



2017-20 LCAP Summary

Coronado High School

SITE SP/LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's Site SP/LCAP.

Aspects of our Strategic Plan were heavily influenced by our WASC accreditation review in Spring of 2015, which culminated in goals, progress on which will be revisited during our 6-year accreditation three-year mid-cycle visit anticipated in Spring 2018.

Goal Area 1: Learning: CHS will provide structural, programmatic, and individualized approaches to learning and assessment to best meet the academic needs and address college and career interests of all learners.

Key Achievements:

- WASC Goal/Science: Implementation of NGSS underway and Board approval of accompanying 3-year science requirement for graduation (January 2017)
- WASC Goal/Math: Implementation of Common Core approaches through adoption of CPM (College Preparatory Mathematics) curriculum and integrated math courses (SY 2016-17)
- WASC Goal: Development of department-wide common assessments and aligned curriculum (Math, Science, and World Languages Departments)
- Development of multi-year course pathways (physics, woodworking, ceramics, engineering/computer science, band, choir, physical education)

Areas for Ongoing Attention:

- WASC Goal: Continue to develop department-wide common assessments and aligned curriculum (English and Social Studies Departments)

- Evolution of online learning approaches at CHS to reflect a focus on intervention (credit recovery) versus alternatives/options to the traditional classroom
- Growing internships and Work Experience opportunities
- Development and support of intervention courses and strategies (coordinated curriculum) (Math Support, Success Skills, ELD, Basic Curriculum, Co-Teaching, Homework Help)
- Achievement of Hispanic students

Goal Area 2: Communication: CHS will involve representative shareholders in planning and decision-making and provide timely information to all members of the school community regarding student progress and achievement, resources, and events

Key Achievements:

- WASC Goal: Increased collaboration and communication between CHS and departments at the District Office (Technology, Business, Student Services, Learning, Human Resources), and between Association of Coronado Teachers and District Leadership, CHS representation on district Professional Development, Personalized Learning, and English Learner committees.
- Quarterly combined School Site Council and Islander Leadership Team Meetings (open to all staff)
- Weekly Islander Family Emails regarding events, concerns, areas of focus
- Increased student awareness through use of ASB Haiku page as central location for communication of student events
- Daily student announcements at beginning of 5th period
- Ongoing morning and evening PTO meetings and semi-annual Parents' Book Club meetings
- MOU with Coronado Police Department and adoption of School Resource Officer program
- Partnership Coronado SAFE and CHS representation in Coalition meetings and Parent Conference

Areas for Ongoing Attention:

- Update CHS website communication and resources, streamline communication

Goal Area 3: Support: CHS will foster a community culture of safety, health, and life balance, and of trust, value, and respect between all students and staff

Key Achievements:

- WASC Goal: Implementation of mental health awareness and mindfulness activities/space, Driver and Digital Citizenship awareness programs (SY 2016-17)
- Implementation of Career Day
- Streamlined emergency response and communication via *InTouch* program

Areas for Ongoing Attention:

- WASC Goal: Implement New Student Orientation and Support Program and Human Relations Activities
- WASC Goal: Develop individualized and site-wide professional development plan, including calendar of meetings and prioritized trainings/topics

REVIEW OF PERFORMANCE FROM 2015-16

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Implementation of common core curriculum across the subject areas and in math, ELA, and science, in particular; development of multi-year course pathways, including CTE; increased inclusion in college-preparatory courses; increased collaboration and communication with community, district, families, and among students;

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Implementation of coordinated curriculum for Success Skills course and before-/after-school interventions in support of students struggling academically, updating and enriching resources on CHS website, reestablishment of new student orientation and support programs. See also Areas for Ongoing Attention in Highlights section above.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

CHS is currently addressing performance gaps in suspension rate, graduation rate, and ELA and Math among subgroups. See [CA School Dashboard](#)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We are improving services for English Learners, foster youth, and students from low-income families by providing a designated ELD class on the master schedule at CHS and before/after-school supports for students in math and ELA and in homework completion

Stakeholder Engagement LCAP Year 2017-18

Annual Update/Involvement process for your site Strategic Plan/LCAP

How, when, and with whom did the Site consult as part of the Annual Review and Analysis and last year's Strategic Plan key actions?

Our SSC (School Site Council) and Islander Leadership Team ((ILT - comprising department chairs and staff members) met six times over the course of school year 2016-17 to review our Site Strategic LCAP and key actions and achievements. Our site Strategic Planning Session, including a group of staff, student, family, and community shareholders, met on January 23, 2017 to review and develop specific goal areas for the site. Individual departments and interdisciplinary teams met throughout the year to provide feedback and updates.

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2017-18 school year?

Key actions and goals were conceived and developed through SSC and ILT meetings, including annual Site Strategic Planning/LCAP Review, with input from staff, students, and parents.

Goals, Actions, & Services 2017-20

Goal 1: Learning	Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
Site Strategy:	CHS will provide structural, programmatic, and personalized approaches to learning and assessment to best meet the academic needs and address college and career interests of all learners
Identified Need:	Students benefit from programs, courses, and content aligned with skills, interests, and goals, and opportunities for multi-year commitments to various disciplines

Goal 1/Learning: Key Actions and Services

Goal/Step	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
1.1	Personalized Paths: Students will choose from options in both academic and elective course pursuits which reflect their personal college/career goals and achievement data with increased opportunities for multi-year commitments in disciplines			<ul style="list-style-type: none"> • Increased second- and third-year course opportunities • Documented evidence of students' personalized paths/portfolio, including interests, goals, data • Established Work Experience and Internship programs 			Support and maintain multi-year paths in CTE and other elective pathways and continue to enrich career exposure		

2017-20 CHS Site LCAP

Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	<ul style="list-style-type: none"> • CTE Grant • DoDEA M3 and Arts for Learning Grant • CSF Funds to enrich programs/electives offerings 	<ul style="list-style-type: none"> • CTE Grant • DoDEA M3 and Arts for Learning Grant • CSF Funds to enrich programs/electives offerings 	<ul style="list-style-type: none"> • CTE Grant • DoDEA Arts for Learning Grant • CSF Funds to enrich programs/electives offerings
Expected Outcomes/Metrics	<p>Increased number of students enrolled in second-and third-year courses within a program</p> <p>Enriched Career Day program with increased student attendance</p>	<p>Established site for student Personalized Pathway Plan, with 70% of students populating their PPP</p> <p>Established Work Experience and Internship Programs with 30+ students enrolled</p>	<p>95% of students populating PPP with annual update</p>
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
1.2	<p>Personalized Approaches: All students will demonstrate evidence of instruction and/or assessments that incorporate student choice, connection to current events, and/or students' interests over the course of the school year</p>	<p>Pilot year-long project opportunities in specific courses/programs</p>	<p>All students will provide evidence of student choice, connection to current events and/or student interests in each course</p>
Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	Professional Development \$ CSF/Department Funds	Professional Development \$ CSF/Department Funds	Professional Development \$ CSF/Department Funds

2017-20 CHS Site LCAP

Expected Outcomes/ Metrics	Each classroom/course provides evidence of at least one assessment which includes student choice, student design of the product, and/or student interests reflected in the product	Daily/weekly evidence of students connecting curriculum to current events/issues/Pilot year-long projects in courses	Evidence of established year-long projects in specific courses tied to student interests and relevant course/program topics
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.3	English/Language Arts: Maintain/increase “Very High” Status on CDE Equity Report (45 or more points above Level 3) with 71% of students meeting or exceeding standards on CAASPP, and increase number of students meeting ELA benchmarks on PSAT test by targeting specific subgroups and skills areas of need	Maintain/increase “Very High” Status on CDE Equity Report Demonstrate growth in achievement of students in subgroups	Maintain/increase “Very High” Status on CDE Equity Report Demonstrate growth in achievement of students in subgroups
Students Served	All__X_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds DoDEA Grant	General Funds DoDEA Grant	General Funds DoDEA Grant
Expected Outcomes/ Metrics	Maintenance of achievement in the “Very High” band in the “College/Career” area of State Equity Report (71% meeting or exceeding standards), with increased achievement in subgroups (...), and increase of students meeting benchmarks on PSAT in grades	Maintenance of achievement in the “Very High” band in the “College/Career” area of State Equity Report, with increased achievement in subgroups (...), and increase of students meeting benchmarks on PSAT in grades	Maintenance of achievement in the “Very High” band in the “College/Career” area of State Equity Report, with increased achievement in subgroups (...), and maintenance/increase of students meeting benchmarks on PSAT in grades 9-11

2017-20 CHS Site LCAP

	9: 10: 11:	9: 10: 11:	
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.4	Mathematics: Continued implementation and development of assessments and support materials for CPM curriculum, and maintain or increase the “High” band in the “College/Career” area of State Equity Report (3 points above level 3 and an increase from previous year, with 55% of students meeting or exceeding standards on CAASPP, by targeting specific subgroups and skills areas of need	Full implementation of CPM curriculum Maintain or increase the “High” band in the “College/Career” area of State Equity Report Demonstrate growth in achievement of subgroups	Achieve in the “Very High” band in the “College/Career” area of State Equity Report
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds DoDEA Grant	General Funds DoDEA Grant	General Funds DoDEA Grant
Expected Outcomes/ Metrics	Evidence of increased implementation and development of assessments and support materials for CPM	Maintenance/increase of achievement in the “High” band in the “College/Career” area of State Equity Report, with increased achievement in	Achievement in the “Very High” band in the “College/Career” area of State Equity Report, with increased achievement in

2017-20 CHS Site LCAP

	Maintenance of achievement in the “High” band in the “College/Career” area of State Equity Report (55% meeting or exceeding standards), with increased achievement in subgroups (...), and increase of students meeting benchmarks on PSAT in grades 9: 10: 11:	subgroups (...), and increase of students meeting benchmarks on PSAT in grades 9: 10: 11:	subgroups (...), and increase of students meeting benchmarks on PSAT in grades 9: 10: 11:
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.5	Science: Continued implementation and development of assessments and support materials for Next Generation Science Standards in Biology, Chemistry, and Physics, with supports/modifications to provide access to the curriculum for all learners.	Continued implementation and development of assessments and support materials for Next Generation Science Standards in Biology, Chemistry, and Physics, with supports/modifications to provide access to the curriculum for all learners. Examine pilot test results for areas of focus of instruction	Full implementation of NGSS instructional approaches and assessments; first class of students enrolling in required three years of science
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds	General Funds	General Funds

2017-20 CHS Site LCAP

Expected Outcomes/ Metrics	Evidence of increased implementation and development of assessments and support materials for Next Generation Science Standards Implement CAST Science Assessment and set baseline	Evidence of all major assessments aligning with Next Generation Science Standards Evidence of growth in achievement on CAST assessment	Evidence of full implementation of Next Generation Science Standards instructional approaches and assessments Evidence of growth in achievement on CAST assessment Evidence of successful completion of three-year NGSS course sequence among a range of learners
---------------------------------------	---	---	---

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.6	Social Science: Exploration and first stages of alignment with CA State Framework for Social Studies through development of goals and unit plans	Continued implementation and development of assessments and support materials aligned with CA State Framework for Social Studies	Full implementation of curriculum aligned with CA State Framework
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds	General Funds	General Funds
Expected Outcomes/ Metrics	Evidence of awareness of CA State Framework and development of goals and unit plans	Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments	Evidence of alignment with CA State Framework through instructional approaches, unit plans, and assessments

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
--	-------------------------------	--------------------------------------	--------------------------------------

1.7	<p>Arts/CTE: Integrate arts instruction using the English/Language Arts standards and the National Arts Standards.</p> <p>Develop additional second- and third-year courses in the arts and CTE (Choir, Band, Yearbook, and Home Economics)</p>	<p>Arts/CTE: Implement arts integration units at all grade levels.</p> <p>Evaluate the need of second and third-year courses in the Arts and CTE pathways.</p>	<p>Arts/CTE: Evaluate and add additional arts integrated learning experience (units). Evaluate the need of second and third-year courses in the Arts and CTE pathways.</p>
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	DoDEA Grant/Arts for Learning CTE Grant	DoDEA Grant/Arts for Learning CTE Grant	DoDEA Grant/Arts for Learning CTE Grant
Expected Outcomes/ Metrics (how your site tracks progress towards the expected outcomes of this goal)	<p>Plan, write and pilot a minimum of one integrated arts lessons/unit. English Language Arts standards/concepts will be integrated with the art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards.</p> <p>Submit unit outlines for advanced choir, band and yearbook. Determine feasibility of offering Fashion Design (CTE).</p>	<p>Implement arts integrated learning experiences (units) for all grade levels. English Language Arts standards/concepts will be integrated with the five art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards.</p> <p>Determine additional Pathway sequences based on student interest and industry need. Determine feasibility of additional course offering to the CHS master schedule.</p>	<p>Evaluate and add new arts integrated learning experiences (units). English Language Arts standards/concepts will be integrated with the five art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards.</p> <p>Determine additional Pathway sequences based on student interest and industry need. Determine feasibility of additional course offering to the CHS master schedule.</p>
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>

2017-20 CHS Site LCAP

<p>1.8</p>	<p>Professional Development: Develop Individual Teacher Education Plans (ITEP) and establish a rotation of weekly professional development approaches/themes to support instructional needs of the site/students, departments/programs, and individual teachers</p>	<p>Implement ITEP Update and maintain themes for PD and rotation weekly professional development approaches/themes to support instructional needs of the site/students, departments/programs, and individual teachers</p>	<p>Update ITEP Update and maintain themes for PD and rotation weekly professional development approaches/themes to support instructional needs of the site/students, departments/programs, and individual teachers</p>
<p>Students Served</p>	<p>All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__</p>		
<p>Budget(s)</p>	<p>General Funds CSF Funds</p>	<p>General Funds CSF Funds</p>	<p>General Funds CSF Funds</p>
<p>Expected Outcomes/Metrics (how your site tracks progress towards the expected outcomes of this goal)</p>	<p>Draft of ITEP Established calendar of PD meetings developed by teachers and administrators Evidence of increased relevance and effectiveness of PD time</p>	<p>Implementation and updates to ITEP Established calendar of PD meetings developed by teachers and administrators Evidence of increased relevance and effectiveness of PD time</p>	<p>Implementation and updates to ITEP Established calendar of PD meetings developed by teachers and administrators Evidence of increased relevance and effectiveness of PD time</p>

Goal 2: Communication	Communicate openly, freely, and accurately to engage and involve all shareholders.
Site Strategy:	Centralize, standardize, increase consistency in the communication of progress, resources, events, emergencies
Identified Need:	CHS Staff and Shareholders rely on multiple sites and sources for information, provided in a variety of timelines/formats

Goal 2/Communication: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
2.1	Community Awareness: Update CHS website, and increase awareness of programs, events, and resources through ASB Haiku page, social media pages/broadcast, and maintenance of bulletin boards			Continue update of CHS website and highlight and clarify programs, resources, and events Update bulletin boards			Continue update of CHS website and highlight and clarify programs, resources, and events Update bulletin boards		
Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__								
Budget(s)	District and Site Funds			District and Site Funds			District and Site Funds		

2017-20 CHS Site LCAP

<p>Expected Outcomes/ Metrics</p>	<p>Updated CHS Website with streamlined guides to programs, resources, and events</p> <p>Establishment of bulletin boards with names/faces of personnel for staff and student awareness</p> <p>Established norms/seasonal updates of social media page and Islander This Week</p>	<p>Updated CHS Website with streamlined guides to programs, resources, and events</p> <p>Updated bulletin boards with names/faces of personnel for staff and student awareness</p> <p>Regular social media presence and broadcast of Islander This Week</p>	<p>Updated CHS Website with streamlined guides to programs, resources, and events</p> <p>Updated bulletin boards with names/faces of personnel for staff and student awareness</p> <p>Regular social media presence and broadcast of Islander This Week</p>
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>2.2</p>	<p>Weekly/Bi-weekly Communication: Continue Islander Family Emails, student bulletin announcements, and establish best practices and norms for use of and communication of progress through Haiku to increase student/family awareness</p>	<p>Continue Islander Family Emails, student bulletin announcements, and implement best practices and norms for use of and communication of progress through Haiku to increase student/family awareness</p>	<p>Continue Islander Family Emails, student bulletin announcements, and continue best practices and norms for use of and communication of progress through Haiku to increase student/family awareness</p>
<p>Students Served</p>	<p>All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__</p>		
<p>Budget(s)</p>	<p>District Funds</p>	<p>District Funds</p>	<p>District Funds</p>
<p>Expected Outcomes/ Metrics</p>	<p>Evidence of weekly/biweekly Family Emails</p> <p>Maintenance of daily student announcements</p> <p>Established norms for Haiku use</p>	<p>Evidence of weekly/biweekly Family Emails</p> <p>Maintenance of daily student announcements</p>	<p>Evidence of weekly/biweekly Family Emails</p> <p>Maintenance of daily student announcements</p> <p>Evidence of increased consistency in use of Haiku and of increased awareness of progress</p>

		Evidence of increased consistency in use of Haiku and of increased awareness of progress	
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.3	Emergency Communications: Practice use of InTouch system to inform shareholders in real time of emergencies/critical information	Implementation of protocols for emergency communications	Continued fine-tuning and implementation of protocols for emergency communications
Students Served	All__X_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	District Funds	District Funds	District Funds
Expected Outcomes/ Metrics	Two practice trials of InTouch texting and emailing with response to feedback from shareholders Established protocols for emergency response/communication	Evidence of successful implementation of protocols for emergency response/communication	Evidence of successful implementation of protocols for emergency response/communication

Goal 3: Support	Maintain safe and supportive schools where students and staff thrive.
Site Strategy:	All students feel healthy, safe, and part of a community at CHS
Identified Need:	Students' reports of concerns related to safety, mental health, and motivation/connections.

Goal 3/Support: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
3.1	Implement coordinated intervention programs for 9th graders and 10th-12th graders: Success Skills, Math Support, ELD, basic credit, Study Skills, Credit Recovery, Palm Academy, Homework Club, and ELA/Math before- or after-school interventions, and continue to develop a multi-tiered system of support for students (including documentation)			Continue interventions in established courses (Success Skills, Math Support, ELD, Study Skills, Credit Recovery, Palm Academy) and developing/adapting before- and after-school supports (Homework Club) Implement a multi-tiered system of support (MTSS) document as part of PEP			Continue interventions in established courses (Success Skills, Math Support, ELD, Study Skills, Credit Recovery, Palm Academy) and developing/adapting before- and after-school supports (Homework Club) Continue to track interventions through implementation of MTSS document as part of PEP		
Students Served	All <input type="checkbox"/> X <input type="checkbox"/> Military <input type="checkbox"/> EL/RFEP <input type="checkbox"/> Homeless/Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> SWD <input type="checkbox"/> Specific Student Group (xx) <input type="checkbox"/>								

2017-20 CHS Site LCAP

Budget(s)	DoDEA Grant TIIG funds	DoDEA Grant TIIG funds	DoDEA Grant TIIG funds
Expected Outcomes/ Metrics	Reduction of D/F List from: Increase of students achieving at standard in Integrated Math 1... Maintain or Increase graduation rate from 98.3% Evidence of piloted implementation of curriculum for Success Skills Evidence of implementation of new online courseware Evidence of piloted implementation of Homework Club and Math/ELA supports Evidence of continued development of curriculum and strategies at Palm Academy Development of documentation of MTSS used by Student Support Team	Reduction of D/F List from: Increase of students achieving at standard in Integrated Math 1... Maintain or Increase graduation rate from 98.3% Implementation of formal curriculum for Success Skills course Established online curriculum Continued development of SST and MTSS protocols	Reduction of D/F List from: Increase of students achieving at standard in Integrated Math 1... Maintain or Increase graduation rate from 98.3% Implementation of MTSS and SST protocols
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.2	Human Relations, Inclusiveness, and Campus Culture: Reestablish campus new student welcome/orientation/support organization, and continue to develop annual messaging on topics related to student safety	Continue and support new student orientation and support program, and support annual messaging regarding student safety and campus culture	Continue and support new student orientation and support program, and support annual messaging regarding student safety and campus culture

2017-20 CHS Site LCAP

	and campus culture (mental health, driving awareness, digital responsibility, academic integrity, substance abuse, etc.)		
Students Served	All <input type="checkbox"/> Military <input type="checkbox"/> EL/RFEP <input type="checkbox"/> Homeless/Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> SWD <input type="checkbox"/> Specific Student Group (xx) <input type="checkbox"/>		
Budget(s)	District and Site General Funds	District and Site General Funds	District and Site General Funds
Expected Outcomes/ Metrics	Established new student orientation and support group, and evidence of programs related to campus and community concerns	Established new student orientation and support group, and evidence of programs related to campus and community concerns	Evidence of annual messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.3	English Learners and Reclassified Fluent English Proficient students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready.	English Learners and Reclassified Fluent English Proficient students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready.	English Learners and Reclassified Fluent English Proficient students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready.
Students Served	All <input type="checkbox"/> Military <input type="checkbox"/> EL/RFEP <input checked="" type="checkbox"/> Homeless/Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> SWD <input type="checkbox"/> Specific Student Group (xx) <input type="checkbox"/>		
Budget(s)	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Expected Outcomes/ Metrics	Increase graduation rate among subgroups, including students identifying as Hispanic, from 92.7% to 94%	Increase graduation rate among subgroups, including students identifying as Hispanic, from <input type="checkbox"/> % to 95%	Increase graduation rate among subgroups, including students identifying as Hispanic, from <input type="checkbox"/> % to 96%
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

2017-20 CHS Site LCAP

3.4	Research and implement a multi-tiered response to behavior system which includes trainings for teachers, incentives for students, and alternatives to detention, Saturday School and suspension, to reduce referrals and suspensions and increase learning time	Continue implementation of MTSS and established alternatives to suspension and research and implement restorative practices	Continue implementation of MTSS and established alternatives to suspension and implement restorative practices
Students Served	All <input type="checkbox"/> X <input type="checkbox"/> Military <input type="checkbox"/> EL/RFEP <input type="checkbox"/> Homeless/Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> SWD <input type="checkbox"/> Specific Student Group (xx) <input type="checkbox"/>		
Budget(s)	General funds	General funds	General funds
Expected Outcomes/ Metrics	Reduce suspension rate from 2.5% to 2.3%	Reduce suspension rate from <input type="checkbox"/> % to 2.1%	Reduce suspension rate from <input type="checkbox"/> % to 2%

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	Research and Implement attendance incentives and alternative interventions, and increase communication and awareness regarding impact and importance of attendance	Implement attendance incentives and alternative interventions, and continue communication and awareness regarding impact and importance of attendance	Implement attendance incentives and alternative interventions, and continue communication and awareness regarding impact and importance of attendance
Students Served	All <input type="checkbox"/> X <input type="checkbox"/> Military <input type="checkbox"/> EL/RFEP <input type="checkbox"/> Homeless/Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> SWD <input type="checkbox"/> Specific Student Group (xx) <input type="checkbox"/>		
Budget(s)	General Funds, including attendance makeup days	General funds, including attendance makeup days	General funds, including attendance makeup days

2017-20 CHS Site LCAP

Expected Outcomes/ Metrics	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
---------------------------------------	--	--	--