School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado High School	37 68031 3731478	4-27-20	April, 2021

Purpose and Description

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

Schoolwide Program

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

As part of the school's goal to provide a Personalized Education Plan for all students, we are focusing on how a new 4 x 4 bell schedule will function to place all students in learning environments that support growth.

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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).

We completed 3 surveys in 2019-20 (via ThoughtExchange):

1) What are some important things we can do, or do better, to support the health and wellness of our staff in CUSD?
168 total participants, 132 thoughts, 4638 ratings. 39 staff members (28%) are associated with CHS.

2) How can CUSD best prepare our students for college and career readiness?
317 total participants, 265 thoughts, 8511 ratings. 85 participants (31%) are associated with CHS.

3) As we look forward in to the New Year, what can we do, as a school community, to best Connect, Challenge, and Champion the students in our care?
132 total participants, 21 thoughts, 330 ratings. 20 participants (34%) are associated with CHS.

Top 11 survey inputs for #1:
Coronado Unified School District What are some important things we can do, or do better, to support the health and wellness of our staff in Coronado USD? Q1 What are some important things we can do, or do better, to support the health and wellness of our staff in Coronado USD?

Please consider lowering the heat threshold of 90 degrees. The heat in our classroom can be unbearable at times. Effects of improper ventilation and overheating are not healthy for both students and staff.

Our staff is thoughtful in expressing their concerns and then are frustrated when it seems that their concerns are ignored or not heard Most of the concerns that are reported are the result of a team discussion and it is disconcerting when the input is distorted/ignored

Focus on addressing classroom heat concerns quickly and efficiently Students and teachers continue to bear the burden of 80 and 90+ degree classrooms.

Temperatures in the classroom. It is difficult for students to learn and for us to teach when there is little airflow in our rooms.

Be creative, persevering, and equitable in providing proper climate control in district classrooms. Solicit community partnerships; prioritize this. Even warm days (70-75 degrees) make classrooms overheated/stuffy. Effects: fatigue, lack of clarity, inability to provide quality instruction.

Improve air ventilation and/or consider air conditioner. It's uncomfortable, sure, but more challenging is students trying to learn.

Decrease the demands/decrease the stress. Work load of teachers constantly increases; time to complete tasks decreases Success & satisfaction drive people to invest in their job

Every year it seems more is asked of staff, more meetings, more paperwork. We are asked to do more but not given more time. Stress levels just continue to climb as always more to do and less time to do it.

Provide more time to prep. Especially with new curriculum. I am taking hours upon hours of work home. I get to work at 7am and stay until 4:30 to pick up my children. I continue to work after they go to bed.

Communication is vital, letting people know what is occuring before rumor mills start. Many times people only have a partial story, keeping everyone in loop is important.

Provide positive praise to staff doing well Staff members typically only get recognized for negative things. Let's acknowledge them for all the good!

Top 13 survey inputs for #2:
Internships, job shadowing and opportunities for work experience in a field of interest Work based learning helps students to clarify goals and make informed decisions

Some financial real life instruction (eg basic economics, balancing a checkbook, taking out a loan, preparing taxes, setting budgets) Basic necessary financial skills are necessary to be successful in life

I think kids need a class on basic life skills. How to cook healthy food, maintain a car, live on a budget, seek out information, de-stress, etc. Many go to college and don't know these basics.

Public speaking and interview skills

Meeting about grades and college options throughout all 4 years So students stay focused and know what they have to do to meet their goal.

Improve the Counseling Department to prepare students for the transition to college or career.... More similar to private school Students are stresses with no direction and parents take on the full responsibility with limited experience.

High quality career and college counseling so that parents students are properly prepared and parents to not have to do this on their own.

Career assessment and interpretation Because at this age there is very little exposure to the wide variety of careers available

How about a class on study skills Currently my daughter struggles with studying for tests. She is used to teachers going over test material before tests but in AP classes, no.

Teach multiple ways to study Learning how to organize their thoughts and the information presented to them will help them retain and do well on tests.

By teaching financial fitness. Teaching life skills such as balancing check books, making a budget, and self car are need for life in beyond HS. Young adults need to know this rather they are going to college or not.

Life Skills class at CHS Students are graduating without basic skills in everyday life. Civics, rent, mortgage, credit, car & home maintenance, taxes, banking, retirement...

Professional development skills Learning proper email format, professionalism in higher education and/or a career environment, etc.

Top 11 survey inputs for #3:

Keep kids engaged and feeling loved. Gives life meaning.

Provide more Community College / Dual Credit opportunities for students. Exposure to college classes, saves tuition money, broader course of study and more flexibility than currently available.

Encourage kids in their strengths Social pressures are high

Community Service Kids have the opportunity to give back to the community

Reinforce school dress codes, rules re: smoking on campus Need to learn to follow rules. Children should not be exposed to unhealthy environment

No more computer math games for homework! No more Prodigy! What are they really learning? Please no more screen homework! Computer games can lead to addictive tendencies. They take away from family/sibling time. How does Prodigy support the new math program?

Create / institute a Mindfulness program Institute a peer mentorship program- older students adopt a younger one

Connect students through campus community service projects; across classrooms and grade levels. Instill a sense of pride and ownership of school. If you're proud of your school, more likely to take care of it and respect the culture. Working with others, leadership and mentoring connects kids.

I need professional development, collaboration time, and guidance for coteaching. I would love a clear description of best practices for co-teachers While I know full inclusion is equity based and I can see my SPED students gaining some confidence, I am not comfortable with the unclear vision.

Make class sizes smaller. Charge a fee such as $1,300 per child in order to keep the classes small. Schools in Manhattan beach do this (and others). Students would get more 1-1 interaction and help from the teachers. Teachers would have more time to connect to each student and deal w/challenges.

Improve environmental health; increase maintenance to include more building classroom cleaning & sanitation. Replace or remove decrepit carpet. Kids need a healthy environment to thrive. Reducing allergens & filth = increase attendance & engagement

As a result of our survey and work completed by site teachers and guidance by the district office, CHS will be transitioning to a 4 x 4 (8 period) bell schedule in the fall of 2021 (2021-22 school year).

During the 2020-21 school year families were surveyed at least twice to determine learning model for which their child will participate (in-person learning or distance learning).

Classroom Observations

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

All year 1 and 2 teachers (non-tenured) receive three formal observations and post observation meetings by a site administrator per year. All intermediate teachers (year 3-6) receive one formal observation and post observation meeting by a site administrator per year. All experienced teachers (year 7+) receive one formal observation or three informal observations and post observation meeting by a site administrator every other year. All teachers write a series (between 2 to 6 depending on years of experience) of SMART goals per year and submit data and narrative reflection to show progress for their professional goals. Administrators support effective goal creation and provide support of teachers to meet their goals. Nearly 100% of teachers annually meet their goals. No teachers are currently on a support plan as outlined by contract language for the evaluation process.

Due to COVID evaluation of intermediate and experienced teachers has been suspended for the 20/21 school year. Year 1 and 2 teachers are completing the process as listed above. Site administrators can request a full goals and evaluation program for any intermediate or experienced teacher based on need.

Below are a few of the high-quality instructional practices used at CHS as observed by administrators during 2020-21 observations:
*New software tools used to show content, engage learners and assess students in a fully remote, distance learning model. On average a CHS teacher is using 2 to 5 new tools to deliver and assess content.
*Small group work in Zoom breakout rooms
*Project-based learning
*Guided questioning
*Frontloading students with context of reading in advance of novels
*Coding model demonstrations followed by guided practice in Computer Science
*Real time online practice manipulating coding, all students manipulating matching coding from individual computers

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The math department writes and revises common assessments across all courses. Assessment data is analyzed and instructional decisions are made to support areas of weaknesses as shown by the data. Integrated Math 3 and Precalculs Math classes are using standards based grading for the first time in 20/21.

Using state provided testing resources, the English department collaborated to develop grade level common assessments using question structure formats aligned to the CAASSP assessment system.

The Science department has embedded NGSS in common assessments and reviews assessment data to determine standards that need more support.

The Arts and elective departments use CTE aligned rubrics to assess project-based learning. Starting in 20/21 CHS will write and submit at least 2 new UC-AG applications so that more of our CTE/electives offerings are recognized by the UC system. This activity will continue in 21-22 to add another 2 to 5 courses as UCAG approved.

The faculty of World Languages aligns its curriculum with ACTFL standards as well as the California World Language Framework. It also verifies that its teaching units correspond with AP World Language themes. Common assessments are constantly revised and maintained within our department.

The Social Science department uses test data to revise assessments based on student achievement. We also use data to review/reteach difficult topics as well as to target areas in curriculum to modify or revamp.

The PE/NJROTC department uses Fitnessgram (suspended due to COVID) testing results to look at our curriculum and design lesson plans to insure our students have the best opportunity to pass the Fitnessgram test.

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

Based on student assessment and grading data CHS continues to focus on efficiency of support classes. The important classes CHS support classes are: Foundations of Integrated Math, Leveled Integrated Math 1, Read 180, and learn to learn curriculum has been added to the success skills course (success skills is now targeted for specific student that through assessment data show a learning weakness that needs support). Data shows that the new Math support classes are having a 75% or higher rate of student success in the course that follows. More students are able to meet IM1 graduation requirement or successfully build the foundational knowledge needed to continue in IM2 and IM3.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All CHS teachers attend weekly, Thursday afternoon meetings. The meetings rotate between department, staff, and bell schedule focused time. Monday afternoon time (about 30 minutes) is available for departments and/or curriculum planning. This additional time was added due to the new COVID bell schedule and staff collaboration needs during distance learning. New in 20/21, department chairs are now paid positions (extended day unit of 1) and meet after the contract day on Wednesdays. The goal and purpose of this is to provide a communication chain and focused use of professional development time.

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

99% highly-qualified teachers.

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

All professional development during COVID has been focused on essential standards and adjustments to lessons/units, delivery and assessment to meet the learning environment. All CHS teachers have submitted a minimum of a 3 week, backwards planned, essential standards aligned curriculum unit. All CHS teachers have continued to revise all lessons and units to address the COVID learning environment.

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

2020-21 Ongoing content expert supports:
CUSD has five TOSA's that support CHS teachers: Science/Math, English/EL, Technology, Arts Integration, and Career Exploration/CTE.
The Arts teachers request training on the new California Arts Standards - due to COVID this has not occurred, but is a continued goal for CHS arts teachers.
CHS teachers are meeting with teachers from schools on 4 x 4 bell schedules to support the transition to a new bell schedule and the curriculum adjustments that will need to take place due to a required change of pacing.

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

Math has 100% alignment of lessons, units, pacing and assessments.

Science was worked together to write NGSS lessons/units and common assessments. Currently the department is piloting a new Pearson NGSS unit.

Arts department is in the initial stages of reviewing the new California Arts Standards.

All departments have collaborated to determine assessments that are given during distance learning.

Teaching and Learning

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

English courses are inconsistently aligned. The English standards delivered are aligned, but the text/novel or lessons used to address the standards may vary by teacher. Currently about 80% of English teachers are using standards based grading.

Social Science courses are inconsistently aligned. The Social Studies department will work with the CUSD Department of Learning to adopt new curricular materials and during the adoption process, work to align instruction. The most recent updated curriculum source that was purchased is for AP US History.

All students show a weakness of College and Career Readiness as measured by the California Dashboard. CHS is working to implement a new 4 x 4 bell schedule in 21/22 that will allow more students to access the full CTE pathways offered at CHS. The bell schedule will change from 6 period to 8 periods effective the 21/22 school year.

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

NA

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

NA

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

Social Sciences has started to review outdated curriculum resources. AP US History text books are being replaced in 2020. The remaining courses will go through a multi-year review and replacement process. Science has recently adopted a new Chemistry textbook that is NGSS aligned.

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

All courses at CHS are standards-aligned for a student as they matriculate through high school. Examples are CPM for Math and looking at adopting additional Pearson for Science classes.

Opportunity and Equal Educational Access

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

CHS offers Co-taught Math and English classes for all grade levels to provide specialized academic instruction to underperforming students.
Foundations of Integrated Math
Leveled Integrated Math 1
Read 180 - 9th Grade
Success Skills
Math Support for IM1 and IM2 (2020). This course may not be offered 2nd semester of 20/21 due to COVID.

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

Evidence-based educational practices to raise student achievement

Co-taught educational environment.
Number talk
Learn to learn curriculum

Parental Engagement

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

Monthly PTO meeting with access to site principal for important issues that impact under-achieving students.
Principal sends letters directly to students in need of support classes to garner a team effort in helping improve achievement of under-achieving students.
PSAT is administered to all students (grades 9-11) and scores are sent home. CHS offers a PSAT parent night to help them understand the scores. Due to COVID the PSAT will be offered as an optional assessment to 11th grade students only during the 20/21 school year.

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

NA

Funding

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

NA

Fiscal support (EPC)

NA

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our SSC (School Site Council) plus department chairs and other staff members meet at a minimum of quarterly during the 19/20 school year to review the School Safety Plan, School Budget and Single Plan for Student Achievement.

The SSC members are:
Principal
2 teachers (1 in year 2, 1 in year 1)
1 classified staff member (year 2 of term)
2 parents (all in year 2 of term)
2 students (all in year 1 of their term - they were alternates in the past)

Additional participants of the SSC meetings (non voting members):
2 Assistant Principals
All department chairs (2 of them are voting members)
PTO executive committee

SSC with ILT meeting dates:
12/9/20 Via Zoom
February, 2021 - Via Zoom
May, 2021 - Via Zoom

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

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.69%	0.6%	0%	8	7	0
African American	1.55%	1.38%	1.5%	18	16	17
Asian	2.50%	2.32%	2.11%	29	27	24
Filipino	2.07%	2.07%	2.2%	24	24	25
Hispanic/Latino	20.86%	21.34%	22.47%	242	248	255
Pacific Islander	0.34%	0.26%	0.35%	4	3	4
White	63.53%	59.38%	56.65%	737	690	643
Multiple/No Response	2.76%	4.91%	9.34%	32	57	61
Total Enrollment				1160	1,162	1,135

Table title: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	272	297	290
Grade 10	289	282	280
Grade 11	285	292	280
Grade 12	311	291	285
Total Enrollment	1,160	1,162	1,135

Table title: Student Enrollment by Grade Level

Conclusions based on this data:

1. What students account for less students than the past and less percentage of total student population than the past.

2. We continue a small total enrollment decline

3. We have a small increase in hispanic/latino population - all other subcategories have stayed similar (except White as mentioned above).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	13	8	13	1.1%	0.7%	1.1%
Fluent English Proficient (FEP)	137	160	146	11.8%	13.8%	12.9%
Reclassified Fluent English Proficient (RFEP)	1	6	4	10.0%	46.2%	50.0%

Conclusions based on this data:

1.   CHS has a stable cohort of EL students.

2.   One percent of the student population are English Learners.

3.   A majority of the bilingual students at CHS are FEP.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	313	277	283	299	271	273	299	270	273	95.5	97.8	96.5
All Grades	313	277	283	299	271	273	299	270	273	95.5	97.8	96.5

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2647.	2626.	2672.	39.46	32.59	54.95	37.79	34.07	28.57	12.71	23.70	10.99	10.03	9.63	5.49
All Grades	N/A	N/A	N/A	39.46	32.59	54.95	37.79	34.07	28.57	12.71	23.70	10.99	10.03	9.63	5.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	50.50	40.89	57.88	39.80	46.47	33.70	9.70	12.64	8.42
All Grades	50.50	40.89	57.88	39.80	46.47	33.70	9.70	12.64	8.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	46.82	35.32	64.84	40.13	46.10	27.47	13.04	18.59	7.69
All Grades	46.82	35.32	64.84	40.13	46.10	27.47	13.04	18.59	7.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	44.82	35.32	44.69	46.82	57.99	50.55	8.36	6.69	4.76
All Grades	44.82	35.32	44.69	46.82	57.99	50.55	8.36	6.69	4.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47.16	38.66	56.04	40.47	48.33	35.53	12.37	13.01	8.42
All Grades	47.16	38.66	56.04	40.47	48.33	35.53	12.37	13.01	8.42

Conclusions based on this data:

1. CHS saw a 16.86% overall increase when compared to 17/18 score.

2. All areas (Reading, Writing, Listening, Research/Inquiry) of ELA % below standard rating have decreased (more students are meeting the standard)

3. Listening is CHS's weakest ELA area.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	313	276	283	300	263	269	300	263	269	95.8	95.3	95.1
All Grades	313	276	283	300	263	269	300	263	269	95.8	95.3	95.1

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2649.	2649.	2658.	30.67	29.66	34.57	29.33	26.62	27.14	21.67	25.10	21.93	18.33	18.63	16.36
All Grades	N/A	N/A	N/A	30.67	29.66	34.57	29.33	26.62	27.14	21.67	25.10	21.93	18.33	18.63	16.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	45.00	44.87	47.58	30.67	28.90	28.62	24.33	26.24	23.79
All Grades	45.00	44.87	47.58	30.67	28.90	28.62	24.33	26.24	23.79

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.33	34.98	36.43	48.33	44.87	48.70	18.33	20.15	14.87
All Grades	33.33	34.98	36.43	48.33	44.87	48.70	18.33	20.15	14.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.00	33.84	38.66	54.00	52.47	46.84	12.00	13.69	14.50
All Grades	34.00	33.84	38.66	54.00	52.47	46.84	12.00	13.69	14.50

Conclusions based on this data:

1. CHS saw a 5.43% overall increase when compared to 17/18 score.

2. All areas of math increased.

3. More students need support in communicating reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							*	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*		*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1162	**8.8**	**0.7**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	0.7
Homeless	1	0.1
Socioeconomically Disadvantaged	102	8.8
Students with Disabilities	102	8.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	1.4
American Indian	7	0.6
Asian	27	2.3
Filipino	24	2.1
Hispanic	248	21.3
Two or More Races	90	7.7
Pacific Islander	3	0.3
White	690	59.4

Conclusions based on this data:

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

2. CHS is about 60% white, 20% hispanic and 20% of all other race/ethnicity groups.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. CHS will analyze and determine action steps to support low socioeconomic, hispanic and students with disabilities related to their suspensions.

2. Not all College and Career information is getting to the report correctly - this is being corrected for the 19/20 and 20/21 school year.

3. CHS needs to increase the ability of students to be able to finish a CTE pathway. This will increase after the 21/22 adoption of the new 4x4 bell schedule.
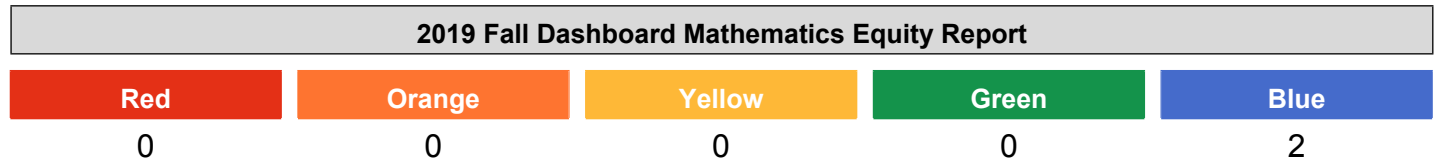
School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	2

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
90.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased Significantly ++47.6 points	4	
269		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	79 points above standard	85.1 points below standard
	Increased ++12.9 points	Declined -13.6 points
	32	22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4		8	3

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
61.4 points above standard	111.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	98.7 points above standard
Increased Significantly ++77.4 points	Increased Significantly ++62.7 points	2	Increased Significantly ++40.1 points
70	24		149

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. CHS staff and students have dedicated an increased personal investment in the outcomes of these assessments.

2. CHS is preparing a large percentage of our students to meet the ELA standards.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
32.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++10.3 points		
	3	
264		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	2.1 points above standard	142.8 points below standard
	Increased ++7.6 points	Declined Significantly -18.6 points
	31	21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4		7	3

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
6.3 points above standard	67 points above standard	Less than 11 Students - Data Not Displayed for Privacy	37.5 points above standard
Increased Significantly ++46.1 points	Increased Significantly ++30 points	2	Maintained ++2.6 points
68	24		147

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

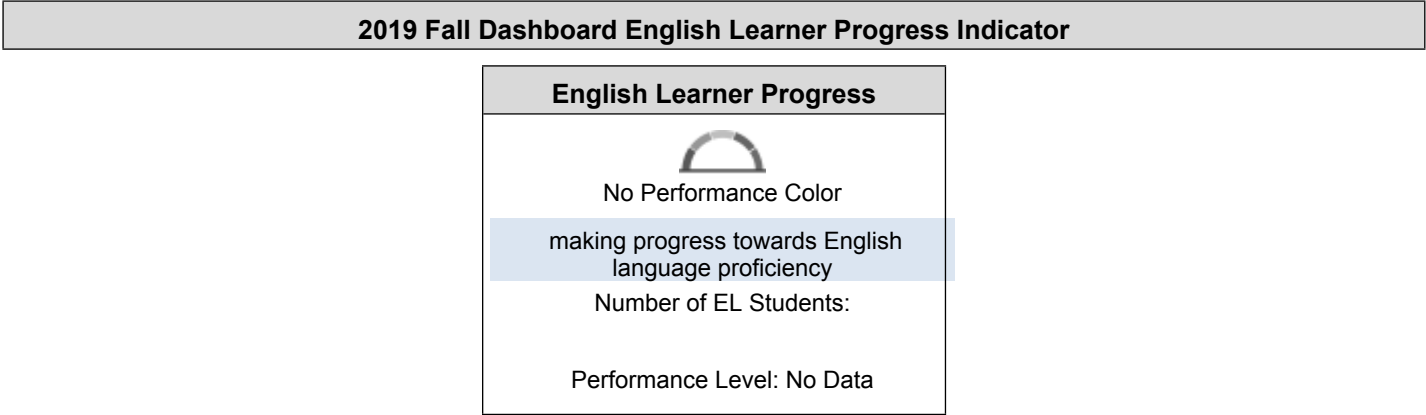| Current English Learner	Reclassified English Learners	English Only
	Less than 11 Students - Data Not Displayed for Privacy	39.7 points above standard
	3	Increased ++9.3 points
		223

Conclusions based on this data:

1. CHS saw a 10% increase in students that scored above the standards.

2. All areas (concepts & procedures, problem solving & modeling/data analysis, and communicating reasoning) saw an increase of students meeting those standards.

3. Communicating reasoning is our student's weakest area.
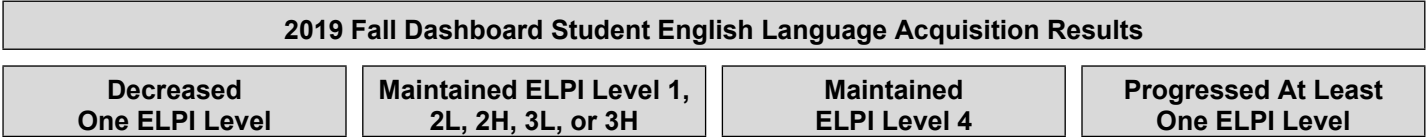
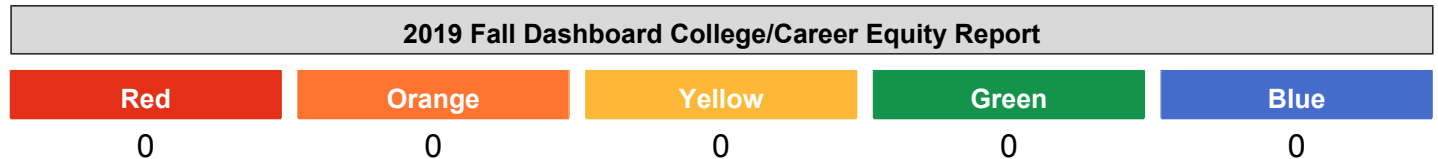# School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
64.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.2	0 Students	0 Students
282		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
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
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
70.6 **Prepared**	70.7 **Prepared**	64.5 **Prepared**
11.3 **Approaching Prepared**	11.3 **Approaching Prepared**	15.2 **Approaching Prepared**
18.1 **Not Prepared**	18 **Not Prepared**	20.2 **Not Prepared**

Conclusions based on this data:

1. Our Biliteracy seal data was not reported - we had 39 students receive it in 2018. 2019 data will show an increase and will have been reported accurately to CalPads.

2. CHS students need the ability to add more classes per year in their 4-year-plan to be able to finish their CTE pathways - this will be accomplished through the new 4x4 schedule.

3. Hispanic students are not accessing College and Career opportunities on the campus. CHS will analyze the data and determine steps to increase self-motivated access.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

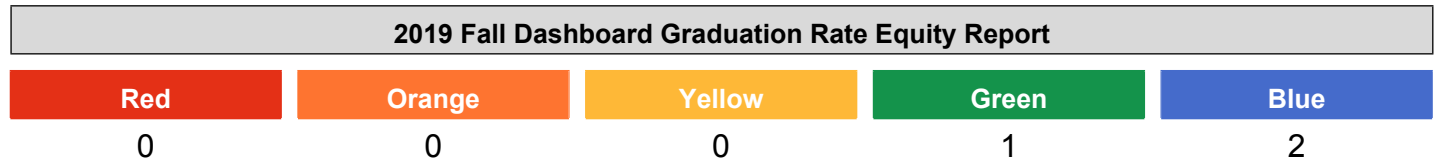**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
95.4	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +2.4	6	
282		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
0 Students	97	80
	Increased +19.2	Declined -3.3
	33	25

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	4	6	10
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
94.3	93.3	0 Students	95.5
Increased +3.1	Declined -1.1		Increased +2.4
53	15		179

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
93	95.4

Conclusions based on this data:

1. Hispanic subgroup increased more than the white subgroup (.7 more).

2. CHS has a high graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	2	0
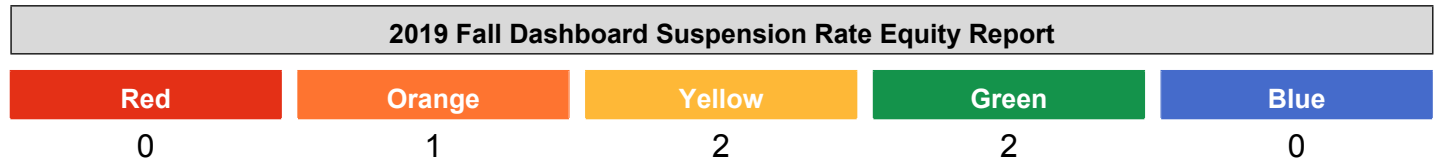
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
3.9	Less than 11 Students - Data Not	
Declined -0.5	9	
1193		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not	6.7	6.4
1	Increased +1.1	Declined -5.1
	120	109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5.9	Less than 11 Students - Data Not Displayed for Priv... 7	0	4
Declined -5.2		Maintained 0	Maintained 0
17		27	25

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	No Performance Color	Green
4.2	3.3	Less than 11 Students - Data Not Displayed for Priv... 3	4.1
Maintained -0.2	Declined -0.5		Declined -0.3
260	150		704

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.4	3.9

Conclusions based on this data:

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

2. CHS is implementing MTSS (multi-tiered systems of support) - implementation was interrupted by COVID, but will become an important component of our new 4x4 bell schedule implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning

LEA/LCAP Goal

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

Goal 1

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

Identified Need

College and Career readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased number of students enrolled in second-and third-year courses within a program (CTE, NJROTC, Band, Art) Increased number of students accessing Dual Enrollment credits. Students will gain flexibility (more periods to choose from) to be able to design a Personalized Education four-year Plan. Implementation of an 8 period bell (4x4) schedule in 21/22. Math, Science and English write student achievement goals based off of weakest claims on last year's CAASPP results, implement strategies and analyze results. All other departments write student	CHS has a 67% attrition rate for CTE pathways and NJROTC. 36 2020 graduating students received the seal of biliteracy, CHS has 52 students taking two Dual Enrollment Southwestern College courses on campus during the 20/21 school year. Two additional students are taking only the 2nd semester course (so 54 for 2nd semester). 2019/20 942 AP tests were taken by 413 students 87% scored a 3, 4, or 5 21% scored a 5 37% of 2020 grads did not meet UCAG requirements 171 Seniors met the UCAG Requirements	CHS students will meet the green College and Career performance indicator on the CA Dashboard report.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
achievement goals off of local data. Use Illuminate to analyze student achievement data. Added/additional Internship opportunities for students.	99 Seniors did not meet the requirements CHS showed growth or significant growth in all areas of state testing from 2018 to 2019 which support college and career readiness. CUSD is currently adopting Illuminate software as a data collection tool.. CHS students in Advanced Sports Medicine and CoSA Digital Arts complete job shadows and internships. CHS Social Studies department has partnered with the Coronado Historical Association to recruit and support CHS students as interns for the organization.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Increase access to more classes during the school day (from 6 to 8) so that students may complete a CTE pathway, stay in NJROTC or Band.

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

Amount(s)	Source(s)
	CUSD

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

All

Strategy/Activity

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

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

Amount(s)	Source(s)
	General Funds

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

All

Strategy/Activity

Increase access and enrollment in dual enrollment courses. Plan to add CTE SWC classes in 21/22 (Medical Terminology). Also adding Intro to Administration of Justice, Intro to Business and Cybersecurity.

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

Amount(s)   Source(s)

	SWC Dual Enrollment Funds

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

All

Strategy/Activity

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

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

Amount(s)   Source(s)

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

All

Strategy/Activity

Use student achievement data available through Illuminate and grade reports to determine courses to support student needs and growth.

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

Amount(s)   Source(s)

Strategy/Activity 6
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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

CHS saw significant increases in state testing achievement (met standard) results. CHS has targeted students and added classes for additional learning opportunities (Read180, Foundations of Integrated Math, Leveled IM 1, and Success Skills) to fill learning gaps so those students will be college and career ready. The 4x4 schedule will add immediate opportunities to remediate.

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

Without additional flexibilities in a school day (number of periods) students were not able to increase completion of CTE pathways. The added 4x4 schedule to begin in 21/22 will add the ability for more students to finish the pathways.

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.

Due to lack of CAASP data for spring, 2020 CHS will determine local achievement goals to support continued growth of teaching and learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication

LEA/LCAP Goal

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

Goal 2

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

Identified Need

All stakeholders accessing important information.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Smore newsletters.	Smore newsletters	Send weekly Smore family and staff newsletters with pertinent, important information to fully engage in the educational system of CHS.
Improve protocols for emergency response/communication	Implementation of protocols for emergency communications	Evidence of successful implementation of protocols for emergency response/communication
If changes are recommended, send recommendations to district office for site-based adoption.	Current software systems do not communicate (PowerSchool and Synergy) which makes the process manual.	Analyze systems that communicate student achievement (grading) information to stakeholders (parents).
Students followthrough on information communicated via our communication tools/methods.	Tiki TV increased student knowledge of CHS happenings - IF they watch it via social media (Instagram and TikTok).	Improve efficacy of communication delivered to students.
College applications via Scoir.	Introduced Scoir in 19/20.	Increase usage of Scoir by all CHS students.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Send weekly Smore CHS Family Newsletter (sent between 4 and 5 pm on Monday's via email and a text).

ASB students produce and distribute Tiki TV.

Powershool tips from district TRT (technology resource teacher) included in Principal's weekly staff update.

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

Amount(s)	Source(s)
	District and Site Funds

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

All

Strategy/Activity

Implementation of protocols for emergency communications

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

Amount(s)	Source(s)
	District Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Audit current software systems and the effectiveness of those systems to communicate student achievement data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Determine which tools most effectively get information to students - information that they act on (go to events, complete surveys, apply for awards/scholarships, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Information is easily accessible by all stakeholders. Analyze CUSD communication systems to determine if streamlining of any will make readership increase.

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

Due to inaccurate communication information (cell phone and/or email) in our student information system (Synergy) not all stakeholders receive the weekly communication. That information is self reported during the annual online registration process.

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

Implement an advisory period that will provide structured weekly time to communicate directly with students. Determine if more newsletter information should be added as permanent information on the CHS website. Increase collaboration with partner organizations for a wider readership of important CHS community information.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Support

LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Goal 3

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

Identified Need

Low socioeconomic, Hispanic and students with disabilities subgroups

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction of D/F List	Reduction of D/F List	Focused placement of students in courses that align with data. Added placement of students in Foundations of Integrated Math, Leveled IM1, Read 180 and Success Skills to support a strong foundation of skills for future success.
Plan to Implement advisory (21/22) and mental health/social information dissemination and experiences to improve students' ability to access the academic setting.	Mental health and social issues impacting student academic achievement.	Add an advisory to be able to use that time to send annual messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty
Reduce suspension rate.	Reduce suspension rate.	Restorative Practices and other social supports will be added so that students will decrease choice actions that cause a suspension from school.
Decrease in tardy rate Increase in P2 (enter spring baseline data here) attendance rate	Decrease in tardy rate Increase in P2 attendance rate	Decrease in tardy rate Increase in P2 attendance rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase of positive peer to peer connections as measured by healthy kids survey.	Healthy kids survey data. Student 2 Student is an active connections group.	Add Link Crew
Added informal accommodations through the SST process reduce the number of new 504 plans.	SST and 504 Data	Use of SST protocols.
Maintain or Increase graduation rate.	Maintain or Increase graduation rate.	Maintain or Increase graduation rate by adding more Personalized Education Plans.
Advisory built into 22/23 bell schedule.	No advisory period.	Determine usage of advisory time to benefit student growth and preparedness for life and college and career. For example, information that can be delivered related to mental health, drugs, bullying, etc. School counselors will also determine what information about College and Career can be delivered during advisory.
Site-wide adopted MTSS academic strategies.	Revived CHS MTSS committee for 2nd semester of 20/21.	Pilot academic strategies in MTSS teacher classrooms.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue focused placement of students in new courses that align with data. Added placement of students in Foundations of Integrated Math, Leveled IM1, Read 180 and Success Skills to support a strong foundation of skills for future success.

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

Amount(s)   Source(s)

	General Funds

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

All

Strategy/Activity

Add an advisory through the adoption of a new bell schedule (22/23) to be able to use that time to send annual messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty. Determine resources that can be used in the advisory setting to communicate the listed topics.

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

Amount(s)	Source(s)
	General Funds

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

Low socioeconomic, Hispanic and students with disabilities subgroups

Strategy/Activity

Staff are trained in Restorative Practices and other social supports that will be added so that students will decrease choice actions that cause a suspension from school.

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

Amount(s)	Source(s)
	SDCOE, CUSD, and General

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increase parent communications about importance of attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
General funds

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

All

Strategy/Activity

Send two staff members to Link Crew training and add a new section/class of Link Crew during the 21/22 master scheduling process.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
General funds, including attendance makeup days

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Increase use of SST protocols.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Funds

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Implement a new 4x4 bell schedule that will help to Increase the graduation rate by adding more Personalized Education Plans.

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

D and F list has not decreased. It is expected that a change of the bell schedule, continuation of support classes and more personalized education plans will support increase achievement (lower D/F list). D- and F list grew during Distance Learning.

Suspension rate has not changed.

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

Due to COVID data analysis and implementation of Personlized Education Plan are more important, yet is more difficult during distance learning.

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

New bell schedule will be implemented including a once-a-week advisory.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	$186,144.28	186,144.28

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Karoly Tippets	Classroom Teacher
Nathan Aldworth	Classroom Teacher
	Classroom Teacher
Shane Schmeichel	Principal
Jennifer McKenzie (Jennifer Shoemaker is the sub)	Parent or Community Member
Bertha Tsai (Katherine Redding is the sub)	Parent or Community Member
	Secondary Student
Jet Hannus	Secondary Student
Jaxon Alpert	Secondary Student
Joy Howard	Other School Staff

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 4-__-20.

Attested:

Principal, Shane Schmeichel on 4-__-20