.00	District Funded 3000 Benefits
6200.00	Title IV 2000 Classified Payroll - Online Tutoring
2300.00	Title IV 3000 Benefits
27,900.00	Title I 1000 Extended Day Payroll
6525.00	Title I 3000 Benefits
6200.00	Title I 1000 Classified Payroll - Cross-Age Peer
2300.00	Title I 3000 Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At-Risk of Failing (Economically Disadvantaged, Students on IEPs, ELL, Foster Youth, Homeless, Freshmen)

Strategy/Activity

Strategy 3.3: Provide opportunities and support to increase student achievement and A-G eligibility and decrease freshman fail rates.

This strategy includes the equipment, materials, and supplies needed to:
a. Provide opportunities for students who earned D/F grades to make up credits and/or improve GPA to meet graduation and A-G requirements.

1) Provide and support scheduled online intervention classes for seniors needing to recover coursework required for graduation.
2) Offer online intervention during 9th period. (One after-school session in the Fall; Two after-school sessions in the Spring each semester = $36,000 + $6.080)
3) Offer summer school for all grade levels with additional support embedded for students classified as ELL, Migrant, Foster, Homeless, and/or on IEPs. ($25,000 + $6000)
4) Expand/Enhance the Reteach/Retake/Replace (RRR) strategy to include time within the school day (Advisory Period), after school, and during the summer to allow struggling math
students the opportunity to meet the standard(s) and improve grades within the same academic year to prevent adverse impact on GPA/Transcripts.
b. Increase freshman achievement.
1) Utilize pre-assessment during the first three weeks of school to determine the accuracy of math placement.
2) Create a freshman community by establishing a team of four teachers (English, Math, Health, Success 101) who work collaboratively to analyze data, plan interventions, and
communicate weekly with students, parents, guardians, and counselors regarding freshman progress.
c. Identify and implement a during or after-school program that supports students on IEPs who need to relearn content to recover grades and credits.

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

Amount(s)	Source(s)
61,000.00	Title I 1000 Payroll/Substitutes
14,266.00	Title I 3000 Benefits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk of Failing (Economically Disadvantaged, Students on IEPs, ELL, Foster Youth, Homeless, Freshmen)

Strategy/Activity

Strategy 3.4: Adopt and implement support and intervention strategies that increase student achievement.

This strategy includes the equipment, materials, and supplies needed to:
a. Implement and monitor a check-in/check-out program for struggling learners facilitated by the Attendance Specialist and the Community Liaison.

b. Maintain increased instructional minutes in the Advisory period to increase student achievement using school-wide ELA and Math programs and strategies.
1) Incorporate Reading Plus to improve fluency, comprehension, and critical thinking
2) Provide additional instructional support during the Advisory period and through scheduled attendance in the content teacher's classroom.
3) Use SEL strategies and activities to increase confidence and self-efficacy. (Link Crew, Counselor Visits)
c. Utilize Attention2Attendance (A2A) to track school interventions and achievement calls for improved communication, attendance, and achievement. (LCAP)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Goal 3 was revised in 2023/2024 to focus on data-driven interventions that address the questions: How do we respond to learning outcomes, whether positive (enrichment/extension) or negative (interventions/remediation)? What materials, resources, and support do students and teachers need in order to increase their understanding and application of information? The inclusion of math and science pull outs for RRR during advisory was well-received,

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

With the exception of 3.1, this goal was implemented with fidelity. Opportunities for interventions and credit recovery were plentiful, and student surveys responded positively to the opportunities, but data collection and analysis continue to be growth areas.

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.

In 2024/2025, more resources will be allocated to evening and Saturday tutoring rather than after school tutoring. This will allow students who participate in extracurriculars or athletics equal access.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 3: Parent Involvement; 5: Student Engagement; 6: School Climate

LEA/LCAP Goal

LCAP Goal # 4 - CUHSD will establish and/or maintain a school climate at each site that encourages student and staff attendance, positive behavior, clean and safe facilities, mental/physical health services, and parent involvement. An increased sense f belonging and support for all educational partners will be promoted and sustained thereby decreasing behavioral issues, absenteeism, and drop out rates.

Goal 4

Establish and maintain a positive school culture that effectively supports, communicates, and celebrates students' progress and achievement and increases parent and community awareness, involvement, and access to school and community resources that address students' socio-emotional and academic needs.

Identified Need

There is a need to continue to increase awareness, involvement, and access for all community partners. Parent engagement in schools can promote improve educational outcomes including attendance, grades, and test scores and decrease high risk activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LEA-Wide Parent Survey (Rating of Academic Support and Communication)	2021-2022 Survey: 76% of parents surveyed agreed they are encouraged to share concerns with staff. 2022-2023 Survey: 90.9% of parents surveyed believe support is available for students, and 82.6% agree that their students' feelings matter. Additionally, 89.1% agree that staff treats students with respect. 2023-2024 Survey: 75.8% of parents surveyed agreed they are encouraged to share concerns with staff. 89.8% of parents surveyed believe support is available for students, and 74.2% agree that their students' feelings matter. Additionally, 84.7% agree that staff treats students with respect.	2024-2025 90% of parents surveyed will report positive increases in communication, student support, and relationships between staff and students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity

Strategy 4.1: Maintain the reduced student-to-counselor ratio in order to support the academic and social-emotional learning of all students, especially English learners, students with exceptional needs, foster youth, and students who are homeless.

This strategy includes the equipment, materials, and supplies needed to:
a. Provide resources and professional development counselors need, including but not limited to GFSF, UC, FAFSA, and CASC, that will empower the counseling team to provide interventions that support at-risk students, improve community member engagement, and advance student progress related to college and career readiness. ($6000 Title IV)
b. Use PBIS strategies (e.g., "customer" cards with stickers or punches to indicate counseling contact) to motivate students to develop relationships with counselors and encourage ongoing communication.
c. Support identified Foster Youth and Homeless Youth students by conducting SSTs at the beginning of each semester that:
1) Ensure direct Counselor contact within the first month of school to ensure students are aware of services and resources available on campus, through the Family Resource Center, and within the community.
2) Include MTSS specialist for data collection, assessments, and planning, organizing, and coordinating of academic and/or behavioral interventions.
3) Include Psychologists to assist with assessments, SST meetings, and coordination of services to support the increasing number.
d. Support full-time Counselor on Special Assignment (COSA) devoted to intervention, attendance, foster and homeless youth, and at-risk/low-income students.
e. Create a welcoming, inclusive space and provide the resources needed for students to participate in group counseling sessions.
f. Increase counselor support via MTSS specialist to monitor interventions and progress for additional recommendations.

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

Amount(s)	Source(s)
6000.00	Title IV

	5000 Travel/Conferences
1800.00	Title I 4000 Materials and Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 4.2: Establish the library as a community-focused, literacy-rich environment where readers, study groups, and organizations share resources and ideas and learn new skills.

This strategy includes the equipment, materials, and supplies needed to:
a. Increase and diversify technology access and facilitate opportunities for students to create and perform research tasks. ($2000)
b. Utilize PBIS incentives to increase student attendance at library orientation and the use of library resources, and incentivize the meeting of monthly reading challenges. ($1800)
c. Provide online access to reading and reference materials.
1) EBSCO Periodical Annual renewal ($1000 Title I)
2) Destiny Library Manager Maintenance agreement annual renewal to Follett School Solutions ($1000 Title I).
3) Annual Renewal for Gale Databases: Opposing Viewpoints, Science, US History, World History (Cengage $5000)
4) Cengage hosting fee for electronic books as currently configured ($100)

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

Amount(s)	Source(s)
1800.00	Title I 4000 Materials and Supplies
8000.00	Title I 5000 Subscriptions/Services

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 4.3: Provide inclusive services that establish appropriate learning environments and opportunities that allow all students to achieve their potential.

This strategy includes the equipment, materials, and supplies needed to:
a. Provide bus transportation to ensure all students have the opportunity to participate
1) Daily late bus transportation for after-school activities and involvement
2) Increased bus services to improve attendance by students residing in designated district areas of attendance currently not served
b. Supplement operational costs to ensure FRC and Health Support Services for ELLs, Migrant Students, Foster and Homeless Youth, and low-income students.
c. Ensure Foster Youth and Homeless Students have access to inclusive, enriching opportunities and high school "rites of passage."
1) Provide opportunities for foster youth and homeless students to participate in field trips to training agencies, postsecondary campus tours, and content, class, and club high-interest events.
2) Fees required for participation in cohort-specific activities, celebrations, sports, college applications, etc.
3) Provide targeted homeless students and family services provided by the district's Homeless Liaison/FRC Coordinator.
d. Supplement support for social, emotional, and mental health needs
1) Identify and develop an SEL team that works collaboratively to plan campus activities and events that focus on the whole child by addressing social, emotional, character, and mindset initiatives. ($3600 salaries, $1500 supplies)
2) Provide access to experiences within the Imperial Valley community designed to teach stress-relief techniques and improve mental health (field trips, guest speakers, activities). ($3000)
3) Use the SEL Ambassadors and Change Makers to provide peer support and promote student agency and voice.
a. Purchase Character Strong supplemental materials/curriculum. ($5000)
c. Provide materials, supplies, and incentives for participation and engagement activities. ($1500)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000.00	Title I 4000 Materials and Supplies
3600.00	Title I 1000 Payroll/Substitutes
850.00	Title I 3000 Benefits
6500.00	Title I

	5000 Subscription/Services/Presenters

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 4.4: Facilitate communication with community members (parents, staff, students, business partners, etc.) to provide ongoing, meaningful opportunities for diverse input that increase the efficiency and effectiveness of educational programs and services. This strategy includes the equipment, materials, and supplies needed to: a. Utilize a variety of strategies (e.g., USPS, Aeries Communication/ParentSquare, websites, email, social media, newsletters, and A2A) to enhance and encourage open and ongoing communication among/between teachers, parents, students, staff, community, and administrators b. Provide a variety of planned/advertised opportunities for stakeholders to engage in two-way communication with principals and/or site/district administration including, but not limited to, discussion forums, chat sessions, and topical information meetings. c. Support migrant students and families through partial funding of the Migrant Counselor Assistant position to ensure awareness of and increase participation in schoolwide activities and workshops. ($20,000 to include 10% payroll plus overtime pay for school parent meetings/workshops, $7400 benefits) d. Conduct school- and district-level stakeholder meetings to solicit and receive input about reports such as LCAP, SPSA, and WASC accreditation. e. Provide resources and opportunities to train parents and guardians on Parent Portal and Parent Square at registration, through advisory, and during open house. f. Host meetings with representatives from feeder districts including administrators, counselors, and teachers. g. Participate in meetings with IVC. Continue to develop opportunities for articulated credit and dual enrollment.

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

Amount(s)	Source(s)
1500.00	Title I 4000 Materials and Supplies; Postage
20000.00	Title I 1000 Payroll
7400.00	Title I 3000

	Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 4.5: Create a sense of belonging by increasing involvement and engagement across campus.

This strategy includes the equipment, materials, supplies, and personnel needed to:
a.Promote positive student relationships and engagement by
1) Publicly recognizing student achievements through on-campus displays, assemblies, incentives, and award celebrations. ($3000)
2) Establish and provide ongoing updates of on-campus information via informational posters, Advisory class announcements, and the school bulletin.
b. Use the Link Crew to mentor and advise underclassmen and
1) Compensate Link Crew Coordinators up to a combined total of 60 hours per year to plan and chaperone freshman activities (Orientation, SpartaFest, Tailgates, etc.). ($4500 +1050)
2) Support Link Crew Coordinators by providing professional development training. ($1000 Link Crew Follow-Up Training + $525 subs))
3) Provide the opportunity for Link Crew student leaders (max. 20) to attend a Link Crew conference. ($2000 + $350 subs)
4) Materials, supplies, and incentives for freshman orientation and school connectivity activities. ($1500)
5) Provide certificates to acknowledge students in demonstrating ESLRs - We ARE SPARTA!.
c. Update and implement parent involvement plans which include strategies to seek parent input in making decisions for the school district or school site for all students including
unduplicated students and students with exceptional needs.
1) School Site Council
2) Spartan Chat
3) WakeCup
4) English Learner Advisory Committee (DELAC/ELAC) Meetings
5) Parent Education (Adult School, Parent University,etc.)
d. Offer additional parent workshops through the counseling department focused on myriad topics including college and career readiness, school programs, and social/emotional/behavioral
issues to meet parents' work schedules. ($5000 Expanded Counseling Hours - LCAP)
e. Increase participation, agency, and voice of community members through more frequent face-to-face activities and meeting opportunities by offering options of in-person or online
meetings whenever possible.
f. Provide refreshments for events that address the needs and interests of all stakeholders, including but not limited to: ($2000)
1) Open House Celebration
2) Back-to-School Night
3) Welcome Back Assembly
4) Title I Parent Night/ELAC Meetings REVISED by SSC 04.22.2024
5) AVID informational and celebratory meetings
6) Freshman Family Orientation to educate, promote, and motivate parents/guardians to be better prepared and informed to support student achievement

7) Special Programs Showcases

g. Provide School Site Council Members (2 parents and 2 teachers) the opportunity to participate in the California Association for Bilingual Education (CABE) Parent Engagement Event to increase parent involvement and community engagement. (Title III)

h. Promote attendance and monitor absences. ($1000)

1) Maintain Community Liaison position to monitor student absences, make parent contacts, conduct truancy home visits, track and report attendance data, and work cooperatively with administration, attendance clerks, and COSA.

2) Utilize the automated attendance monitoring system included in the Aeries Communication software.

3) Conduct a yearly attendance campaign that includes promotion and recognition of perfect and improved attendance.

4) Provide student incentives for good/improved attendance.

i. Provide team- and culture-building exercises/activities for staff throughout the year. ($800)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8300.00	Title I 4000 Materials and Supplies
5500.00	Title II 5000 Conferences and Travel
875.00	Title II 1000 Payroll/Substitutes
5000.00	LCFF 1000 Payroll/Substitutes
1200.00	LCFF 3000 Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy 4.6: Maintain a safe and effective learning environment that models excellence and encourages participation in academic and extracurricular activities.

This strategy includes the equipment, materials, and supplies needed to:
a. Create and maintain classrooms and campus grounds that are welcoming, demonstrate pride, and create a sense of ownership and belonging. (Title I $2400)
b. Provide celebratory posters and banners that increase interest in academics, athletics, and clubs. (Title I $2000)
c. Update building markers to clearly identify campus areas. (Title I $4000)

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

Amount(s)	Source(s)
8400.00	Title I 4000 Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Goal 4 was implemented as stated in the SPSA, but the effectiveness of increased involvement and engagement by all community members continues to be a challenge.

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

There were no major differences between implementation and expenditures; however, parent engagement/participation continues to be an area of growth.

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.

Effective July 1, 2023, Goal 4 focuses on the ESSENTIAL QUESTION: How do we create a welcoming environment that celebrates achievement and encourages participation, interaction, and satisfaction with the services and opportunities provided by CUHS?

With the addition of an MTSS specialist for data collection, assessments, and coordination of interventions, communication between students, staff, and parents will be more timely and more specific, thereby increasing positive, productive interactions and opportunities for success.
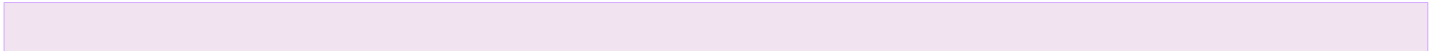
Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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	$53,479.60
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	$1,017,326.00

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	$733,126.00
Title II	$48,875.00
Title III	$660.00
Title IV	$25,600.00

Subtotal of additional federal funds included for this school: $808,261.00

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 ($)
District Funded	$65,445.00
LCFF	$6,200.00
Local Categorical	$137,420.00

Subtotal of state or local funds included for this school: $209,065.00

Total of federal, state, and/or local funds for this school: $1,017,326.00

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
California Partnership Academies	89,265	89,265.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	65,445.00
LCFF	6,200.00
Local Categorical	137,420.00
Title I	733,126.00
Title II	48,875.00
Title III	660.00
Title IV	25,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000	523,904.00
2000	6,200.00
3000	142,272.00
4000	61,800.00
5000	283,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000	District Funded	53,040.00
3000	District Funded	12,405.00

1000	LCFF	5,000.00
3000	LCFF	1,200.00
1000	Local Categorical	100,190.00
3000	Local Categorical	37,230.00
1000	Title I	344,799.00
3000	Title I	84,537.00
4000	Title I	61,800.00
5000	Title I	241,990.00
1000	Title II	11,875.00
3000	Title II	2,500.00
5000	Title II	34,500.00
5000	Title III	660.00
1000	Title IV	9,000.00
2000	Title IV	6,200.00
3000	Title IV	4,400.00
5000	Title IV	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	210,005.00
Goal 2	313,600.00
Goal 3	402,996.00
Goal 4	90,725.00

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

4 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

4 Secondary Students

Name of Members	Role
Craig Lyon	Principal
Irma Avelar	Other School Staff
Cristina Plancarte	Classroom Teacher
Ronald Medeiros	Classroom Teacher
Flor Ortiz	Classroom Teacher
Lilian Vera	Parent or Community Member
Lizet Beltran	Parent or Community Member
John Reed (Alternate)	Parent or Community Member
Elisa Alba-Lucero	Secondary Student
Anabelle Ibarra	Secondary Student
Alfred Galaviz	Secondary Student
Leilani Pradis (Alternate)	Secondary Student

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 5/22/2023.

Attested:

Principal, Craig Lyon on 05/22/2023

SSC Chairperson, Ronald Medeiros on 05/22/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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